

## About Angel

Angel is a 18 year old young lady, who receives instruction in our ED Program at Southwest Academy who's current post-secondary career interests lie in the teaching young kids about animals, insects, and spiders. Angel's dreams are to work in a classroom when she graduates high school and enters adulthood. The following document outlines The Menta Group's procedures for planning, developing, and fulfilling a student's transition plan to ensure him/her a bright and successful future.

## Planning/Assessment Process: The Menta MAP

At the annual review of Angel's IEP, a Menta MAP Transition Person-Centered Planning meeting was conducted in the 2013-2014 school year and updated for the next annual review in the 2014-2015 school year. The Menta Map brings together the critical members of a student's team. For Angel, these individuals included her teacher, her mother, Southwest Academy's transition coordinator, clinician, and program director. Through the process of her MAP, Angel was able to articulate a strong interest in becoming a science teacher due to her passion for bugs, insects, and arachnids. In order to create a plan that builds on Angel's skills set, the team worked with Angel to specify her post-secondary goals of becoming a teacher assistant. Through the process of researching and job shadowing, Angel was able to gain an understanding of the responsibilities of becoming a teacher assistant. To assist Angel in gaining experience as a teacher assistant, her team decided to pursue a partnership with a school that would fulfill this need. The action plan shown below indicates this information in a step by step process to help Angel work towards achieving her goals.

## Action Plan as Developed and Specified in the MAP

Action plans are a series of steps developed through the information collected in the MAP to support the student in fulfilling his/her post-secondary goals. These action items are updated annually.

## Progress of Activities 2014

The Progress of Activities are completed at annual IEP review to outline the action steps, the progress towards them, and what next steps we need to take as a result of the information we gained.

### Employment

<u>Activity</u>	<u>Progress</u>	<u>Next Steps</u>
Participate in TA program at Southwest Academy	Angel began her internship at Preschool in March of 2014. A contract was developed to specify Angel's roles at preschool.	Help Angel to develop structured lesson plans, supply requests and soft skills of taking on responsibility of having a "job".
Explore responsibilities of being a TA in a public school and a private school	Through her job shadow and internship experience, Angel was able to gain an understanding of the requirements for becoming a teacher assistant.	Explore interest and strength in working in a zoo setting.
Job shadow 3 different TA's in both a public and a private school	Angel job shadowed a teacher's assistant in a public school for a 3 <sup>rd</sup> through 5 <sup>th</sup> LD	Angel expressed the interest of teaching kids about bugs and insects at the zoo as

	<p>classroom. She was able to interview the teacher assistant. Angel also job shadowed a teacher assistant at Southwest Academy. This teacher assistant works with the science teacher at SWA so Angel was able to understand how being a science teacher assistant may be different than being a teacher assistant such as the classroom at the public school. Angel also job shadowed one of the assistants in the Preschool classroom in which she interns. Through this job shadow, Angel was able to understand the responsibilities of being a teacher assistant in a public special education included preschool classroom.</p>	<p>well as in a classroom.</p>
<p>Explore part-time job environments Angel would be comfortable with doing</p>	<p>Upon the development of the internship with preschool, Angel's mom made the decision for Angel to concentrate on building work skills through the internship instead of working a part-time job.</p>	<p>Part-time jobs will not be explored at this time.</p>

**Education**

<b><u>Activity</u></b>	<b><u>Progress</u></b>	<b><u>Next Steps</u></b>
<p>Explore educational requirements of a teacher assistant</p>	<p>Angel researched requirements in her classroom.</p>	<p>List accommodations needed as specified in IEP</p>
<p>Visit 3 different colleges campuses</p>	<p>Angel was not able to fulfill this activity to uncertainty of attending college. The team is exploring on-the-job training.</p>	<p>Explore alternative training programs. Develop internship as a teacher assistant. Explore possibility of Union Preschool</p>
<p>Narrow down campus of choice</p>	<p>See above</p>	<p>See above</p>

**Independent Living**

<b><u>Activity</u></b>	<b><u>Progress</u></b>	<b><u>Next Steps</u></b>
<p>Get driver's permit</p>	<p>Throughout the course of the year, Angel's Mom made the decision to wait on Angel attaining her driver's license</p>	<p>Angel would benefit from attaining Dial-a-Ride services. Need DDD as a result</p>

Develop the Filter System for things I say to others	Angel works with a small speech group. During this group, she works on how to communicate to others and how certain words can get interpreted by others in a way that was not intended. Angel practices these skills in Culinary with her coworkers and supervisors. Angel also works on these skills in her internship at Preschool	Explore difference ways of speaking to a coworker vs. a supervisor
Accepting constructive criticism	Angel works on this at her internship and in Culinary. She works best when criticism is scripted for her, rather than relayed through verbal communication. Angel is developing the ability to articulate this accommodation.	Attain RSA for job coaching supports

### **Updated Action Plan 2014**

#### **Employment Goal: After high school, Angel will work full-time as a science teacher assistant teaching about bugs and insects.**

Activity	Person Responsible	Due Date
Participate in TA program at Southwest Academy	Ms. Blocher	1/7/2015
Explore possibility of working as a teacher in a zoo	Angel/Mr. Healy	11/15/2015
Job shadow someone who works with kids and insects at the Wildlife World Zoo and Phoenix Zoo	Transition Coordinator	2/1/2015
Narrow job Angel would be doing post-graduation	Ms. Blocher/Mr. Salazar/Mr. Healy	2/1/2015

#### **Education Goal: After high school, attend classes part-time towards becoming a science teacher assistant.**

Activity	Person Responsible	Due Date
Explore educational requirements of a teacher assistant and training needed to teach at a zoo	Transition Coordinator	1/15/2014
Visit 2 different junior colleges campuses	Transition Coordinator	1/15/2015
Narrow down campus of choice	Angel	2/1/2015
Apply for FAFSA	Angel/Family	3/15/2015
List accommodations needed as specified in IEP	Classroom teacher	3/15/2015

#### **Independent Living Goal: After high school, Angel will live in the house across the street from her family with daily living supports.**

Activity	Person Responsible	Due Date
Provide Mom with resources for guardianship	Transition Coordinator	12/1/2015

Attain a DDD	Family/Transition Coordinator	3/15/2015
Locate RSA representative	Transition Coordinator	12/1/2015
Enroll with RSA	Transition Coordinator	1/15/2015
Enroll to receive Dial-a-Ride services	Transition Coordinator	3/15/2015
Practice using Dial-a-Ride Service	Family/Mr.Healy	3/15/2015
Write social story about graduation	SWA Clinical staff	4/1/2015

## Partnerships

The school staff on Angel's team met with the Director of Education and Careers in Chicago to collaborate on creating a partnership for Angel. The criteria for the business partnership was as follows:

- An environment where Angel is able to attend regularly as a part of her schedule
- The school has a leader in the classroom who has worked with young adults with Autism and understands how to modify feedback according to Angel's cognitive processing
- An environment that would allow Angel to have creative freedom in taking charge of lessons
- An environment that would allow for flexibility in tasks Angel would be responsible for
- An environment near to Southwest Academy for Angel to independently transport herself to and from

Given the above stated criteria, the team at Southwest Academy targeted the Union Elementary Preschool program as a possible work experience placement for Angel. Angel's team met with Krystal, the Preschool teacher to ask if Angel could come to volunteer in the classroom for one hour every other day. The following are steps the team took to develop a structured learning plan for Angel.

## Next Steps

1. Create a schedule for Angel to attend Preschool that suits her abilities
2. Attain and customize a Cooperative Education Internship Agreement for Angel
3. Ensure the roles and responsibilities of Angel, her mom, Miss Krystal, school, and Transition Coordinator are stated in contract
4. Proof of Special Education Services Insurance Liability stating Special Education Services will cover the cost for Angel's medical needs in the event of an accident on the work site
5. Cooperative Education Internship Agreement completed outlines steps to be taken to prepare Angel in the classroom
6. Meet with parent to review and sign contract
7. Script Angel's responsibilities and create necessary templates and guides for Angel to fulfill her responsibilities
8. Develop a Supervision Agreement as an extension of the contract stating Angel is able to walk to and from Preschool without staff supervision during her internship hours
9. Weekly observational sheets filled out to monitor Angel's progress

## **Preparing Angel: Inside and Outside of School Work Experience**

### **Responsibilities**

Angel, being a young lady who works best with a clear and concrete understanding of her expectations, the following responsibilities were outlined to help Angel understand her role in Preschool:

- Conduct research on lesson plans that are age-appropriate for Preschool students and relevant to the current classroom curriculum as specified by Ms. Krystal
- Conduct one lesson plan a week and attain feedback from Ms. Krystal bi-weekly
- The lesson plans Angel creates must include student learning objectives, steps of how she will conduct the lesson plan, and a supply list
- Assist Ms. Krystal with classroom management by appropriately addressing student behaviors
- Comply with all work place professionalism

### **Lesson Planning**

Because Angel is a young lady with Autism, she works best when things are scripted for her and she is able to read a step-by-step breakdown of the process from developing a lesson plan, conducting it in the classroom, and what to do afterwards. The following is an example of this breakdown of steps that Angel referenced when working on her lesson plans:

1. Pick 2 activities that can be done with Preschool in 20 minutes
2. Print activities ideas. This needs to include:
  - Activity directions
  - Materials needed
3. Fill out Material Request form and give to Ms. Carwell
4. Fill out lesson plan for both activities. This needs to include:
  - Activity name
  - Date activity will be done
  - Materials needed
  - Objectives (What will the students learn?)
  - Assessments
5. Write down steps I will take to do the activity.
6. Do activity.
7. Talk to Ms. Krystal about feedback and what to do better
8. Talk with Ms. Blocher if needed for additional feedback.

### **Templates and Guides**

The templates created for Angel are the Material Request form, lesson plan template, and a guide for Angel to create steps for conducting the lesson. These were used by Angel every time she created a lesson.

### **Performance at Preschool and Ongoing Support for Angel**

Angel began her internship in March of 2014, did not intern during the summer, and began again in August of 2014. Due to her rapid rate in which she mastered her expectations and responsibilities in Preschool, the team increased the amount of time she spent in Preschool from one hour every other school day to two hours every school day. Angel did not begin the extensive structure of lesson planning and running small groups until her increased time in August.

### **Summary of Observations**

Observation sheets were completed on Angel, regularly, at the time she was conducting a lesson. Angel, Ms. Blocher, and Krystal met after each observation to present Angel with both confirming and corrective feedback. Angel continues to excel in Preschool, taking charge of her small groups, adjusting her lessons based on student needs, mastering the ability to conduct research, picking lessons that are congruent with the curriculum, addressing emotionally challenging student behaviors, accepting constructive criticism from her supervisors, practicing patience when the lessons do not go as expected, debriefing with Ms. Blocher about changes that can be made on lesson to make them better, adhering to all expectations as specified by Southwest Academy including requesting supplies, walking the campus unsupervised only at the specified times, and accepting ideas about potential additional responsibilities. Angel would benefit from adding organization to her lessons in regards to narrowing down lessons, scheduling them, having a clear understanding of what she wants to students to gain, and learning to better read how to improvise a lesson when the students aren't responding to the current lesson. Angel would also benefit from building soft work skills including methods and appropriate times to communicate concerns, ideas, and questions, understanding statements that are ok to make to peers but not supervisors, and how to cope with unexpected events and disappointment and how to effectively communicate to supervisors when a break is needed.

### **Parent Support**

As a part of planning for a successful transition, all members of a student's team who play a significant role are to be involved and reminded of the importance of their role. The most critical member of Angel's team is her mother. Supporting Angel through the support she receives at home is critical to the continuity of learned responsibilities and preparing for her future responsibilities. The parent support provided to Angel's mom included consistent communication and support in connecting to outside agencies for community support such as DDD and RSA.

## **Potential Next Steps**

The team would like to see Angel work towards building the following skills:

- more independently adding organization to both her lesson planning creating and conducting
- building on soft skills including appropriate times to address questions and concerns
- creating learning units with Ms. Krystal that includes a series of related lessons for cumulative learning
- being able to independently understand student learning objectives

## **Job Placement – Decision**

Angel's team met in Spring of 2015 to explore Angel's employment options after graduation. Angel expressed a strong interest both in working at Petsmart and working at a school as a teacher assistant. Through researching and exploring requirements for being employment as a teacher assistant, Angel discovered she would need 66 college course credit and pass a basic skills assessment. Angel consulted with her team and her team decided to pursue employment at Petsmart.

## **Attaining Employment**

The process of applying to Petsmart requires the applicant to pass an exam that assesses how the potential employer would respond to various scenarios. The test indicates either "red" or "green" and the applicant moves forward in the application process if Human Resources is sent a green assessment. Angel struggled with understanding the questions and required a much assistance. The transition liaison worked closely with the manager who reset the test, allowing Angel to retake it until she passed it. After 4 trials, Angel passed and moved forward with an interview. She became employed May 23, 2015.

## **Current Employment**

Angel is a Pet Care Associate, currently working between 12 and 15 hours/week getting paid at minimum wage. Her tasks include feeding the fish, playing with the cats and small animals including rabbits, gerbils, rats, hamsters, and mice, cleans the cages, assisting customers know where things are in the store, and completing miscellaneous tasks such as maintaining the tidiness of the merchandise and the floor. Angel does not use assigned support services such as job coaching through RSA or DDD nor customized employment by Petsmart. Her managers report they are pleased with Angel's work and has caught on to the job very well. Angel reports that she "loves her job and loves helping customers and making the animals happy".