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Website Version

## A School to Integrated Work Transition Manual for Students with Significant Intellectual Disabilities<sup>1</sup>

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The Individuals with Disabilities Education Improvement Act (IDEA, 2004) requires that if a student is eligible for its benefits and protections, she/he is entitled to an Individualized Educational Plan (IEP). Further, the IEP team of a student who is 16 years of age or older must consider initiating an Individualized School to Post School Transition Plan (ITP) and relevant services. The IDEA refers to school to post school transition services as:

“a coordinated set of activities for a child with a disability that--(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.”

The IDEA also requires that:

“beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--(aa) appropriate measurable postsecondary goals based

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<sup>1</sup> “Students with significant intellectual disabilities” refers to the lowest intellectually functioning 1 - 2 % of a naturally distributed school age population. Most have been ascribed such labels as severely/profoundly developmentally disabled, autistic, multiply handicapped, cognitively disabled, mentally retarded or their synonyms.

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upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and (cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).”

Finally, IDEA requires that each state:

“acquire and disseminate, to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources, and how the state will, when appropriate, adopt promising practices, materials, and technology.” The interpretation of this component of the IDEA is that professionals who interact with students with significant intellectual disabilities are legally, educationally and otherwise responsible to learn and use educational policies, procedures and practices that research, practical experience and common sense support as promising.

School to post school transition related components of the IDEA were analyzed, paraphrased, sequenced and focused upon the school to integrated work transitions of students with significant intellectual disabilities who are not thriving in grade level academic content and who cannot succeed in two or four year colleges or universities.<sup>3</sup> The school to post school transitions of such students are quite complex and cannot be reduced to arranging for them to function in integrated work settings. However, movements from school to post school residential, recreation/leisure, general community and other environments must be addressed elsewhere. The primary purposes of this manual are as follows.

To inform a student with significant intellectual disabilities through significant others of ITP services that are important for effective

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<sup>3</sup> If an individual is enrolled in a postsecondary educational institution and can thrive in a standard program, she/he is not considered significantly disabled intellectually. Some individuals with significant intellectual disabilities “attend” postsecondary educational institutions, but are offered alternative experiences. If a preferred outcome of the experiences is functioning in an integrated work setting, this manual should be helpful.

functioning in integrated work and related settings, activities and contexts at school exit. The premise is that the more relevant information a student, significant others and school and post school service providers have about the school to post school integrated work transition process, the better and more integrated will be the school outcomes.<sup>4</sup>

To generate ITPs that are based upon credible post school outcome information, research supported promising practices, common sense and practical experience. To engender preparatory experiences that are highly likely to assist a student realize preferred post school integrated work outcomes.

The process used to generate evolving versions this manual was and is dynamic. That is, with every use elements are revised, clarified, added or otherwise improved. When parents, teachers, therapists and others examined earlier versions prior to implementing them, they made such comments as: “Do I have to do it all?” “Is this much detail really necessary?” “I am a teacher; do I have to complete one of these for each of my students in transition?” “I am a parent; do I really need to know or to be aware of all this information?” “I pay my taxes. I should not have to do their work for them.” “You are asking too much of parents.”” There is much more to the education than can be put in an ITP.”

No, you do not have to do it all, but what elements would you omit? No, you do not have to complete one of these for all your students, but which student would you not use it on and why? No, as a parent you may not need to do the work it requires and you pay your taxes so you should not have to. What if you do not do the work and teachers and therapists do not do it either? If there is more that is important to the education of a student with significant intellectual disabilities than is addressed here or that is in the typical ITP, describe it precisely and add it.

After actually using a version of this manual, responses are often quite different. “You left out X, Y and Z, we had to put them in.” “More detailed information about travel, restrooms and preferences is needed.” “You did not emphasize social relationships

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<sup>4</sup> “Significant others” refers to parents, siblings, advocates, legal guardians, circle of support members and anyone else who is directly responsible for or actively involved in the wellbeing of a student.

enough.” “Where and how can I get someone to help me do one of these for my daughter?”

A basic assumption is that the more relevant information you have, the better are the probabilities of providing individually acceptable school to integrated post school work transition services. For example, would it matter if a student travels to and from school with and eats only with other students with disabilities during school years? Yes, because then he/she would likely have terribly restricted environmental and social existences at school exit. Would it matter if the student did not receive authentic assessment and instruction during his/her school career? Yes, because he/she would not have the experiences and skills necessary to thrive in integrated non-school settings, activities and contexts at school exit. As a result, it is extremely likely that he/she will be segregated or on a waiting list for post school services. Would it matter if.....

### Intellectual Abilities.

Intelligence, however defined, is not distributed equally. Many are quite intelligent. We need them desperately to solve important and complex problems. The lowest intellectually functioning 1 - 2 % of our population is different. Space does not permit addressing how they function on all intellectual dimensions, but we must consider several that are extremely important in the transition process (Brown, 2012; Brown, Pumpian et al. 1981; Brown & Toson, In Press).

The Number of Skills That Can Be Learned. Individuals with significant intellectual disabilities can learn many skills, but less than 98 - 99 % of all others. Thus, only important skills should be selected for instruction. Selecting unimportant skills: those they really do not need; those that will not be practiced and will therefore will be forgotten quickly; those that will be obsolete or chronological age inappropriate soon after they are acquired; those that will not be generalized to or synthesized in non-instructional settings, activities and contexts appropriately; or, those that otherwise waste valuable time and other resources is untenable.

Difficulty Range. If asked to learn skills that are too simple, a student is not challenged and will underachieve. If asked to learn skills that are too complex, he/she will not learn them, will become frustrated and will underachieve. It is best when skills selected for instruction are important and challenging; i e, near the upper ends of difficulty ranges.

Instructional Trials. Very few individuals with significant intellectual disabilities learn

skills simply by observing the actions of others or after receiving a few instructional trials. The vast majority needs substantially more opportunities to learn important skills than all others. If they are not provided, acquisition and accumulation will be extremely limited, if realized at all.

**Practice.** Without practice individuals with significant intellectual disabilities forget more than all others. This requires that skills that will not be maintained with practice opportunities not be taught. Knowing forgetting will occur and then allowing it to happen is irresponsible. Two important kinds of practice are vertical and horizontal. Assume we teach Sue to count 5 things. Then we teach her to count 10 things. This operationalizes vertical practice because in the process of learning to 10 count things she is practicing counting 5. The problem with vertical practice strategies is that the upper limits of the difficulty ranges of individuals with significant intellectual disabilities are reached rather quickly. Horizontal practice offers important options. Assume we teach Jose to count 5 things and that we assume the responsibility for not allowing him to forget how to do so. We then engineer horizontal practice by arranging for him to count 5 sit ups in his physical education class and at his fitness center, to set his dining table at home for 5 family members, to put 5 bananas in his cart at a grocery store, etc. When we teach skills that are useful and actually performed in a variety of settings, activities and contexts, practice is operationalized, forgetting is minimized and acquisition can proceed.

**Generalization.** Individuals with significant intellectual disabilities have major difficulties generalizing skills learned across similar but different conditions. Assume we taught Shari to stop her electric wheelchair in front of a tape line on the floor of the school gym. Now we would like parental permission to take her to busy streets and see if she stops at real curbs. What would they do? They would probably refuse permission or require that direct assessment and instruction in authentic/real traffic conditions be provided. Artificial/instructional conditions may be useful, but they should be as close as possible to authentic/real conditions. Even if artificial conditions are used, performance under authentic conditions must be validated empirically or developed. We cannot continue to rely upon generalization abilities we know, or should know, are not operative.

**Synthesis in Context.**

At school Charlie was taught to fasten and unfasten the Velcro straps on his new shoes. At home he fastens and unfastens the straps 15 to 20 times per hour 7 days

per week. At school Sara was taught to pick up 3 crayons from a desk and put them in a basket. At the grocery store she puts 3 of every kind of produce she possibly can fit in a cart. At school Bill was taught to cut out pictures of the foods he would like to eat from magazines. At home he cuts out all pictures from all magazines, newspapers, family scrapbooks and albums.

The more intellectually able you are, the better you are at fusing, clustering, combining, synthesizing disparate bits of information and producing unique, helpful and lucrative outcomes. Scientists, artists, business leaders, inventors, authors and many others are remarkably good at doing so. Individuals with significant intellectual disabilities are not. We know how to teach them many important skills in their difficulty ranges, but we also know they will rarely synthesize them effectively. Thus, adults in authority are responsible for engineering synthesis by arranging for them to perform skills in meaningful clusters and contexts.

Observational Learning. If a student does not learn by observing others, the models to which she/he is exposed have no effect on subsequent actions. However, if a student does learn by observing others, the models to which he/she is exposed can have profound effects on subsequent actions. The students of concern possess, or are capable of acquiring, rudimentary observational learning skills, including those necessary to imitate; i. e., to match or approximate some of the actions of models. This makes it extremely important that they function in the presence of the best possible language, dress, work, social and behavior models over long periods of time. It also makes it extremely important that functioning in the presence of inappropriate models is minimized or avoided.

Before proceeding, several important requirements of this manual must be emphasized.

First, legal, educational and other school to integrated work transition related entitlements must be delineated and shared with all ITP team members.

Second, promising policies, procedures and practices that are based upon research, post school follow up information, practical experiences and common sense related to those entitlements must be utilized (Brown, 2012; Brown & Kessler, 2015; Brown, Kessler & Toson, 2016; Brown, Nisbet et al. 1984; Certo et

al, 2003; Certo et al, 2006; Certo et al, 2009; Wehman, 2011; Wehman, Shall et al. 2013).

Third, judgments as to whether or not the ITP contains the services, activities, procedures and practices to which the student is legally, educationally or otherwise entitled must be made.

Fourth, if an important component of the ITP process has not been or is not being addressed acceptably, appropriate corrective actions must be articulated and initiated.

Fifth, it is highly recommended that this manual be localized, individualized and completed at least once every school year.

Date \_\_\_\_\_

Student \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Date of School Exit 20\_\_\_\_\_

Years until School Exit 1 - 2 - 3 - 4 - 5 - 6 - 7 - \_\_\_\_\_

Legal, Educational and Related Entitlements.

At the start of the school to post school integrated work transition process, the student through significant others must be presented with a valid and inclusive listing of transition relevant legal, educational and other entitlements by school and post school service personnel. If they do not do so, the student through significant others should secure the assistance of someone with the needed transition entitlement information before proceeding. The premise here is that if a student can read or listen to and then communicate an understanding of his/her legal, educational and other transition related

entitlements, she/he cannot be considered significantly disabled intellectually. If a student cannot do so, intellectually and otherwise viable significant others must. However, the actual preferences, best interests and integrated opportunities of the student must be sought, considered and honored.

Sources of legal, educational and other ITP related entitlement information is presented in the Reference section. An example listing of school to post school integrated work transition related entitlements is presented in Appendix A. The listing of the legal, educational, promising practices and other entitlements that have been communicated to a student through significant others by school and post school service personnel should be a permanent part of her/his school to integrated work cumulative transition record.

Report the ITP team member or members responsible for making the student, through significant others, aware of transition relevant legal, educational and related entitlements.

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Does the ITP contain sufficient evidence that the student through significant others is aware of school to post school integrated work transition relevant legal, educational and other entitlements?

- Yes, school and post school service agency officials communicated to the student through significant others verbally and/or in print that which he/she is legally, educationally and otherwise entitled. Specifically, when asked to do so by an ITP team member, a significant other read and communicated an understanding by signing a printed listing of relevant legal, educational and other entitlements.
- No, school and post school service agency officials have not communicated to the student through significant others verbally and/or in print that which he/she is legally, educationally and otherwise entitled.



If No, report how the student through significant others could communicate an awareness of school to post school integrated work transition relevant information to which she/he is legally, educationally and otherwise entitled.

- \_\_\_ When asked by an ITP team member to do so, significant others could read and indicate awareness by signing a printed copy of the entitlements.
  
- \_\_\_ When asked by ITP team members to do so, significant others could verbally describe the relevant entitlements.
  
- \_\_\_ An advocate could be informed of ITP related entitlements and could clearly communicate them to the student through significant others in their primary language. The advocate could then communicate their awareness to the ITP team.
  
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- \_\_\_ \_\_\_\_\_
  
- \_\_\_ \_\_\_\_\_

If a No is reported, the ITP team must engage in actions that verify that the student through significant others is aware of her/his school to post school integrated work transition related legal, educational and other entitlements before proceeding.

Report the ITP team members who will or who have actually verified that the student and significant others are aware of school to post school integrated work transition relevant legal, educational and related entitlements.

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Does the ITP contain sufficient evidence that the student through significant others

understands school to post school integrated work transition relevant legal, educational and other entitlements?

\_\_\_ Yes, at least one significant other verbally communicated to the ITP team that the relevant entitlements were understood.

\_\_\_ Yes, an advocate explained the legal, educational and other entitlements to the student through significant others in their primary language and one of them verbally and/or in print communicated they were understood.

\_\_\_ Yes, when asked to do so, the student through significant others read and indicated comprehension by signing a printed copy of a list of the entitlements.

\_\_\_ Yes, \_\_\_\_\_  
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\_\_\_ No, acceptable evidence that the student through significant others understands her/his school to post school integrated work transition relevant legal, educational and other entitlements is not presented.

\_\_\_ No, \_\_\_\_\_  
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If No, report how the student through significant others could communicate that the school to post school integrated work transition relevant legal, educational and other entitlements are understood.

\_\_\_ When asked to do so, significant others could read and indicate understanding by signing a printed copy of a listing of transition relevant entitlements.

\_\_\_ When asked to do so, significant others could verbally report that they understand the entitlements.

\_\_\_ An advocate could be informed of the transition related entitlements and could communicate them to the student through significant others. Then the advocate could communicate to the ITP team that they understand them and how it was determined that they do so.

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Report the ITP team members who have actually verified that the student through significant others understands school to post school integrated work transition relevant legal, educational and related entitlements.

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The ITP process cannot proceed until it can be verified in professionally defensible acceptable ways that the student through significant others is aware of and understands transition relevant legal, educational and other entitlements.

### Coordinated Transition Services.

School personnel are considered senders. That is, after providing up to 21 years of educational and related services, they release students with significant intellectual disabilities to the post school world. Post school direct service and associated financial support personnel are considered receivers. Important parts of the repertoires of the individuals they receive are the results of the experiences school personnel have provided. Individuals with significant intellectual disabilities and their significant others are in need of competent and coordinated assistance from both. When students with significant intellectual disabilities exit school, regardless of the nature and quality of the

experiences provided, they are still significantly disabled intellectually. However, the nature of educational and related services they received can have extremely powerful effects on important qualities of their post school lives.

Report the ITP Team Coordinator or Coordinators

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Report the school personnel and significant others who will function on the ITP team and their names.

Mother \_\_\_\_\_

Father \_\_\_\_\_

Teacher \_\_\_\_\_

Counselor \_\_\_\_\_

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Report the agencies that have agreed to provide direct post school integrated work related services and their representatives who will function on the ITP team.

Agency

Representative

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Report the agencies that have agreed to provide financial support and their representatives who will function on the ITP team.

Agency

Representative

Division for Vocational  
Rehabilitation

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Developmental Disabilities  
Office

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Adult Service Agency

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United Way

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Family Members

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### An Outcome Oriented Process.

Each ITP team is legally and otherwise required to utilize an outcome oriented process. As this manual is focused upon the outcome of effective integrated work and work related functioning, the process of concern must include clearly stated school to post school integrated work outcomes that are preferred by the student directly or through significant others. Examples of often preferred and realizable post school integrated work outcomes are contained in Brown & Kessler, 2014; Brown, Kessler & Toson, 2016; Brown, Shiraga & Kessler, 2006; and, Wehman, Schall et al. 2013.

When significant others and professionals consider this component of the manual when a student is 14 and is about to enter or has just entered high school, they make such statements as “She has 6 or 7 years before school exit. We have plenty of time to worry about work.” “I have no idea what her work preferences are and neither does my child.” He is just 15, let him be a teenager, hang out, watch TV.” “There is no reason to even imagine that he has a job preference at this time in his life.”

When significant others and professionals consider this component of the manual for the first time when a student is 18 or 19, the statements they make are quite different.

“What is he going to do when school is over?” “It takes her a really long time to learn anything. Do we have enough time to teach her to be successful in a real job?” “I wish he could work in an office.” “It will kill us if she has to sit at home all day. “

Several extremely important points are in order. First, to some it may seem premature, but when a student with significant intellectual disabilities enters high school the transition to post school life must begin in earnest. It is better to be too soon than too late. Second, too often it is realized too late that many experiences provided and many of the skills taught during school years are not important or needed at school exit. Also, many experiences and skills that are needed at school exit could have been provided and taught, but were not. Third, during school years most of the students of concern have the services of trained teachers, certified therapists, paraprofessionals, administrators and many others. At school exit, these potentially helpful resources will be reduced substantially. Too often this means that if a student is not prepared to function acceptably in integrated work and work related settings,

activities and contexts during school years, the probabilities of her/him being taught to do so in post school years are extremely low. Fourth, if a student is functioning in an integrated work setting for at least 20 hours per week at school exit, the chances are good that post school agencies will provide direct services and financial support. If a student is not functioning in an integrated work setting at least 20 hours per week at school exit, the chances are great that post school agencies will not provide direct services and financial support. Please recall the differences between the legally mandated school and the discretionary post school services reported in a prior section. Fifth, if a student is given many integrated work and work related experiences from the time he/she enters high school until school exit at age 22, he/she, significant others and associated professionals will learn of and be afforded opportunities to honor her/his preferences. The student may not be able to write, type or verbally report them, but she/he will communicate them in other ways. Sixth, if the outcome standard is functioning effectively in preferred integrated work and work related settings, activities and contexts at school exit, progress or the lack thereof toward realizing it can be evaluated empirically each year by providing authentic assessment and instruction. This will allow appropriate corrective actions. Seventh, at the time of high school entrance, the actual integrated work and work related settings, activities and contexts preferred by the student, significant others and relevant professionals at school exit can rarely be determined. The best way to determine them is to provide authentic assessment and instruction across many settings and school years.

Report the integrated work settings and activities preferred by the student at school exit.

\_\_\_ The preferences of the student cannot be determined at this time.

Work Setting

Work Activity

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Report the integrated work settings and activities preferred by significant others at school exit.

\_\_\_ The preferences of significant others cannot be determined at this time.

<u>Significant Other</u>	<u>Work Setting</u>	<u>Work Activity</u>
Mother		
Father		
Advocate		




Report the integrated work settings and activities preferred by professionals at school exit.

\_\_\_ The preferences of professionals cannot be determined at this time.

<u>Professional</u>	<u>Work Setting</u>	<u>Work Activity</u>
Teacher		
Therapist		
Job Coach		

Social Worker \_\_\_\_\_

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ITP Schedule

Report the dates, times and places the ITP team will meet in the near future.

Date & Time

Place

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\_\_\_\_\_

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Does the ITP contain acceptable evidence that coordinated school to post school integrated work services are being or are highly likely to be provided by relevant

senders, receivers and significant others?

- Yes, the ITP includes a delineation of the person or persons who are responsible for coordinating transition services and activities.
  
- Yes, the ITP includes a delineation of the post school agencies and their representatives who have agreed to be responsible for providing the actual post school integrated work and work related services needed.
  
- Yes, the ITP includes a delineation of the post school agencies and their representatives who have agreed to provide the financial resources for the needed post school integrated work and work related services.
  
- Yes, a schedule of when and where ITP team members and important others will meet to share information, generate resources and plan activities is provided.
  
- In sum, at this date the ITP services and activities seem organized and coordinated in acceptable ways.

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- No, the ITP does not include a delineation of the person or persons who are responsible for coordinating transition services and activities.
  
  - No, the ITP does not include a delineation of the post school agencies and their representatives who have agreed to provide the actual post school integrated work and work related services needed.
  
  - No, the ITP does not include a delineation of the post school agencies and their representatives who have agreed to be responsible for providing the financial resources for the needed post school integrated work and work related services.
  
  - No, a schedule of when and where ITP team members and important others will

meet to share information, generate resources and plan activities is not provided.

\_\_\_ In sum, at this date the ITP services and activities do not seem organized or coordinated in acceptable ways.

If school to post school integrated work transition related services and activities are not organized and are not being coordinated acceptably, the transition process should be suspended until they are. Report the corrective actions needed to generate organized and coordinated services and the persons responsible for them.

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“Work related activities” refers to those that are important and appropriate for break and lunch settings, toilets, commons areas, etc. Report the integrated work related settings and activities preferred by the student at school exit.

\_\_\_ The integrated work related settings and activities preferred by the student at school exit cannot be determined at this time.

Work Related Setting

Activity

Lunch Area

\_\_\_

Eating

\_\_\_

Socializing

— Resting

— \_\_\_\_\_  
— \_\_\_\_\_

Break Area

— Resting

— Watching TV

— Listening to music through earphones

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Toilet

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Report the integrated work related settings and activities preferred by significant others at school exit.

\_\_\_ The integrated work related settings and activities preferred by significant others at school exit cannot be determined at this time.

Significant  
Other

Work Related Setting

Activity

Mother

Lunch Area

\_\_\_ Eating

\_\_\_ Socializing

\_\_\_ Resting

\_\_\_ \_\_\_\_\_

\_\_\_ \_\_\_\_\_

Break Area

\_\_\_

Resting

\_\_\_ Watching TV

\_\_\_ Listening to music through earphones

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Toilet

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Father

Lunch Area

— Eating

— Socializing

— Resting

— \_\_\_\_\_

— \_\_\_\_\_

Break Area

— Resting

— Watching TV

— Listening to music - earphones

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Toilet

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Advocate

Lunch Area

\_\_ Eating

\_\_ Socializing

\_\_ Resting

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Break Area

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Resting

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Watching TV

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Listening to music - earphones

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Toilet

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Lunch Area

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Eating

—

Socializing

— Resting

— \_\_\_\_\_

— \_\_\_\_\_

Break Area

— Resting

— Watching TV

— Listening to music - earphones

— \_\_\_\_\_

— \_\_\_\_\_

Toilet

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Report the integrated work related settings and activities preferred by professionals at school exit.

\_\_\_ The integrated work related settings and activities preferred by professionals at school exit cannot be determined at this time.

<u>Professional</u>	<u>Work Related Setting</u>	<u>Activity</u>
Teacher	Lunch Area	___ Eating
		___ Socializing
		___ Resting
		___ _____
		___ _____
	Break Area	___ Resting
		___ Watching TV
		___ Listening to music - earphones
		___ _____
		___ _____

Toilet

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Therapist

Lunch Area

\_\_\_ Eating

\_\_\_ Socializing

\_\_\_ Resting

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Break Area

\_\_\_ Resting

\_\_\_ Watching TV

\_\_\_ Listening to music - earphones

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Toilet

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Job Coach

Lunch Area

- Eating
- Socializing
- Resting

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Break Area

—

Resting

—

Watching TV

—

Listening to music - earphones

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Toilet

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Lunch Area

—

Eating

—

Socializing

\_\_ Resting

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Break Area

\_\_ Resting

\_\_ Watching TV

\_\_ Listening to music - earphones

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Toilet

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Are the work related settings and activities preferred by the student at school exit reported?

\_\_\_ Yes      \_\_\_ No

Are the work related settings and activities preferred by significant others at school exit reported?

\_\_\_ Yes      \_\_\_ No

Are the work related settings and activities preferred by professionals at school exit reported?

\_\_\_ Yes      \_\_\_ No

If a NO is reported in relation to the integrated work related setting and activity preferences at school exit of the student, significant others, professionals or anyone else involved, secure them before proceeding or explain why they are not relevant at this time.

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## Preparation for Integrated Work Outcomes

Thus far in the transition process it has been established that the student and significant others are aware of and understand transition relevant legal, educational and related entitlements; an ITP team that consists of at least the student, significant others and senders and receivers has been established; and, the integrated work and work related environments and activities preferred at school exit by the student, significant others and the professionals involved have been determined.

Elements of each school day should be recognized and honored as important ends: a student should be safe; positive social relationships should be experienced; and, fun should be had. Elements of each school day should also be recognized and honored as means to important ends: some of the experiences in first grade Math are specifically intended for preparation for success in second grade Math; and, many high school experiences are intended primarily for effective functioning in college. The means - ends elements of concern here are the experiences needed to prepare a student to function effectively in integrated work and work related settings, activities and contexts at school exit.

Authentic Assessment and Instruction. Authentic assessment refers to arranging for a student to function in authentic/real environments, activities and contexts and then empirically validating her/his repertoires therein. Empirically validating refers to securing evidence that can be seen, heard, touched, felt or otherwise sensed. Authentic Instruction refers to determining the actual skills required for effective functioning in authentic environments, activities and contexts, attempting to teach them and empirically validating progress or the lack thereof.

If preparing students with significant intellectual disabilities to function in a wide array of integrated environments, activities and contexts at school exit is not considered important, authentic assessment and instruction are not necessary. That is, it is then acceptable to confine their instruction to the physical property of schools. However, if preparing them to function effectively in a wide array of integrated environments, activities and contexts at school exit is considered important, it simply cannot be accomplished without systematic, comprehensive and longitudinal authentic assessment and instruction (Brown & Kessler, 2015). The systematic and longitudinal use of

authentic assessment and instruction during school careers does not guarantee functioning effectively in integrated environments, activities and contexts at school exit, but it substantially increases the probabilities of being able to do so. Not providing authentic assessment and instruction in integrated environments, activities and contexts during school careers does not guarantee the inability to function in integrated environments, activities and contexts at school exit, but it substantially increases the probabilities of not being able to do so. In short, an ITP must include:

The integrated work and work related settings and activities used in the past to help the student realize preferred post school integrated work and work related outcomes (Chart #1).

The integrated work and work related settings and activities that are currently being used to help the student realize preferred post school integrated work and work related outcomes (Chart # 2).

The integrated work and work related settings and activities that will, could or should be used in the future to help the student realize preferred post school integrated work and work related outcomes (Chart # 3).

Schedules of instructional and related activities that are designed to realize the preferred post school integrated work and work related outcomes.

Empirically credible evidence that the integrated work and work related experiences that have been, that are being or that will be provided are preparing or will actually prepare the student to realize preferred integrated work and work related outcomes.

June 10, 2016 Version

School to Post School Integrated Work Transition Charts # 1, # 2 & #3

Date \_\_\_\_\_

Student \_\_\_\_\_

Chart # 1 - Past Integrated Work and Work Related Settings and Activities

Report the integrated work settings in which the student has functioned in the Past and the work activities in which he/she engaged in each. If the student has not functioned in an integrated work setting in the Past, proceed to Chart # 2.

Past Integrated Work Setting # 1 \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Report the integrated work related settings in which the student functioned while at Past Integrated Work Setting # 1 and the activities in which he/she engaged in each.

Past Integrated Work Setting # 1 - Work Related Setting # 1 - Restroom

Activities

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Past Integrated Work Setting # 1 - Work Related Setting # 2 - Lunch Area

Activities

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Past Integrated Work Setting # 1 - Integrated Work Related Setting # 3 - Break Area

Activities

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Past Integrated Work Setting # 1 - Work Related Setting # 4 - \_\_\_\_\_

Activities

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\_\_\_\_\_

Past Integrated Work Setting # 2 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student functioned while at Past Integrated Work Setting # 2 and the activities in which he/she engaged in each.

Past Integrated Work Setting # 2 - Work Related Setting # 1 - Restroom

Activities

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Past Integrated Work Setting # 2 - Work Related Setting # 2 - Lunch Area

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Past Integrated Work Setting # 2 - Integrated Work Related Setting # 3 - Break Area

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Past Integrated Work Setting # 2 - Work Related Setting # 4 - \_\_\_\_\_

Activities \_\_\_\_\_

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Past Integrated Work Setting # 3 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student functioned while at Past Integrated Work Setting # 3 and the activities in which he/she engaged in each.

Past Integrated Work Setting # 3 - Work Related Setting # 1 - Restroom



Activities

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Past Integrated Work Setting # 3 - Work Related Setting # 2 - Lunch Area

Activities

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Past Integrated Work Setting # 3 - Integrated Work Related Setting # 3 - Break Area

Activities

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Past Integrated Work Setting # 3 - Work Related Setting # 4 - \_\_\_\_\_

Activities

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Past Integrated Work Setting # 4 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student functioned while at Past Integrated Work Setting # 4 and the activities in which he/she engaged in each.

Past Integrated Work Setting # 4 - Work Related Setting # 1 - Restroom

Activities

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Past Integrated Work Setting # 4 - Work Related Setting # 2 - Lunch Area

Activities

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Past Integrated Work Setting # 4 - Integrated Work Related Setting # 3 - Break Area

Activities \_\_\_\_\_

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Past Integrated Work Setting # 4 - Work Related Setting # 4 - \_\_\_\_\_

Activities \_\_\_\_\_

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Past Integrated Work Setting # \_\_\_ -

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student functioned while at Past Integrated Work Setting # \_\_\_ and the activities in which he/she engaged in each.

Past Integrated Work Setting # \_\_\_ - Work Related Setting # 1 - Restroom

Activities

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Past Integrated Work Setting # \_\_ - Work Related Setting # 2 - Lunch Area

Activities

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Past Integrated Work Setting # \_\_ - Integrated Work Related Setting # 3 - Break Area

Activities

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Past Integrated Work Setting # \_\_\_ - Work Related Setting # 4 - \_\_\_\_\_

Activities \_\_\_\_\_

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Chart # 2 - Current Integrated Work and Work Related Settings and Activities

Report the integrated work settings in which the student functions currently and the work activities in which he/she engages in each. If the student is not functioning in an integrated work setting, arrange for her/him to do so as soon as possible.

Current Integrated Work Setting # 1 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student functions while at Current Integrated Work Setting # 1 and the activities in which he/she engages in each.

Current Integrated Work Setting # 1 - Work Related Setting # 1 - Restroom

Activities

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Current Integrated Work Setting # 1 - Work Related Setting # 2 - Lunch Area

Activities

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Current Integrated Work Setting # 1 - Integrated Work Related Setting # 3 - Break Area

Activities

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Current Integrated Work Setting # 1 - Work Related Setting # 4 - \_\_\_\_\_

Activities

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Current Integrated Work Setting # 2 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Report the integrated work related settings in which the student functions while at current Integrated Work Setting # 2 and the activities in which he/she engages in each.

Current Integrated Work Setting # 2 - Work Related Setting # 1 - Restroom

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Current Integrated Work Setting # 2 - Work Related Setting # 2 - Lunch Area

Activities

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Current Integrated Work Setting # 2 - Integrated Work Related Setting # 3 - Break Area

Activities

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Current Integrated Work Setting # 2 - Integrated Work Related Setting # 4

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If a student is currently functioning in more than 2 integrated work settings, adapt Chart # 2 as needed.

Chart # 3 - Future Integrated Work and Work Related Settings and Activities

Report the integrated work and work related settings in which the student prefers to or is likely to function in the Future and the associated activities in which he/she is likely to engage in each.

Future Integrated Work Setting # 1 \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities \_\_\_\_\_

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Report the integrated work related settings in which the student will likely function while at Future Integrated Work Setting # 1 and the activities in which he/she will likely engage in each.

Future Integrated Work Setting # 1 - Work Related Setting # 1 - Restroom

Activities

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Future Integrated Work Setting # 1 - Work Related Setting # 2 - Lunch Area

Activities

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Future Integrated Work Setting # 1 - Integrated Work Related Setting # 3 - Break Area

Activities

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Future Integrated Work Setting # 1 - Work Related Setting # 4 - \_\_\_\_\_

Activities

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Future Integrated Work Setting # 2 - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities

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Report the integrated work related settings in which the student is likely to function while at Future Integrated Work Setting # 2 and the activities in which he/she is likely to engage in each.

Future Integrated Work Setting # 2 - Work Related Setting # 1 - Restroom

Activities

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Future Integrated Work Setting # 2 - Work Related Setting # 2 - Lunch Area

Activities

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Future Integrated Work Setting # 2 - Integrated Work Related Setting # 3 - Break Area

Activities

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Future Integrated Work Setting # 2 - Work Related Setting # 4 - \_\_\_\_\_

Activities

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Future Integrated Work Setting # \_\_\_ - \_\_\_\_\_

Dates \_\_\_\_\_

Work Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Report the integrated work related settings in which the student functioned while at Future Integrated Work Setting # \_\_\_ and the activities in which he/she is likely to engage in each.

Future Integrated Work Setting # \_\_\_ - Work Related Setting # 1 - Restroom

Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Future Integrated Work Setting # \_\_\_ - Work Related Setting # 2 - Lunch Area

Activities

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Future Integrated Work Setting # \_\_ - Integrated Work Related Setting # 3 - Break Area

Activities

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Future Integrated Work Setting # \_\_ - Work Related Setting # 4 - \_\_\_\_\_

Activities

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Does the ITP contain professionally acceptable evidence of an outcome oriented process?

\_\_\_ Yes, experiences in integrated work settings and activities that will help the student realize preferred post school integrated work outcomes have been provided in the past (Chart # 1).

\_\_\_ Yes, experiences in integrated work related settings and activities that will help the student realize preferred post school integrated work outcomes have been provided in the past (Chart # 1).

\_\_\_ Yes, experiences in integrated work settings and activities that will help the student realize preferred post school integrated work outcomes are currently being provided (Chart # 2).

\_\_\_ Yes, experiences in integrated work related settings and activities that will help the student realize preferred post school integrated work outcomes are currently being provided (Chart # 2).

\_\_\_ Yes, future experiences in integrated work settings and activities that could, should or will help the student realize preferred post school integrated work outcomes are scheduled or are planned (Chart # 3).

\_\_\_ Yes, future experiences in integrated work related settings and activities that could, should or will help the student realize preferred post school integrated work outcomes are scheduled or have been planned (Chart # 3).

\_\_\_ Yes, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ In sum, evidence that preparatory experiences that have been, that are being, that are scheduled or that are planned that are reasonably related to helping the student realize the preferred integrated work and work related outcomes is provided.

\_\_\_\_\_

- \_\_\_ No, experiences in integrated work settings and activities that will help the student realize preferred post school integrated work outcomes have not been provided in the Past (Chart # 1).
- \_\_\_ No, experiences in integrated work related settings and activities that will help the student realize preferred post school integrated work outcomes have not been provided in the past (Chart # 1).
- \_\_\_ No, experiences in integrated work settings and activities that will help the student realize preferred post school integrated work outcomes are not being provided currently (Chart # 2).
- \_\_\_ No, experiences in integrated work related settings and activities that will help the student realize preferred post school integrated work outcomes are not currently being provided (Chart # 2).
- \_\_\_ No, future experiences in integrated work settings and activities that will help the student realize preferred post school integrated work outcomes are not scheduled or have not been planned (Chart # 3).
- \_\_\_ No, future experiences in integrated work related settings and activities that could, should or will help the student realize preferred post school integrated work outcomes are not scheduled or have not been planned or (Chart # 3).
- \_\_\_ No, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- \_\_\_ In sum, evidence that preparatory experiences that have been, that are being, that are scheduled or that are planned that are reasonably related to helping the student realize preferred integrated work and work related outcomes is not provided.

If a No is recorded, report the needed corrective actions.

\_\_\_ Start providing authentic assessment and instruction in real work and related settings, activities and contexts.

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Post School Services and Extra Supports.

Each ITP must contain evidence that before the student exits school; the nonfinancial services that will be needed at school exit have been determined and arranged; the needed financial support has been determined and arranged; and, the needed school and post school interagency agreements and responsibilities have been established.

Have the nonfinancial services that will be needed by the student at school exit been determined?

\_\_\_ Yes, the nonfinancial services the student will need at school exit have been determined.

\_\_\_ No, the nonfinancial services the student will need at school exit have not been determined.

If Yes, report the nonfinancial services that have been determined to be necessary for the student at school exit.

\_\_\_ Specialized transportation

\_\_\_ Job Coach assistance

\_\_\_ Personal care assistance

- Adaptive equipment
- Adult service agency assistance
- Adult health agency assistance
- Work preparation assistance from residential personnel

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If No, report the actions that will be used to determine the nonfinancial services the student will need at school exit and who will engage in those actions.

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Have the nonfinancial services the student will need at school exit been arranged?

Yes, the nonfinancial services the student will need at school exit have been arranged.

No, the nonfinancial services the student will need at school exit have not been arranged.

If Yes, report the nonfinancial services the student will need at school exit that have been arranged.

- Specialized transportation
- Job Coach services
- Personal care assistance
- Adaptive equipment
- Adult service agency assistance
- Adult health agency assistance
- Work readiness assistance from residential personnel
- \_\_\_\_\_
- \_\_\_\_\_

If No, report the actions that will result in the nonfinancial services and other extra supports the student will need at school exit being arranged and who will arrange for them.

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Has financial support the student will need at school exit been determined?

- Yes, the financial support the student will need at school exit has been determined.

No, the financial support the student will need at school exit has not been determined.

If Yes, report the financial support the student will need at school exit that has been determined.

Money for Job Coach

Money for transportation

Money for direct service agency expenses

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If No, report how the financial support the student will need at school exit will be determined, who will determine it or why it is not necessary to do so at this time.

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Has the post school financial support the student will need at school exit been arranged?

Yes, the financial support the student will need at school exit has been arranged.

No, the financial support the student will need at school exit has not been arranged.

If Yes, report the sources of the financial support and the support each will pay for.

Source of Financial Support

Purpose



—	Division for Voc Rehab	Equipment and Job Coach
—	County Disabilities Office	Equipment and Job Coach
—	Adult Service Agency	Job Coach and expenses
—	Family	Job Coach and expenses
—	United Way	Service agency overhead costs
—	_____	_____
		_____
—	_____	_____
		_____
—	_____	_____
		_____
—	_____	_____
		_____

If No, report how the financial support the student will need at school exit will be arranged and who will arrange it or why is not necessary to do so at this time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have the necessary school to post school transition interagency agreements been

established?

- Yes, the necessary interagency transition agreements are operative.
- No, the necessary interagency transition agreements are not operative.

If Yes, report the interagency agreements that are operative.

- The state Division for Vocational Rehabilitation has agreed to provide funds for equipment and a Job Coach for 6 months after school exit.
- The county Developmental Disabilities Office has agreed to provide funds for equipment and a Job Coach at school exit indefinitely.
- The county Developmental Disabilities Office has agreed to provide funds for equipment and a Job Coach when Division for Vocational Rehabilitation funding ends.
- A specialized transit company has agreed to transport the student/worker to and from the work setting.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If No, report the interagency agreements that could or should be made operative.

- The state Division for Vocational Rehabilitation could provide funds for equipment and a Job Coach for a fixed period of time at school exit.
- The county Developmental Disabilities Office could provide funds for equipment and a Job Coach at school exit indefinitely.

- \_\_\_ The county Developmental Disabilities Office could provide funds for equipment and a Job Coach indefinitely when Division for Vocational Rehabilitation funding ends.
- \_\_\_ A specialized Transit company could agree to transport the student/worker to and from work settings.
- \_\_\_ United Way and other philanthropic organizations could provide money annually for a variety of supports.
- \_\_\_ Private donors could provide money for a variety of supports.
- \_\_\_ Family members could provide money for a variety of supports.
- \_\_\_ \_\_\_\_\_
- \_\_\_ \_\_\_\_\_

### Functional Vocational Evaluations

If students with significant intellectual disabilities are to be prepared to perform real work in real work settings, school personnel must take them to the actual settings in which they are being prepared to function, assess the repertoires they express therein, try to teach them to function in accordance with the minimally acceptable standards of employers and evaluate their progress in empirically credible ways. This is referred to as a “Functional Vocational Evaluation.”

One way to address this important responsibility is for ITP team members to construct a Cumulative Vocational Skills Booklet. When a student enters high school, her/his ITP should include a component specific to the development, maintenance and enhancement of a range of authentic work and work related skills. Several of the many possible components of a Cumulative Vocational Skills Booklet are addressed below. First, when employers imagine the capabilities of individuals with significant intellectual disabilities or hear of the depressing adjectives historically associated with them, they have difficulty anticipating contributions they can make to the functioning of their businesses. To help neutralize negative presumptions, the students should have at least one integrated work training experience for one half day per week each semester of the

first 4 years of high school. Additional integrated work training experiences should be arranged during summers. As time passes, experiences on school grounds should be reduced and integrated experiences that are the most preferred and appropriate for integrated work and work related functioning at school exit should be provided. If they remain in school after their chronological age peers graduate, virtually all of their instruction should be provided in the integrated work and related environments, activities and contexts in which they could, should or will function at school exit. Second, students who are significantly disabled intellectually cannot successfully perform all the work tasks required of coworkers without disabilities. However, they can successfully perform some. By performing tasks that are relatively simple, coworkers without disabilities are released to perform those that are more complex. Thus, at the end of each work training experience, the testimonials of employers and coworkers without disabilities about the performance of a student should be recorded visually, auditorally and in print. These testimonials should address factors that are important. Manifesting a reasonable work ethic, reliability, meeting at least minimally acceptable performance standards, noninterference with the productivity or enjoyment of coworkers and completing relatively simple tasks that release coworkers to perform those that are more complex and economically valuable are examples. These records of effective functioning across, settings, activities and contexts are powerful empirical verifications of competence and can be used as valid reasons for subsequent employers to allow access to their businesses.

Third, it is extremely rare that students who are significantly disabled intellectually can succeed at work settings without the aid of individualized adaptations that allow at least meaningful partial participation (Baumgart et al. 1980; Ferguson and Baumgart, 1991). Some adaptations can be used to minimize physical limitations. Using head or mouth pointers to enter data into a computer, systematically rotating body positions across time so as to allow longer work periods without pain or muscle contractions and electronic voice communication devices are examples. Other adaptations can be used to minimize intellectual limitations. Using picture sequences to make salads at a fast food restaurant, to deliver urine specimens to a laboratory from an outpatient clinic at a hospital and to distribute supplies to clerical workers in a large office are examples. The actual adaptations made at each work setting must be visually or otherwise documented and accumulated. It is quite likely that those used effectively in one setting will be

usable in others. Even if adaptations actually used in previous settings are not appropriate in a current work setting, they can be used to encourage those involved to create and use those that are.

Has a Cumulative Vocational Skills Booklet been established for the student?

Yes       No

If No, establish one.

Was the functioning of the student in past integrated work and work related settings and/or activities documented with still and/or motion pictures?

Yes       No

Was the functioning of the student in past integrated work and work related settings and activities documented by visual, audio and/or printed testimonials of coworkers without disabilities?

Yes       No

Was the functioning of the student in past integrated work and work related settings and activities documented by visual, audio and/or printed testimonials of supervisors/employers?

Yes       No

If the functioning of the student in past integrated work and work related settings and activities was documented with still and motion pictures and by the visual, audio or printed testimonials of coworkers without disabilities and supervisors/employers, are the documentations contained in his/her Cumulative Vocational Skills Booklet?

Yes       No

If No, gather the documentations and place them in her/his Cumulative Vocational Skills Booklet.

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Is the functioning of the student in current integrated work and work related settings and activities being documented with still and motion pictures?

Yes       No

Is the functioning of the student in current integrated work and work related settings and activities being documented with the visual, audio and/or printed testimonials of coworkers without disabilities?

Yes       No

Is the functioning of the student in current integrated work and work related settings and activities being documented with the visual, audio and/or printed testimonials of supervisors/employers?

Yes       No

If No, report how the functioning of the student in current integrated work and related settings and activities will now be documented.

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Are still and motion picture and printed testimonials of employers and coworkers

without disabilities in current integrated work and work related settings reported in the Cumulative Vocational Skills Booklet of the student?

Yes       No

If No, start reporting the still and motion picture, printed and/or audio testimonials of employers and coworkers without disabilities in the Cumulative Vocational Skills Booklet of the student.

Adaptations. Have the actual adaptations used effectively in each past integrated work and work related setting and activity been documented with still and motion pictures, printed and other reports?

Yes       No

If Yes, have the actual adaptations that were documented as effective in past integrated work settings and activities with still and motion pictures, printed and other reports been recorded in the Cumulative Vocational Skills Booklet?

Yes       No

If No, start reporting the still and motion picture, printed and/or audio records of how adaptations were used effectively in past work and work related settings and place them in the Cumulative Vocational Skills Booklet.

Are the actual adaptations that are being used effectively in current work and work related settings being documented with still and motion pictures, printed and other reports and recorded in the Cumulative Vocational Skills Booklet?

Yes       No

If No, start reporting the still and motion picture, audio, printed and other effective adaptations being used in current work and work related settings in the Cumulative Vocational Skills Booklet.

Lunch and Break Time Skills. Many individuals with significant intellectual disabilities do not experience major difficulties when actually working, but do so during break and lunch times. Thus, lunch and break time actions are critical elements of functional vocational evaluations. Specifically, a student must be taught to engage in a healthy and enjoyable array of individually and situationally appropriate lunch and break time activities. In contrast, they must be taught to refrain from engaging in inappropriate activities or otherwise negatively affecting the lunch and break time experiences of others. Assume the instruction a student has received from school personnel has prepared her/him to function in an integrated work setting at school exit and that he/she will function therein indefinitely. Each day at work she/he is allowed two 15 minute breaks and 30 minutes for lunch. One hour per day for 5 days per week for 50 weeks per year totals 250 hours per year. During this time, he/she cannot or does not want to read or compute. She/he cannot engage in or understand complex conversations. He/she does not smoke. What can she/he do that is appropriate in work related settings 250 hours per year? Taking a nap or a walk, watching television and listening to favored music through earphones are possibilities. The lunch and break time activities that will be preferred, needed, enjoyed, tolerated, unobtrusive and permitted can only be determined in the process of learning to function in actual integrated work related settings.

Has the student engaged in appropriate activities during lunch and work breaks in past integrated work related settings?

Yes       No

If Yes, report the appropriate activities in which the student has engaged during lunch and work breaks in past integrated work related settings.

Watched TV

Took Walks



Took Naps

Listened to music

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Has the student engaged in inappropriate activities during lunch and work breaks in past integrated work related settings?

Yes       No

If Yes, report the inappropriate activities in which the student has engaged during lunch and work breaks in past integrated work related settings.

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Is the student engaging in appropriate lunch and work break activities in current integrated work related settings?

Yes       No

If Yes, report the appropriate activities in which the student is engaging during lunch and

work breaks in current integrated work related settings.

Watches TV

Takes Walks

Takes Naps

Listens to music

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Is the student engaging in inappropriate lunch and work break activities in current integrated work related settings?

Yes       No

If Yes, report the inappropriate activities in which the student is engaging during lunch and work breaks in current integrated work related settings.

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If No, report appropriate activities in which the student could or should be engaging

during lunch and work breaks in current integrated work related settings, but is not.

Watch TV

Take walks

Take naps

Listen to music

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Report the lunch and work break activities in which the student could or should learn to engage that will likely be appropriate for future integrated work related settings.

Watch TV

Take walks

Take naps

Listen to music

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Academic Skills. However rudimentary, academic skills can be critical parts of functional vocational evaluations. Students with significant intellectual disabilities learn extremely few academic skills and cannot or do not learn many that are complex. Should attempts be made to teach them academic skills in such domains as Reading, Math, Science, Civics, Geography, History, Literature, Economics and the Arts? Yes. However, the resources devoted to teaching them must be prioritized and balanced in relation to many other kinds of critically needed skills.

A Cumulative Academic Skills Booklet should be established and maintained until school exit. It should then be shared with post school service personnel. It is extremely important that the academic skill repertoire of a student be inventoried, practiced, expanded and recorded visually, in print and otherwise frequently so that at school exit it can and will be used to function effectively in a wide array of integrated environments, activities and contexts.

Has a Cumulative Academic Skills Booklet been established for the student?

Yes  No

If No, establish one.

Were the academic skills used by the student to function effectively in past integrated work and work related settings and activities determined?

Yes  No

If Yes, report the academic skills used by the student in past integrated work and work related settings and activities.

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Were there academic skills the student was intellectually capable of learning but did not have that would have been useful in past integrated work and work related settings and activities?

Yes       No

If Yes, report the academic skills the student was intellectually capable of learning, but did not have that would have been useful in past integrated work and work related settings and activities.

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Have the academic skills in the student's repertoire that could and should be used to function effectively in current integrated work and work related settings and activities been determined?

Yes       No

If Yes, report the academic skills that are in the repertoire of the student that could and should be used effectively in current integrated work and work related settings and activities.

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Is the student actually using academic skills appropriately in current integrated work and work related settings and activities?

Yes       No

If Yes, report the academic skills the student is actually using appropriately in current integrated work and work related settings and activities.

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Is the student actually being taught to use academic skills that are appropriate for current integrated work and work related settings and activities?

Yes       No

If Yes, report the academic skills the student is actually being taught to use in current integrated work and work related settings and activities.

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Have the academic skills that could and should be used by the student to function effectively in future integrated work and work related settings and activities been determined?

Yes       No

If Yes, report the academic skills that could and should be used by the student in future integrated work and related settings and activities.

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Is the student actually being taught the academic skills that are likely to be appropriate for activities in future integrated work and work related settings?

Yes       No

If Yes, report the academic skills the student is being taught that will likely be appropriate for use in future integrated work and work related settings and activities.

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**Travel Skills.** When students with significant intellectual disabilities exit school, they should be able to walk, wheel, ride or otherwise travel to and from integrated work settings on cost efficient public busses and trains, in car pools and taxi cabs, etc. by themselves and with others who are and are not disabled. If they are not taught such extremely important integrated travel skills during school years, chances are great they will not be taught them later. If they absolutely must use segregated transportation services during school years, so be it. Unfortunately, if they are dependent upon segregated transportation services in post school years, far too often their integrated

work experiences will be unnecessarily constricted. Thus, school personnel must do all that is reasonable to ensure that such students exit schools with a meaningful array of typical and cost efficient integrated travel skills.

The student traveled to and from past integrated work settings as follows.

The student has never traveled to an integrated work setting.

Walked

Rode a bicycle

Rode her/his wheel chair

Rode in a van

Rode in a large school bus

Rode in a public bus

Rode in a public train

Rode in a taxi

Rode in the vehicle of parents

Rode in the vehicle of a teacher

Rode in the vehicle of paraprofessional

Rode in the vehicle of a schoolmate

Rode in the vehicle of a therapist

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The student traveled to and from past integrated work settings with the following.

The student has never traveled to an integrated work setting.

Alone

Students with disabilities



- Students without disabilities
  - Students with and without disabilities
  - Teachers
  - Parents
  - Paraprofessionals
  - Therapists
  - Adult volunteers
- 

The student travels to and from current integrated work settings as follows.

- The student does not travel to an integrated work setting.
- Walks
- Rides a bicycle
- Rides in her/his wheel chair
- Rides in a small van
- Rides in a large school bus
- Rides in a public bus
- Rides in a train
- Rides in a taxi
- Rides in the vehicle of parents
- Rides in the vehicle of a teacher
- Rides in the vehicle of a paraprofessional
- Rides in the vehicle of a schoolmate

Rides in the vehicle of a therapist

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The student travels to and from current integrated work settings with the following.

The student does not travel to an integrated work setting.

Alone

Students with disabilities

Students without disabilities

Students with and without disabilities

Teachers

Parents

Paraprofessionals

Therapists

Adult volunteers

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Report the most typical and cost efficient ways the student is intellectually, behaviorally, physically and otherwise capable of learning to travel to and from integrated work settings at school exit.

Walk

Ride a bicycle

Ride in her/his wheel chair

Ride in a small van

- Ride in a public bus
  - Ride in a public train
  - Ride in a taxi
  - Ride in the vehicle of parents
  - Ride in the vehicle of a Job Coach
  - Ride in a vehicle of a coworker
- 

Report who the student will likely be intellectually, behaviorally, physically and otherwise capable of traveling to and from integrated work settings with at school exit.

- Alone
  - Coworkers with disabilities
  - Coworkers without disabilities
  - Coworkers with and without disabilities
  - Job Coach
  - Parents
  - Adult volunteers
  - Paid drivers
- 

Intellectual Abilities. Are the intellectual abilities and learning history of the student being addressed appropriately in the school to post school integrated work transition process? Specifically, has he/she been or is he/she being taught skills that are important for functioning effectively in integrated work and related settings, activities and

contexts? Are the skills he/she is being taught near the upper end of her/his difficulty range? That is, is he/she challenged yet intellectually and otherwise capable of learning them? Is he/she being provided the instructional trials needed to learn the skills being taught? Once he/she learns a skill, is she/he given enough opportunities to practice it so it is not forgotten? After learning a skill in one set of conditions, is all or part of it being generalized to other conditions? Are the skills learned being combined with others (synthesized) and performed in appropriate settings, activities and contexts?

\_\_\_ Yes, the intellectual characteristics and learning history of the student are being considered appropriately in the school to post school integrated work transition process.

\_\_\_ No, the intellectual characteristics and learning history of the student are not being considered appropriately in the school to post school integrated work transition process.

If a No is reported, describe what can be done to learn of and honor the intellectual characteristics and learning history of the student.

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Does the ITP contain evidence that individually meaningful vocational evaluations have been conducted?

\_\_\_ Yes, listings of important work and work related skills that are and are not in the repertoire of the student are provided.

\_\_\_ Yes, listings of important work and work related skills that are under instruction are provided.

\_\_\_ Yes, video, personal testimony, printed, audio and other evidence that the student has had, is having or will have direct experience in a variety of authentic preferred

nonschool integrated work and work related settings, activities and contexts is provided.

\_\_\_ Yes, evidence that the student has been, is and will continue to receive instruction of the academic, social, motor, etc. skills that are likely to allow access to and success in particular integrated work and work related settings, activities and contexts is provided.

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\_\_\_ No, listings of important work and work related skills that are and are not in the repertoire of the student are not provided.

\_\_\_ No, listings of important employment and work related skills that are under instruction are not provided.

\_\_\_ No, video, personal testimony, printed, audio and other evidence that the student has had, is having or will have direct experiences in a variety of authentic nonschool integrated work and work related settings and activities is not provided.

\_\_\_ No, evidence that the student has been, is and will continue to receive instruction of the academic, social, motor, etc. skills that are likely to allow access to and success in particular integrated work and work related settings, activities and contexts is not provided.

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### Summary

It is the judgment of the users of this manual that the ITP is in reasonable compliance with transition relevant legal, educational and other entitlements for at the least the reasons checked below.

- All ITP team members are aware of and understand transition relevant legal, educational and other entitlements.
  - A coordinated set of activities and services is operative.
  - The ITP team is using an outcome oriented process.
  - Interagency relationships and agreements have been established and are operating effectively.
  - The preferences of the student, significant others and professionals have been and are being determined and honored.
  - Individually appropriate instruction in actual integrated work and work related settings, activities and contexts has been, is being or is scheduled to be provided.
  - Individually appropriate functional vocational evaluations have been and/or are being conducted.
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It is the judgment of the users of this manual that the ITP of the student is not in reasonable compliance with relevant legal, educational and other entitlements for at the least the reasons checked below.

- All ITP team members are not aware of and/or do not understand transition relevant legal, educational and other entitlements.
- A coordinated set of activities and services is not operative.
- The ITP team is not using an outcome oriented process.
- Interagency relationships and agreements have not been established and/or are not operating effectively.
- The preferences of the student, significant others and professionals have not been and/or are not being determined and honored.
- Individually appropriate instruction in actual integrated work and work related settings, activities and contexts has not been, is not being and/or is not scheduled to be provided.
- Individually appropriate functional vocational evaluations have not been and/or are not being conducted.
  
- \_\_\_\_\_
- \_\_\_\_\_
  
- \_\_\_\_\_
- \_\_\_\_\_

If components of an ITP are not acceptable, much of the information gathered thus far should help those involved design, implement and evaluate improvements. However, it is extremely rare that all of the elements delineated for improvement can be addressed at the same time. Thus, it is necessary to prioritize specific targets and then design, implement and evaluate action plans.

Target # 1 - An ITP team has not been established. We should establish one

immediately.

Target # 2 - This student has never been taught to function in a real work setting. We need to arrange for her/him to do so as soon as possible.

Target # 3 - This student has a very restricted social relationship range. We need to expand it to include workers without disabilities and supervisors.

Target # 4 - \_\_\_\_\_

\_\_\_\_\_

Target # 5 - \_\_\_\_\_

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At school exit the vast majority of individuals with significant intellectual disabilities stays at home on waiting lists for services or confined to segregated workshops. They interact only with family members, others with disabilities and those who are paid to be with them. Someday soon we will celebrate that the vast majority lives, works and plays in integrated society. Finally, assume you expand or otherwise improve this manual and apply it to a particular student with significant intellectual disabilities. Assume you have a world class ITP team and that all that was reported and promised in the ITP and much more was delivered far beyond minimally acceptable legal, professional, common sense and other standards. At the end of his/her school career the student would still be significantly disabled intellectually. However, he/she would have a better chance at a decent life.



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Appendix A.

Transition from school to post school integrated work entitlements of a student with significant intellectual disabilities.

Student \_\_\_\_\_

Date \_\_\_\_\_

It has been established in generally credible ways that this student functions with significant intellectual disabilities; i e., he/she is among the lowest intellectually functioning 1 - 2 % of a naturally distributed school age population. Thus, he/she is legally, educationally and otherwise entitled to at least the following.

This student is entitled to a comprehensive Individualized Educational Plan (IEP). Specifically, individually appropriate educational and related services that are designed to prepare this unique student for functioning in a variety of integrated settings, activities and contexts at school exit must be designed, implemented and evaluated.

This student is entitled to an Individualized School to Post School Integrated Work Transition Plan (ITP) as a critical part of her/his comprehensive IEP (Lane V Brown, 2015; Perez, 2012).

This student is entitled to an ITP that is initiated at age 14, when she/he enters high school or no later than age 16.

This student, his/her parents and significant others are entitled to actively participate in the design, implementation and evaluation of her/his ITP.

This student is entitled to an ITP that is based and focused on her/his strengths, preferences, interests and skills. This includes constructively addressing his/her

goals and preferences for life when school ends.

This student is entitled to an ITP that is specifically designed to prepare for effective functioning in integrated work and work related settings, activities and contexts. Specifically, he/she is entitled to work and work related preparatory experiences that help him/her develop skills that are of personal interest and that allow unique abilities to be successfully utilized and enhanced.

This student is entitled to receive any school to integrated work transition related service that is reported in her/his IEP or ITP. This includes authentic assessment and instruction in integrated non-school work and work related environments, activities and contexts career (Musgrove, 2012).

This student is entitled to have her/his intellectual abilities and learning history, considered and honored appropriately in the school to integrated post school work transition process. Specifically, this student must be taught skills that are important for functioning effectively in integrated work and work related settings, activities and contexts. This student must be intellectually and otherwise capable of learning the skills selected for instruction. The instructional trials needed to learn the skills being taught must be provided. Once a skill is learned, this student must be given enough opportunities to practice it so it is not forgotten. After learning a skill in one set of conditions, all or part of it must be generalized to or otherwise performed in other conditions. Skills learned must be combined with others and performed in appropriate settings, activities and contexts (Brown & Toson, In Press).

This student is entitled to school professionals who use educational policies, procedures and practices that research, practical experience and/or common sense support as promising.

This student through significant others is entitled to invite representatives of local agencies to ITP meetings to discuss transition goals and the extra supportive services that will be needed to realize them. Specifically, this student is entitled to

an ITP that contains evidence that before he/she exits school; the nonfinancial services needed at school exit have been determined and arranged; the financial support needed has been determined and arranged; and, the needed school and post school interagency agreements and responsibilities have been established.

This student is entitled to acceptable empirical verification practices that record his/her progress toward learning to or actually reaching school to post school integrated work transition goals.

This student is entitled to have valid printed, video, audio and other records of his/her achievements made and accumulated.

This student is entitled to have the actual modifications made and the adaptations utilized at each integrated work setting documented and accumulated. It is quite likely that those used effectively in one setting will be usable in others. Even if adaptations and modifications actually used in previous settings are not appropriate in a current work setting, they still can be used to encourage those involved to create and use those that are.

This student is entitled to school personnel that do all that is reasonable to ensure that he/she exits school with a meaningful array of typical and cost efficient integrated home to work to home travel skills.

This student is entitled to have his/her academic skill repertoire inventoried, practiced, expanded and recorded visually, in print and otherwise frequently so that at school exit it can and will be used for effective functioning in integrated work and work related environments, activities and contexts.

This student is entitled to learn to participate in lunch and break time activities that are preferred, needed, enjoyed, tolerated, unobtrusive and permitted in actual integrated work and work related settings.

This student is entitled to \_\_\_\_\_