

Case Study: Jacob

A. Case Background

Name: Jacob

Age: 18

Disability category: Autism Spectrum Disorder, Level 2

Pertinent family characteristics:

- Lives with dad and dad's girlfriend, but dad is a truck driver and gone for weeks at a time
- Has been removed from mother's custody due to domestic violence and neglect

Likely employment/further education settings: Supported part-time employment; community-based life skills training

Likely living arrangements: With father or in an apartment with one roommate, with adult supervision

B. Key Features of the Case

The following statements are provided to assist the reader in understanding the key features and context of this case:

- Jacob's aggression and resistance to following directives make it difficult for his dad and dad's girlfriend to care for him.
- Jacob completes all of his schoolwork at school and does not take anything home.
- Jacob has mental health problems and is seeing a private psychologist; however, because of scheduling conflicts, behavioral problems, and lack of money, he does not consistently attend.
- Jacob's level of functioning indicates that he needs much support in his life, so the TPI-3 Modified Form for Students With Autism or Other Significant Support Needs was used in place of the core TPI-3 rating forms. (See Figure 1.)

C. Scenario

Jacob is an 18-year-old male in his senior year of public high school. He is set to participate in the graduation ceremony with his classmates in the spring and participate in the Community Transition Program for 18- to 21-year-old students starting in the summer. He is not able to complete any task without prompting; he is easily distracted and will fixate on a desired activity. This can sometimes cause hazardous situations because he may not remember or realize he was distracted from his original task until hours later. Jacob completes all of his schoolwork at school with prompts and guidance from the teachers and paraprofessionals in the classroom. He is required to leave all of his work at school because it will not be returned to school otherwise. At home, his dad and dad's girlfriend are struggling with extreme behaviors that sometimes result in law officials having to get involved. The team does not find it appropriate for Jacob to complete work at home.

Jacob's goal is to become a blacksmith and make weapons to sell to people. He is currently working with a local blacksmith through a job mentorship program 1 day per week. Jacob received his U.S. Occupational Safety and Health Administration (OSHA) certificate through his welding course at the high school. He frequently makes knives and daggers out of Popsicle sticks, tree branches, and scrap materials and brings the items to school to sell. The items are confiscated, which upsets Jacob because he believes he has a buyer lined up at school and that loss of the weapons equates to a loss of income. He is also fascinated with explosive devices and will sneak into his father's shed to make different devices. He has a tendency to try them out without adult supervision and is unable to perceive dangerous situations. He has caught parts of the shed on fire on several occasions.

Hygiene is an issue. Jacob does not shower regularly and needs assistance to clean all of his private parts thoroughly. He has strong body odor that he seems unaware of, and his special education teacher keeps a stick of deodorant in the classroom and will prompt Jacob to use it on a daily basis. Jacob is reluctant but will use it most of the time. He needs help with washing his clothes and making sure he puts clean clothes on after showering. The nurse keeps a clean change of clothes in the office for Jacob to change into when necessary.

When Jacob is upset or feels overwhelmed, he will engage in self-stimulating behaviors that include sitting on the ground cross-legged, rocking, and sucking his thumb. He has impulsive behaviors and will scream when he is upset, but only for a little bit. He prefers to be alone when he is upset; when given time to calm down, he can return to task. Jacob was diagnosed with pica at a young age; he goes through waves of heightened cravings for dirt when he is especially stressed or anxious. Most of the time he is able to manage his pica through eating on a consistent schedule.

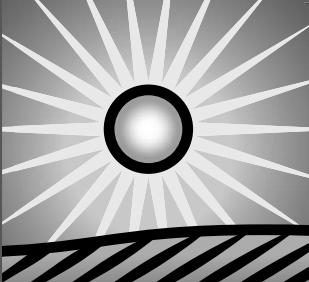
D. Modified Form

Transition Planning Inventory—Third Edition

TPI-3

Modified Form for Students With Autism
or Other Significant Support Needs

James R. Patton Gary M. Clark



The purpose of the Modified Form for Students With Autism or Other Significant Support Needs is to provide an assessment tool to help the student in the transition planning process.

Section 1. Student Information

Student's Name Jacob Date 2020

Sex M F Birth Date _____ Age 18 School/Program Setting _____

Name of Person(s) Completing Form

Home	<u>Sam (father)</u>
School	<u>B. Tyler</u>

Section 2. Likely Settings for Postsecondary Outcomes

Directions: Fill in based on what you expect the student will do during the first year after high school.

Employment/Community Program	Living Situation
<input type="checkbox"/> Competitive	<input type="checkbox"/> Lives alone
<input checked="" type="checkbox"/> Supported Competitive	<input type="checkbox"/> Lives with others who are not related to him/her (without supervision)
<input type="checkbox"/> Noncompetitive	<input type="checkbox"/> Lives with others who are not related to him/her (with adult supervision)
<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Lives with parents or other relatives
<input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	

Section 3. Planning Areas Inventory

Directions:

- A school representative and one or both parents/guardians should rate the student based on current competence for each statement listed by marking the appropriate box. Use the following scale:
 - Not appropriate** Not appropriate for the school to target for planning at this time.
 - Don't know** No basis for judgment at this time due to lack of observation or because student has not attempted to perform or demonstrate the skill.
 - Independently competent** There is agreement that the student is able to perform the skill in various settings at an independent and satisfactory level.
 - Competent with limited support** There is agreement that the student is able to perform the skill with appropriate support in various settings.
 - Competent with extensive support** There is agreement that the student is able to perform the skill with appropriate, yet extensive, support in various settings.
 - Not competent** There is agreement that the student is unable to perform the skill even with support.
- To assist with development of goals, mark one or more of the appropriate boxes for recommended action:
 - Further assessment** Select this action option when you have insufficient information and recommend new or additional assessment. This option may result from a "Don't know" rating or may be used to plan for setting instructional goals and/or level of instruction.
 - Instructional goal(s) needed** There is agreement that the student needs instruction in one or more competency areas. Instructional goals should help a student move from Not competent to Independently competent or Competent with some level of support.
 - Linkage goal(s) needed** There is agreement that the student needs one or more supports or accommodations while in school or in the community when he/she exits the school.
- In the Recommendations column, describe the type and nature of any support that is needed and/or specific assessments or types of assessments that are still needed for planning purposes.

Figure 1. The TPI-3 Modified Form for Students With Autism or Other Significant Support Needs completed for Jacob.

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Planning Area and Item	Rating								Actions	Recommendations
	Not appropriate	Don't know	Independently competent	Competent with limited support	Not competent	Further assessment	Instructional goal(s) needed	Linkage goal(s) needed		
FUNCTIONAL COMMUNICATION (SKILLS NEEDED IN VARIOUS ADULT SETTINGS)										
1. Has skills to communicate (through gestures/speaking/sign language/augmentative communication).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has listening skills to understand when others communicate (through gestures/speaking/sign language/augmentative communication).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Has reading skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Has writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SOCIAL/INTERPERSONAL RELATIONSHIPS										
5. Gets along with family members/relatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Gets along with others outside of family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Acts appropriately in various social situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Figures out how to act appropriately in new social situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Knows how to handle problems with other people in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Understands other person's expressions or feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Responds appropriately to other person's expressions or feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Makes friends in various settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Maintains friendships over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Understands when he/she is being taken advantage of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SELF-DETERMINATION										
15. Expresses personal interests.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Advocates for personal needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Is aware of tasks or situations where help is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Knows what he/she wants after high school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Understands own strengths and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Makes own personal decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Sets goals based on personal preferences, interests, or strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Sets goals based on personal needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Knows basic legal rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Figure 1. (continued)

Planning Area and Item			Not appropriate		Don't know		Independently competent		Competent with limited support		Not competent		Further assessment		Instructional goals(s) needed		Linkage goal(s) needed			
			Rating						Actions						Recommendations					
PERSONAL/BEHAVIOR																				
24.	Uses meaningful eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.	Uses appropriate repetitive body and limb movements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26.	Respects others' privacy and property.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27.	Accepts responsibility for own actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28.	Controls impulsive behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29.	Controls emotional behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30.	Manages behaviors related to intense interests appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31.	Controls aggressive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32.	Controls self-injurious behavior.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SELF-CARE																				
33.	Uses appropriate eating skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34.	Uses appropriate toileting skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35.	Performs appropriate personal hygiene and grooming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36.	Dresses appropriately for situation and weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EMPLOYMENT																				
37.	Names (or identifies through graphic images) the jobs he/she likes the most.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38.	Knows the requirements of the jobs he/she likes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39.	Knows how his/her strengths match jobs liked the most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40.	Has work attitudes necessary for keeping a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41.	Has the general skills (e.g., being on time) for keeping a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42.	Follows specific rules, routines, and safety requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43.	Has the specific knowledge and skills for getting an entry-level job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44.	Knows how to get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
POSTSECONDARY EDUCATION/TRAINING																				
45.	Knows about postsecondary programs designed for students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46.	Has skills to get around on campus or training center.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47.	Attends class/training regularly and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48.	Displays appropriate in-class behaviors typically expected of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49.	Completes course-related requirements/tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50.	Works successfully with other students or trainees in group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(continues)

Planning Area and Item	Rating								Actions	Recommendations
	Not appropriate	Don't know	Independently competent	Competent with limited support	Competent with extensive support	Not competent	Further assessment	Instructional goal(s) needed		
POSTSECONDARY EDUCATION/TRAINING (continued)										
51. Uses the assistive technology needed to be successful in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Develops natural support systems with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Uses self-advocacy skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HOME LIVING										
54. Knows how to do routine household tasks (e.g., cleaning, cooking, laundry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Knows how to get help with daily living tasks when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Knows how to use everyday technology (e.g., cell phone, computer).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Buys everyday items that he/she needs or wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HEALTH AND SAFETY										
58. Maintains healthy lifestyle (i.e., by attending to exercise, diet, and nutrition).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Is emotionally and mentally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Takes care of physical health problems when they arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Takes care of emotional and mental health problems when they arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Displays appropriate sexual behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Recognizes situations that are possibly harmful or dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Knows what to do in situations that are harmful or dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEISURE AND RECREATION										
65. Identifies what he/she likes to do in free time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Chooses what he/she wants to do in free time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Participates in various indoor activities (e.g., card games, watching videos).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. Participates in various outdoor activities (e.g., walking, riding bike).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. Participates in entertainment activities away from home (e.g., movies, plays, bowling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMUNITY PARTICIPATION										
70. Uses community resources (e.g., library, parks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. Attends/participates in community events (festivals, celebrations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. Finds places in the neighborhood/community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
73. Possesses pedestrian skills needed for navigating the neighborhood/community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
74. Uses local transportation system when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Figure 1. (continued)

E. Planning Notes: Jacob

Transition domain	Relative strengths	Planning recommendations for instruction, coaching, support, etc.
Functional Communication	<ul style="list-style-type: none"> • Written communication is adequate, but handwriting is hard to read • Expressive and receptive language are progressing 	<ul style="list-style-type: none"> • Needs coaching on asking appropriate questions related to new tasks or new situations that occur on the job • Needs help with written communication via email and etiquette • Needs to improve expressive and receptive language skills in various adult settings
Social/Interpersonal	<ul style="list-style-type: none"> • Enjoys telling others about his crafted weapons 	<ul style="list-style-type: none"> • Needs instruction on handling disagreements with others in an appropriate manner
Self-Determination	<ul style="list-style-type: none"> • Knows what kind of job he wants and living arrangement he wants after high school 	<ul style="list-style-type: none"> • Needs to learn self-advocacy and how to accept help from others
Personal Behavior		<ul style="list-style-type: none"> • Needs to learn coping strategies for handling stressful situations that do not align with desires • Needs to maintain consistent therapy schedule for behavior
Self-Care	<ul style="list-style-type: none"> • Is able to indicate when he is hungry and will seek food available in the home 	<ul style="list-style-type: none"> • Needs extensive support with laundry, hygiene, and grooming skills
Employment	<ul style="list-style-type: none"> • Has basic skills in blacksmithing (forging and working with metals) • Is OSHA certified • Participates in job training program with mentor in the field 	<ul style="list-style-type: none"> • Needs to continue social-skills support for work placement • Needs skills training on remaining focused while working on tasks that may be undesirable • Requires skills training on following directives of boss and completing tasks
Postsecondary Education/Training		<ul style="list-style-type: none"> • No planning at this time
Home Living	<ul style="list-style-type: none"> • Has goal of living with a roommate with support 	<ul style="list-style-type: none"> • Needs to learn budgeting skills and buying necessities within budget • Needs instruction in using and maintaining technology • Needs to learn how to schedule and follow through to complete household tasks
Health & Safety		<ul style="list-style-type: none"> • Needs help learning portion control, eating on a schedule, buying and preparing food • Needs help in identifying potentially harmful situations and refraining from participating in them
Leisure & Recreation	<ul style="list-style-type: none"> • Knows and tells others what he likes to do in free time • Enjoys writing poetry 	<ul style="list-style-type: none"> • Needs to explore new leisure and entertainment experiences in outdoor and indoor settings • Needs skills training for participating in safe new leisure activities
Community Participation	<ul style="list-style-type: none"> • Will participate in community event if there is a particular item of interest 	<ul style="list-style-type: none"> • Needs to learn how to get around the community safely • Needs help with using local transportation systems • Needs to learn how to locate and use community facilities/resources