A statement of the student’s needs, taking into account the student’s preferences and interests, as they relate to Transition from school to post-school activities.

For students age 14 and older, the student’s individual needs that may impact the student’s successful transition to post-school activities must be included in the IEP under the student’s present levels of performance. Such statements should include information on the student’s educational achievement (e.g., career skills) as well as social, physical and management needs related to Transition.

Example:

*Joey follows basic written directions in community settings (e.g., vending machines and work schedules. He is able to travel in his wheelchair for short distances in school, but needs adult assistance to travel in the community; he can read simple sentences but does not generalize his reading skills to functional activities (e.g., reading a menu in a restaurant).*

Present levels of performance statements should answer such questions as:

What Transition needs of the student must be addressed to prepare the student for living, learning and working in the community as an adult?

**Current functioning and individual needs in consideration of:**

- the results of the initial or most recent evaluation, the student’s strengths, the concerns of the parents, the results of the student’s performance on any State or district-wide assessment programs;
- the student’s needs related to communication, behavior, use of Braille, assistive technology, limited English proficiency;
- how the student’s disability affects involvement and progress in the general curriculum;
- the student’s needs as they relate to Transition from school to post-school activities (ages 14 and older).
Prior to his injury, Kevin was an honor student at the 10th grade level and demonstrated particular strengths in math and writing activities.

STRENGTHS:
- Current achievement testing shows he has maintained appropriate grade level reading skills.
- Learns best when materials are presented visually. However, he has some visual-perception problems (noted below).
- Is aware of the effects of his injury and has a positive attitude to overcome them (based on student interviews and parent reports).
- Is open to trying different ways to compensate for his injuries, but does not want to stand out as “different” among his peers.
- Does well when expectations are clearly and simply explained to him.
- Has retained prior learning in subject areas, but has difficulty learning new information.

WRITTEN EXPRESSION:
Testing and classroom assignments indicate difficulties with written expression:
- Omits punctuation and does not sequence more than 3 sentences in logical order in written work (topic sentence, supporting sentences, conclusion).
- Written expression difficulties result in a slower pace of progress (it takes him on the average twice as long as his peers to complete and assignment). This also impacts his ability to complete tests requiring written expression within a prescribed time period.
- Has difficulty taking notes in class and understanding and benefiting from notes taken.

MATH SKILLS:
- Achievement test show basic computation skills are at appropriate grade level.
- In day-to-day class work, he has difficulty with problem solving tasks that involve multiple steps (3 or more).
- Unable to analyze the information presented in graphs and charts due to level of detail and has difficulty separating object form background.
- Has retained the knowledge and skills necessary for maintaining a checkbook.

ORGANIZATION SKILLS:
- Has difficulty analyzing a task that has more than three steps (e.g., the steps to get ready for physical education class).
- Relies on following the actions of his peers but cannot follow teacher directions independently when they involve multiple steps (more than 3).
MEMORY/ATTENTION:
- Has difficulty remembering homework assignments and what books to bring to class, class schedule, and the combination to his locker. As a result, he misses an average of 2 classes per week and over a 30-day period he failed to complete 50% of his assignments.

COMMUNICATION:
- Has difficulty participating in oral discussions in the classroom, especially when new material is being taught and he is having difficulty expressing new information.
- Answers direct questions appropriately, but when more than one topic is being discussed, he shifts unexpectedly from topic to topic, especially when unfamiliar subjects are being discussed.
- Speaks out of turn in class and/or responds inappropriately with contributions that are often off topic.

VOCATIONAL EVALUATION:
- Interest inventories show preferences for work in agriculture, building, repairing, and working outdoors. Highest interest scores were in working with plants, animals, tools and equipment.
- His assessed interests match his expressed vocational interests.
- Needs to develop strategies to address difficulties in comprehension, problem-solving, new-task learning, staying on task and endurance.