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Vermont Agency of Education Case Study Learning Project - Jodi

Welcome to the Vermont Agency of Education case study learning project. The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs). We are fortunate to have had these developed by Lee Ann Jung, a nationally recognized expert on personalization, disability and proficiency based learning. Through these case studies you will see some examples of how our fictional Happy Valley High School executed the requirements of Act 77, the VT Education Quality Standards, and IDEA. These case scenarios provide potential models that can and should be adapted to fit each school's particular context. These models are not new requirements but rather tangible exemplars of how these plans might be developed to support rather than duplicate each other. Additionally this resource showcases a strategy for making adaptations to the PBGR performance indicators where necessary. Schools can pick and choose any or all of the strategies they feel will fit into the model they have created at their school. Please also see the [crosswalk of plans](#) developed by the Agency for further context.

This resource builds off the original case studies created by the National Technical Assistance Center on Transition. Lee Ann Jung's website is www.LeadInclusion.org and she can be reached at jung@leadinclusion.org.

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Jodi

By Lee Ann Jung and Nicole DeZarn

Background

Jodi is a friendly, social 17-year-old girl with a strong work ethic. She qualifies for special education with mild cognitive disabilities and intends to remain in school until she is 21. Her current course of study includes applied academics and vocational preparation and leads to a high school diploma. This year, she worked in a department store primarily stocking shelves but ran the register a few times with close support from her job coach. Jodi loves working in the retail environment and has expressed a strong desire to be employed in one after graduation as well.

Academically, improving Jodi's reading is of special interest to Jodi and her mother, as she loves to look at magazines and newspapers. Right now, she can decode some words and increasing her skills in this area is a priority for them. While she's not had the opportunity to practice budgeting, Jodi can pay for items and make change in both classroom simulation and community environments. Given that she has had a successful community-based employment placement, budgeting skills, too, should be an academic priority.

Jodi is friendly and has good manners. People enjoy being around her. However, there is some concern as to the appropriateness of her chatting. First, her work productivity declines with the amount of talking she does and she frequently requires reminders to return to task. This is a concern for continued employment. Also, Jodi talks freely to anyone, and there is concern for how this might open her up to danger if she is to be independent within the community.

Highlighting Inclusive Practices

When dealing with futures planning and transition, inclusion-minded teams must always focus on independence. Social skills and likeability are strengths for Jodi, thus, the team must capitalize on that while helping her learn to curb it to professional and personal safety standards so that she does not require constant supervision and support. Likewise, Jodi's functional math skills are quite sufficient for success in her choice of employment environments, however, independence in living requires her to be able to manage and use that money independently as well. This practice of capitalizing on student strength with an eye toward increasing independence is at the heart of inclusive futures planning.

Developing the Personalized Learning Plan

Jodi sat down with Charlotte Brooks, the general education family consumer science teacher who teaches her second-period class, to work on her Personalized Learning Plan (PLP.)

"Hi, Jodi," Charlotte began, "We're going to write your Personalized Learning Plan today. The first step is to talk about all of the things you're really good at. What things do you think you are good at?"

Jodi smiled, "I'm good at picking out cute clothes, I love clothes." Charlotte and Jodi both laughed. "I'm good at my job; I can stock the shelves and make change. I like to work the register but I don't get to do it very much. I am a good shopper too. I can buy things by myself."

"Those are great ideas, Jodi! You know, you are really good at talking to people and being friendly too. That's pretty important. The next question is about what is really important to you. What things inspire you? Who do you want to be like?" Charlotte continued.

"I want to be like my Mom, she's smart and has her own house. She's funny and a good mom."

"That's really nice," Charlotte responded. "What else is really important to you?"

"My friends," Jodi answered enthusiastically, "from church and special Olympics. I also really love fashion. I love fashion magazines and fashion TV shows. That's why I like to work at stores."

"Great Jodi! Now, let's talk about what you love to do? What could you do for hours and hours and still enjoy?"

"I like swimming and bowling, I do those with Special Olympics. I love to look at Fashion Magazines and ads but I can't read them too well. I like to shop and be with my friends. I like Church too."

"Okay," Charlotte nodded, "Now, as we talk about your goals and ideas for after graduation, what tests and things have helped you decide what you want to accomplish after graduation?"

"Well, I did some survey things that said that retail sales was probably a good choice for me. I knew it was right because I love to shop. I had to take some tests to show that I could count change and things to get to work the cash register. Also, my boss gives me good evaluations in School to Work."

Charlotte moved onto a discussion of long-term goals. "A while after graduation, after any college classes and when you have a job at a store, what do you really hope life is like? What do you hope to do or have?"

"I would like to work at the Mall. I work at a Target now but I like the mall better. It's more cool."

"Okay, what else?" Prodded Charlotte.

Jodi spoke softer, almost questioning, "I'd like to have my own house?"

Charlotte said, "There are no wrong answers here, Jodi, these are your dreams. Do you want your own house or would you rather live at home?"

"I want a house like a grown up." Jodi's tone was more confident this time.

"Those are good, solid goals, Jodi. Now, what things need to happen right after graduation so that we are sure you can make those things happen?"

Jodi was quiet and Charlotte offered support, "Do you think there are college classes that might help?"

“My mom says that getting the Work Keys Certificate would help me get a better job.” Jodi offered.

“There’s a Work Keys prep course at the local community college. Do you think you’d like to take that?”

Jodi nodded emphatically, “Yeah, going to college would be cool!”

Charlotte smiled, “And you definitely want a job at the mall, right?”

“Right.”

“Now, are there things that you don’t know how to do right now that you know that you need to be able to do if you are going to live on your own, Jodi?”

“I have to be able to get places on my own. I can’t drive so I will have to know how to use taxi’s and buses and stuff.”

“Those are great short-term goals, Jodi. Now, what kind of support will you need in order to meet those goals? What help will you need for using city transportation?”

“I need someone to show me how to use the buses so that I can get to work. I will have to have a way to get to college and someone has to help me get signed up. I need a little help with my money, too. Sometimes, it’s hard for me to know how much it’s okay to spend.”

“That makes sense,” Charlotte was Impressed with Jodi’s self-awareness. “Now, we can formalize the plan.”

“Alright, now, we need to figure out what you can do right now in school to get you ready to meet all of those great goals. Let’s start with your educational goals. What do you think you should work on first to be sure you can get that Work Keys Certificate? You mentioned reading when you were talking about the magazines you like.”

“Yes, reading. I want to read and I can read some words and sound out some words but I want to read more.”

“Okay then, we definitely need some reading goals for you in your action plan. How about a goal for reading more words that you might see at work and when trying to get around in the community?”

“I like that,” answered Jodi.

“And let’s write one about checking for understanding of what you can already read, that’s what’s most important.” Jodi nodded her agreement with Charlotte’s suggestion again.

“What about work?” Charlotte probed, “what do your job coaches think would help you be more successful there?”

“Sometimes, I talk too much. They like that I’m friendly but if I talk too much then I sometimes forget to do much work. I really like to work the registers but if I talk in the line the line gets really backed up.”

“Okay, let’s write a goal for that too, then.”

“Okay, what do you think you could work on right now in school that would help you meet that goal of living on your own someday?”

“I like to shop and I know how to pay for things, Mom says I don’t always look for the best deals. Maybe I could learn to be a better shopper? I also don’t really know about tax and all that and sometimes I think I have enough money and I don’t at the end.”

“Those are definitely things that you could work on learning at school, Jodi. What great thoughts! I think we can take these notes and make you a really great plan now.”

After formally recording each of Jodi’s goals, Charlotte and Jodi created an attainment scale for each one. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to goal. To begin, Charlotte and Jodi describe what Jodi is able to do right now with regards to each target skill and put this description on the scale next to zero. Next, they describe what they want Jodi’s performance to be at the end of the year and placed this description next to the 4. Then, they selected three incremental steps between Jodi’s current skill level and the final goal as benchmarks of progress and placed these descriptions on the scale next to the 1,2, and 3. (For more information on Goal Attainment Scaling, see [this article](#).) Finally, they discussed and recorded the strategies that Jodi and her teachers would use in reaching her goals.

Jodi’s Personalized Learning Plan follows.

Personalized Learning Plan

Happy Valley High is dedicated to ensuring that we personalized learning for every student by ensuring that all students attain the skills, knowledge, and dispositions needed for long-term success. This form is a place to document a student’s plan and should be seen as a living document that can be updated at any time.

Plan Information

Student’s Name:	Jodi
Student’s ID:	4130305
Student’s School:	Happy Valley High and CTE
Student’s Grade:	11
Student’s Graduation Date:	5/30/2021
Date of Initial Plan:	04/05/17
Dates of Previous Plan Revisions:	12/6/17
Today’s Date:	5/11/2018

Team Members Present

Name	Role
Jodi	Student
Charlotte	Family Consumer Science Teacher

Interests and Strengths

Summary of my skills, strengths, and abilities: <i>What am I great at doing? What are my best qualities?</i>
I'm good at my job; I can stock shelves and make change. I am a good shopper. I am friendly and am good at talking to people.
My core values: <i>What do I value? What do I feel strongly about and support? What inspires me? What's important to me? Who influences me?</i>
My mom inspires me. My friends and Special Olympics are important to me. I love fashion.
My interests: <i>How do I enjoy spending my time? What can I do for hours and hours and still enjoy?</i>
I like swimming and bowling with Special Olympics, shopping, looking at fashion magazines and ads, and church.
Assessments of my skills: <i>What assessments have informed my thoughts about what I want to accomplish after graduation? What have I learned from these assessments?</i>
Interest inventories and surveys, tests to show that I can count money and make change, work evaluations

Postsecondary Goals

Long-term goals for after graduation: <i>This is what I want to happen in my life years from now.</i>
1. Within 10 years of graduation, I will have a full-time job at the Mall and live independently in my own house or apartment.
Short-term goals for after graduation: <i>This is what I want to happen right after graduation. These should relate to the long-term goals if possible.</i>
1. After graduation, I will work at least 30 hours per week at the mall for a competitive wage.
2. Immediately after graduation, I will take a preparatory course at the community college and obtain my Work Keys Certificate.
3. Beginning right after graduation, I will use public transportation to travel in the community safely and independently.
<i>*Successful employment is defined as: Employment that is mutually beneficial to the employer and employee. The employee fulfills expected duties proficiently, within acceptable safety and behavioral standards, and receives competitive pay for his work.</i>
Supports I need: <i>What supports do I need to have in place to ensure my success with each of these goals?</i>
I will need support managing and budgeting my money until I get used to it and someone to help me learn and plan my routes on public transportation.

Personalized Learning Plan: Employment

(For more information on Goal Attainment Scaling, see [this article](#).)

Action Plan for Secondary Goals

Goal 1: Education and Training
By the end of next school year, I will correctly read at least 50 words that I might see at work or on bus schedules within 4 seconds of seeing them three times in a row.

Goal Attainment Scale

Scale	Goal
9	I can read 50 words from my list correctly within 4 seconds of seeing them.
8	
7	I can read 40 words from my list correctly within 4 seconds of seeing them.
6	
5	I can read 25 words from my list correctly within 4 seconds of seeing them.
4	
3	I can read 10 words from my list correctly within 4 seconds of seeing them.
2	
1	I can read 3 words from my list correctly within 4 seconds of seeing them.

Strategies for Success

I will study my words at home.

I will practice reading my words in lots of places and fonts.

My teachers will help me select 50 words that are most common at the mall, on busses, and to do the things I want to do in my community.

Data Map

Date	Setting		
	English	Community-based Instruction	Work

Action Plan for Secondary Goals

Goal 2: Education

Given a section of text containing known and/or decodable words, I will read the text and answer at least 3 of 4 questions correctly, five times in a row.

Goal Attainment Scale

Scale	Goal
9	I read passages and read at least 3 of 4 questions correctly.
8	
7	I read passages and answered at least two of four questions correctly.
6	
5	I read passages and answered at least one question correctly.
4	
3	I read passages and can answer questions given a choice between 2 answers.
2	
1	I can read words and some sentences but am unable to answer questions about the passage.

Strategies for Success

I will use the strategies my teachers are teaching me before I ask for help.

I will try reading allowed (quietly) if I am struggling to understand.

I will practice reading my magazines and newspapers at home with Mom too.

Data Map

Date	Settings	
	English	Family and Consumer Science Class

Action Plan for Secondary Goals

Goal 3: Employment

When I am working at my job or at school, I will greet people and answer their questions and then return to work without prompting to stop talking to get the job done, every time I practice, for two weeks in a row.

Goal Attainment Scale

Scale	Goal
9	I greeted people and/or answered questions and then returned to work without prompting.
8	
7	I greeted people and/or answered questions and then returned to work with only a gesture as a reminder from my teacher or supervisor.
6	
5	I greeted people and/or answered questions and then returned to work after a silent touch as a reminder from my teacher or supervisor.
4	
3	I greeted people and/or answered questions and then returned to work after being asked to return to work by my teacher or supervisor.
2	
1	I greeted people and/or answered questions and then engaged in lengthy conversation which took me away from my work. I didn't respond quickly to reminders to get back to work.

Strategies for Success

I will remind myself with positive talk that I have to greet customers and then go back to work before work each day.

I will wear my lip bracelet to remind me to be nice but then be quiet at work.

I will practice in the classroom.

I will pay attention to my coach so I don't miss her cues at work.

Data Map

Date	Settings	
	All Classes	Work

Action Plan for Secondary Goals

Goal 4: Independent Living

In home economics, consumer mathematics, and in community based educational experience, I will determine the unit price of items to choose which ones are a better buy independently, 10 times in a row.

Goal Attainment Scale

Scale	Goal
9	With no visual support, I am able to determine the unit price of two items and decide which is cheaper.
8	
7	Using a graphic organizer, I determine the unit price for three items and decide which is cheaper.
6	
5	Using a graphic organizer, I determine the unit price for two items and decide which is cheaper.
4	
3	With help from my teacher, I complete the steps to determine the unit price for two items and decide which is cheaper.
2	
1	With two set prices, I can identify which is the cheaper of the two.

Strategies for Success

I will use a graphic organizer

I will take my clipboard and calculator into the community until I can do unit price without the organizer

I will keep my calculator in my purse in the community so that I can make informed shopping decisions.

Data Map

Date	Settings		
	Community-based Instruction	Consumer Math	Home Economics

Action Plan for Secondary Goals

Goal 5: Independent Living

In home economics, consumer mathematics, and in community based educational experience, when I have a set amount of money, I will calculate the tax and total cost of the item with tax to know how much money I need to make my purchase correctly, 10 times in a row.

Goal Attainment Scale

Scale	Goal
9	With no help or graphic organizer, I used the correct procedures to accurately calculate the tax and total cost of the item with tax and determine if I can make the purchase.
8	
7	Using a graphic organizer, I used the correct procedures to accurately calculate the tax and total cost of the item with tax and determine if I can make the purchase.
6	
5	Using a graphic organizer, I used the correct procedures to calculate the tax and total cost of the item with tax. I made errors in my calculation of the tax or total cost.
4	
3	Given the cost of the item and the amount of tax for that item, I determine the total cost of the item and subtract it from the amount of money I have to determine if I can make the purchase.
2	
1	I can identify if I have enough money to buy the item without tax. I did not correctly calculate the total cost of the item, when given the amount of tax.

Strategies for Success
I will use a graphic organizer
I will take my clipboard and calculator into the community until I can do unit price without the organizer
I will keep my calculator in my purse in the community so that I can make informed shopping decisions.

Data Map

Date	Settings		
	Community-based Instruction	Consumer Math	Home Economics

Personalized Learning Plan

Connections to Performance-based Graduation Requirements

****For the purposes of this resource and to ensure it is a manageable length, the transferable skills were selected for inclusion. However, the VT AOE suggests that all relevant content areas can be included in a student's PLP and aligned to their short-term and long-term goals.****

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements. This step allows the plans to have meaning within the graduation framework and allows all of the student's work toward their personalized goals to support their body of evidence for graduation.

After outlining each of the short-term secondary goals and action plans, Charlotte and Jodi reviewed each of the performance indicators from the PBGRs for Transferable Skills to see which ones could connect to the short-term learning goals. For each goal, they connected multiple performance indicators from the PBGRs. Then, Jodi recorded how she intended to

evidence progress in the PBGRs through her Personalized Learning Plan. This work is in the tables, labeled “Connections to PBGRs.”

Goal 1: Education and Training
By the end of next school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row.

Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will learn to better understand and use written communication by reading more words.
(b) Use evidence and logic appropriately in communication.	I will learn words that are applicable to being more independent within the community.
(c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will read these words in a variety of settings and in different media so that I recognize them in multiple fonts and styles.
(d) Use technology to further enhance and disseminate communication.	Same as above.
(e) Demonstrate organized and purposeful communication.	I will learn to better understand and use written communication by reading more words.

Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Collaborate effectively and respectfully.	I will work nicely with my teachers, job trainers and friends at work as I practice reading my new words.
(b) Collaborate as needed to advance learning.	Same as above.
(c) Participate in and contribute to the enhancement of community life.	The words we picked are words I need to read to be more independent in the community.

Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate initiative and responsibility for learning.	I'll practice my words at home as well as at school.
(b) Demonstrate flexibility, including the ability to learn, unlearn, and relearn.	I will stay calm if I make a mistake and practice some more reading my words.

Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Apply knowledge in familiar and new contexts.	I will practice my words with multiple fonts in multiple settings.

Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	I will demonstrate this as I choose words that I need to be able to read to be independent in the community with things like bus schedules.
(b) Persevere in challenging situations.	I'll work hard to learn all of the words.

Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I will anticipate the kinds of words that I need to read in bus schedules and street signs, etc.
(b) Persist in solving challenging problems and learn from failure.	50 words is a challenging goal but I will meet it.
(c) Apply knowledge from various disciplines and context to real life situations.	I'm learning words for community use.

Use of Technology

Performance Indicators	How will I meet this indicator with my plan
(a) Practice responsible digital citizenship.	I will only use technology responsibly.

Goal 2: Education

Given a section of text containing known and/or decodable words, Jodi will read the text and answer at least 3 of 4 questions correctly, five times in a row.

Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	Reading text for content is purposeful communication.
(b) Adjust communication based on the audience, context, and purpose.	I will use context to determine what words and sentences mean.
(c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will be using receptive language to understand the text and expressive language to answer questions.

Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I can ask for help if I need it.
(b) Collaborate effectively and respectfully.	I will be respectful.
(c) Collaborate as needed to advance learning.	I will ask for help if I need it.
(d) Participate in and contribute to the enhancement of community life.	Being a better reader will help me at work and if I get to live on my own to pay bills and stuff.
(e) Demonstrate commitment to personal and community health and wellness.	Being a better reader will help me stay safe in the community.

Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Identify, manage, and assess new opportunities related to learning goals.	As I start to read more, I can figure out more words and read more types of information.

Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	Reading will help me solve problems.

Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	I will answer questions like which bus I should ride by reading.

Goal 3: Employment

When I am working at my job or at school, I will practice greeting people and answering questions and then returning to work without prompting to stop talking to get the job done, every time I practice, for two weeks in a row.

Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	My business plan will have to be organized and professional if I am going to use it to help get loans or investors.
(b) Use evidence and logic appropriately in communication.	If my business plan is going to help me get investors, a loan, etc. I will have to have logical reasons for why it will be successful and evidence that I can do the work.
(c) Adjust communication based on the audience, context, and purpose.	I'm not used to writing for business but I will have to learn how to write my business plan.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will have to explain my business ideas to my mentors and listen to their advice. I will be using the computer to create my business plan and my website, which is multi-media.
(e) Use technology to further enhance and disseminate communication.	I will need to use a couple different programs like word and excel to create my business plans. Plus, I have to learn to make a website.

Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I will understand when and to whom it's appropriate to have longer conversations.
(b) Collaborate effectively and respectfully.	I will be respectful and nice to my boss, work friends, and customers.
(c) Collaborate as needed to advance learning.	People at work can help me get things done.
(d) Participate in and contribute to the enhancement of community life.	I work in the community

Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	When I observe problems, I will take them to my boss.
(b) Persevere in challenging situations.	I will keep trying even if things are hard.

Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I will have to think about things that might happen and why.
(b) Persist in solving challenging problems and learn from failure.	If I make a mistake, I will ask for help and keep trying.
(c) Apply knowledge from various disciplines and context to real life situations.	I will use what I learned in family consumer science and math to work the cash register at work.

Use of Technology

Performance Indicators	How will I meet this indicator with my plan
(a) Practice responsible digital citizenship.	I will only use technology responsibly.
(b) Use technology to support and enhance the critical thinking process.	I use technology all day at my job.

Goal 4: Independent Living

In family consumer science, consumer mathematics, and in community based educational experience, Jodi will determine the unit price of items to determine which ones are a better buy independently in 4/5 opportunities five times in a row.

Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will be organized with my lists and money.
(b) Use evidence and logic appropriately in communication.	I will have to use logic and common sense to get the best value for my money.
(c) Adjust communication based on the audience, context, and purpose.	I need to be able to talk to people at banks, stores, restaurants, and all of the places I use money.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will be organized with my lists and money.
(e) Use technology to further enhance and disseminate communication.	I will use a calculator.

Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	If I have a roommate some day, we might split the groceries and things.
(b) Collaborate effectively and respectfully.	I will be polite to everyone.
(c) Collaborate as needed to advance learning.	I can ask my job coach or my mom for help if I am not sure but I shouldn't ask strangers for help with money.
(d) Participate in and contribute to the enhancement of community life.	These skills will make me more independent within the community.

Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Identify, manage, and assess new opportunities related to learning goals.	I may have to choose things I need over things I want or pick a different brand of something to be able to afford more.

Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	I can think of new ways to save money or make more money.

Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	Learning these skills help me solve money problems by being a smart shopper.
(b) Persevere in challenging situations.	This skill might be hard at first but I know I will learn it.

Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I can have some idea of how much I can get for my money but use these skills to check before I get in line.
(b) Persist in solving challenging problems and learn from failure.	I have to keep trying if it is hard at first.
(c) Apply knowledge from various disciplines and context to real life situations.	I already know how to multiply and add decimals on the calculator and now I will use those skills to figure out unit price.

Use of Technology

Performance Indicators	How will I meet this indicator with my plan
(a) Practice responsible digital citizenship.	I will only use technology responsibly.
(b) Use technology to support and enhance the critical thinking process.	I use technology to communicate what I learn.
(c) Use a range of tools, including technology, to solve problems.	I can use a regular calculator or one on my phone or tablet.
(d) Use technology and digital media strategically and capably.	I will show proficiency with technology by using these tools to make good decisions in the community with my money.

Goal 5: Independent Living

In Family and Consumer Science, consumer mathematics, and in community based educational experience, when provided a set amount of money, I used the correct procedures to accurately calculate the tax and total cost of the item with tax to know how much money I need to make my purchase, 10 times in a row.

Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will be organized with my lists and money.
(b) Use evidence and logic appropriately in communication.	I will have to use logic and common sense to make sure I have enough money for my purchases.
(c) Adjust communication based on the audience, context, and purpose.	I need to be able to talk to people at banks, stores, restaurants, and all of the places I need to use my money.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will have to understand what items cost and then be clear as I make my purchases.
(e) Use technology to further enhance and disseminate communication.	I can use a calculator.

Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I can ask for help from people in stores with prices if I can't find them. My teachers and my mom can help with question about my money.
(b) Collaborate effectively and respectfully.	I will be polite and make eye contact.
(c) Collaborate as needed to advance learning.	I will ask people I trust to help me until I can do all of my budgeting and such on my own.
(d) Participate in and contribute to the enhancement of community life.	By working and spending money in the community, I am helping the community.

Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Identify, manage, and assess new opportunities related to learning goals.	I may have to choose things I need over things I want or pick a different brand of something to be able to afford more.

Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	If I am running out of money, I will have to look at where I am spending my money and what I need to do to fix it.
(b) Persevere in challenging situations.	Sometimes, I may be mad that I can't afford everything but I will stay calm.

Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	I can think of new ways to save money or make more money.

Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Frame questions, make predictions, and design data collection and analysis strategies.	I can predict about how much I have to save to buy an item that I really want.
(b) Persist in solving challenging problems and learn from failure.	I have to keep trying if budgeting is hard at first.
(c) Apply knowledge from various disciplines and context to real life situations.	I can use what I already know about calculators, math, and money to become a better shopper.

Use of Technology

Performance Indicators	How will I meet this indicator with my plan
(a) Practice responsible digital citizenship.	I will only use technology responsibly.
(b) Use technology to support and enhance the critical thinking process.	I use technology to communicate what I learn.
(c) Use a range of tools, including technology, to solve problems.	I can use a regular calculator or the one on my phone or ipad.
(d) Use technology and digital media strategically and capably.	I will show proficiency with technology by using these tools to make good decisions in the community with my money.

Reflections

In their next meeting, Charlotte and Jodi reflected on progress toward the goals and determined if any revisions to the plan were needed.

Student Reflection

Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?

Last year, I started working in the community. I am doing a good job but I can do better and be more independent.

Family Reflection

I can see big changes in Jodi. I see her becoming more confident and independent. I am very proud.

Faculty Reflection

Jodi has come a really long way with money and employability skills this year. She seems to be maturing very rapidly. We are confident that she can meet her goals if she continues working this hard.

Highlighting Inclusive Practices

One of the most challenging issues for inclusive employment and independent living are unspoken social rules and judgment. While her great social skills are an asset for Jodi, not understanding how much to talk or to who to talk about certain things not only decreases her work productivity but also could potentially put her at risk of exploitation. Unfortunately, these rules and standards are not immediately clear to people with certain kinds of disabilities. In these instances, like Jodi, some direct instruction to overtly teach social appropriateness is necessary. By addressing these issues now with Jodi, her team greatly increases the likelihood that she will achieve her goals of full-time competitive employment and independent living.

The IEP Transition Planning Meeting

Attending Jodi's meeting were the following: Jodi; Her mother, Judy; Charlotte, her general educator; Addison, her special educator; Lily, the special education facilitator; and Curtiss, a representative from the Office for Vocational Rehabilitation. After a discussion of procedural rights and safeguards, the group began discussing Jodi's current progress in her program.

Charlotte began, "Jodi really seems to enjoy my class and interacts well with all of her classmates. She has good cooking skills and learns quickly with visual instructions. Of course, she needs some support with reading and occasional redirection if she gets too busy talking but her independence skills are quite impressive overall."

Judy added, "Yes, Jodi is quite independent at home. She doesn't cook big meals but she can certainly feed herself and tidy up. She does all of her self-care, she loves lotions and make-up and things. I'm not surprised that she's good in family consumer science. I know she likes that class as well."

Charlotte smiled, "That doesn't surprise me at all."

"Academically," Addison added, "Jodi's progressing as well. She has really mastered all of the money skills we targeted last year and uses them at work and in the community. She is able to decode many more words and read more functional site words as well. She is still working with comprehending passages and I'd like to make this a specific goal for next year for her."

Charlotte interjected, "She chose that as a priority for her Personalized learning plan as well. She also added a goal for learning more community words that would help her use the bus and function independently in public."

"I don't know how comfortable I am with the thought of my chatty girl being alone on a bus or anywhere in public for that matter. She doesn't know a stranger and I am scared to death that someone will take advantage of her," Judy spoke up.

"I understand that concern," Addison nodded, "but I also know that Jodi really wants to live independently or at least semi-independently like in a supported living setting some day. The very best way for us to keep her safe is to teach her what and how much information is appropriate to share, when to talk to people and when to be quiet, and how to speak up for herself if she needs to do so. Wouldn't you agree?"

"I'm not sure," Judy's gaze was clearly defensive.

Lily stepped in to try and find common ground, "None of us is advocating allowing Jodi to be out in the community unattended right now. What may be a really good goal though, is to have Jodi identify who to talk to and who not to and to work on having her support staff decrease their proximity and shaping her into more safe independence while they are out. Would you be comfortable with that, Judy?"

"Yes, that seems fair, so long as someone is there to step in as needed. I'd love to feel like she could be safe out there. I'm just having a hard time imagining it."

Lily moved on, "What other kinds of skills would be very necessary for her to achieve that independent/semi-independent living goal?"

"Aside from full time employment? Learning how to deal with money. I'm quite sure that right now she'd spend every last dime on clothes," Judy answered.

"Great," Addison added, Jodi and I agree with that. "She and Charlotte wrote goals for determining best buys by finding unit price and using multiplication and serial subtraction to be sure she has enough money to buy multiple items on a list. I think these are a good start toward being able to budget for a month with paychecks by graduation time. I'm also going to recommend that she take a consumer mathematics class to help with this. Does that sound okay, Jodi?"

"Yes," Jodi smiled, "I'm going to be a great shopper!"

"Speaking of work," Lily interjected again, "how is that going, any goals we need to work on there?"

Addison answered, "As everyone knows, Jodi works at a local department store. She mainly stocks shelves right now but she has gotten to run the cash register some. She really likes to do the cash register best but, right now, she needs lots of reminders not to talk so much with the customers that she holds up the line. Despite that, Jodi's boss really likes her and wants her to continue and we're going to work on that."

"I want to work at the Mall," Jodi spoke up.

"I know you do, Jodi," Addison replied, "that's why we've got to work really hard to make you a great cashier by your senior year when you transfer to Vocational Rehabilitation for school to work transition, right, Curtiss."

"Absolutely," Curtis responded, "I'm glad we're getting to know the kinds of things you like to do so that we'll have just the right spot ready when the time comes."

"I'm glad that Jodi likes working in retail settings," Judy interjected, "but I want to make sure that she has a chance to experience all of the options in retail. Maybe she'd love the food counter or some other aspect of retail work that she hasn't experienced yet. I just want her to have well rounded experience and be sure that we're placing her in something she will want to do for a long time while we have your support."

"That makes total sense," Curtiss said. "Addison, are those things considered in your plans?"

Addison paused, "We definitely try to make sure that they've done a little bit of everything. However, I never really considered food service as an option for Jodi because she touches her hair and face so much during the day and I was afraid that would be a real issue in a food service setting."

Charlotte spoke up now, "You know, we cook at least once a week in home economics. In the beginning, I had to give Jodi lots of reminders to keep her hands off her head but, now, we have no problems at all. I think she'd be fine if she wanted to try that kind of position out."

"Wonderful," Lily added, "that's why it's so great to have a whole team working on a plan! Okay, Judy and Jodi, are there other things that you feel like need to be addressed in the next year to help Jodi meet her personal future goals, given that she intends to remain in school until she turns 21."

Jodi shook her head no and Judy added, "I think this is a good plan, I hope that she is able to achieve all that she dreams. Thank you for helping her, and me, focus on her dreams. It's always hard as a parent to let go and let your child grow up. For my child with a disability, it's twice as hard."

Jodi's Transition plan follows:

Highlighting Inclusive Practices

It is tempting, with transition planning, to plan around what we know about a student and let that limit the vision. In Jodi's case, her mother struggled with the idea of her independence because she is too talkative and her special educator was limiting the opportunities they offered Jodi based on what she was able to do right now. Is this what we do with students without disabilities? Do we tell them they can't be doctors because they don't know anatomy? Of course not! We encourage them to try to learn the skills they need to accomplish their goals before telling them to change their goals just as Jodi's team eventually did in her plan. Inclusive programming never assumes that a student can't do something without trying to teach them the skills first.

Individualized Education Program - Post-Secondary Transition Plan

Student Name: Jodi

IEP Meeting Date: 5/15/2018

Current Grade Level: 11th

Expected Date of Graduation: 5/30/2021

Evidence of involving student and related agencies:

Jodi, her mother, and a representative from the Office of Vocational Rehabilitation were all in attendance.

Age Appropriate Transition Assessments Performed (*State the assessment and date, then identify the student's preferences, interests, strengths and needs, then link that information to post-secondary goals*):

Summary evaluations of service providers including vocational and daily living scales, the WAIS, interest inventories, person centered futures planning interview, parent and student personal transition surveys, and the Supports Intensity Scale

The results of these assessments show that Jodi is capable of meeting the goals and benchmarks outlined in this plan.

Definitions:

Measurable Post-Secondary Goals - *A post-secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals - *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post-secondary goals.*

Education and Training (Required):

Post-Secondary Goal(s) for Education and Training (Required):

Immediately after graduation, Jodi will complete a preparatory course at the community college and obtain my Work Keys Certificate.

Progress Review Dates

	2/15/2019	4/15/2019	8/15/2019	10/15/2019
Annual Transition Goal(s) for Education and Training (Required): 1. By the end of the school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row. 2. Given a section of text containing known and/or decodable words, Jodi will read the text and answer at least 3 of 4 comprehension questions correctly, five times in a row.				

List Transition Services related to Education and Training:

Transportation support, possibly audio-text and oral testing to complete the certification exam.

Individualized Education Program - Post-Secondary Transition Plan

Employment (Required):

Post-Secondary Goal(s) for Employment (Required) -

1. After obtaining her Work Keys Certificate, Jodi will obtain and maintain a fulltime position in a retail setting for competitive pay.

Progress Review Dates

	2/15/2019	4/15/2019	8/15/2019	10/15/2019
<p>Annual Transition Goal(s) for Employment (Required): When she is working at her job or at school, Jodi will practice greeting people and/or answering questions and then returning to work without prompting to stop talking or continue working 100% of the time for two weeks in a row.</p>				

List Transition Services related to Employment:

School based and then community-based job coaching as necessary, visual reminder, regular feedback.

Independent Living (as appropriate):

Post-Secondary Goal(s) for Independent Living (as appropriate):

Within 10 years of graduation, Jodi will live alone or with a roommate independently (without live-in monitors) in a supported living house or apartment.

Progress Review Dates

	2 /15/2019	4 /15/2019	8 /15/2019	10 /15/2019
<p>Annual Transition Goal(s) for Independent Living (Required): 1. In home economics, consumer mathematics, and in community-based instruction, Jodi will determine the unit price of items to choose the better buy independently in 4/5 tries, five times in a row. 2. In home economics, consumer mathematics, and in community based educational experience, when provided a set amount of money, Jodi will use the correct procedures to accurately calculate the tax and total cost of the item with tax to know how much money I need to make my purchase, 10 times in a row.</p>				

List Transition Services related to Employment:

Written check lists, Voc. Rehab self-advocacy and financial counseling, community living support as needed until her routine is established.

Course(s) of Study: *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.*

1. Advanced Family Consumer Science
2. Consumer Mathematics
3. English
4. Community-Based Vocational Experience
5. Community-Based Instruction

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc. Rehab will develop an individual rehab plan (IRP) and assume job coaching responsibility after a transition period by graduation in May 2019.

Adaptations to Graduation Requirements

Happy Valley High uses the Vermont Agency of Education Graduation Proficiencies, EQS Transferable Skills, and Recommended Performance Indicators. After outlining each of the short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Jodi requires accommodation or modification on some of the performance indicators. Within each of her courses, if she meets the performance indicator with the accommodation or modification, she will have met the PBGR within that course. Although Happy Valley High uses all of the Agency of Education Content Graduation Proficiencies, this document focuses on only Language Arts and Mathematics with Transferrable Skills on the transition plan for brevity while providing benchmark examples for Vermont students and faculty.

Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Communication

Performance Indicator	Adaptation Needed
(a) Demonstrate organized and purposeful communication.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
(b) Use evidence and logic appropriately in communication.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(c) Adjust communication based on the audience, context, and purpose.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(e) Use technology to further enhance and disseminate communication.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None

Description of Accommodations	Jodi needs overt instruction to identify appropriate language for appropriate audiences and faded prompting to be successful. Additionally, she may need talk to text programming for written communication.
Description of Modifications	Direct instruction, fading, classroom simulation, simplified text/wording, visual instruction in addition to oral or written.

Adaptations to Proficiency-based Graduation Proficiencies for Content Areas

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Language Arts

Graduation Proficiency	Adaptation Needed
1. READING Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
2. WRITING Produce clear and coherent writing for a range of tasks, purposes, and audiences.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
3. WRITING Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
6. LANGUAGE Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None

Description of Accommodations	High interest/low level text or audio-text, talk-to text writing programs, graphic organizers.
Description of Modifications	In some cases, simplified or concrete rather than symbolic concepts may be needed to demonstrate proficiency.

Mathematics

Graduation Proficiency	Adaptation Needed
1. MODELING Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationships between the variables, interpret results, and validate and report conclusions and the reasoning behind them.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
2. NUMBER AND QUANTITY Reason, describe, and analyze quantitatively, using units and number systems to solve problems.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
3. ALGEBRA Create, interpret, use, and analyze expressions, equations and inequalities.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
4. FUNCTIONS Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
5. GEOMETRY Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
6. STATISTICS AND PROBABILITY Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None

Description of Accommodations	Jodi needs visual models and real life applications to be successful. She can use a calculator.
Description of Modifications	Jodi can perform all of these skills but should be allowed to do them with smaller numbers so that she does not become overwhelmed

Highlighting Inclusive Practices

Despite her intellectual disability, Jodi is very capable of demonstrating competency with the PBGRs if they are completed in concrete, life-application situations. Her goals for independence require problem solving and collaboration, improved reading and money skills. These are excellent places for her to accomplish proficiency with PGBRs if not necessarily the way we usually think about them. The application of the PGBRs to Jodi's personal goals and talents are precisely what makes this plan inclusive.