

<https://tinyurl.com/ida-ataglance>

Introducing

Current Interests:

Likes:

Dislikes:

Motivated by:

Turned off or discouraged by:

-

_____ 's Strengths to Build Upon

-

_____ 's Challenges and Ways to Address Them

-

Our Long-range School Goals for _____

-

Our Focus for this School Year: _____

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*For more information on Dyslexia, please go to <http://www.lowalDA.org>

EXAMPLE

Introducing Joe Smith

Smith at a Glance ` ,

Current Interests: Spongebob Squarepants", playing the drums, Twins' baseball

Likes: Computers, electronics, art and media materials Dislikes: Noisy environments, touching or tasting unfamiliar foods Motivated by: Coaching style: setting and reaching goals, "high fives;" humor (good-natured teasing); social interaction; grades and awards

Turned off or discouraged by: Stern or angry responses, being singled out publicly

Joe's Strengths to Build Upon

- Good auditory memory; learns best by listening
- Musical: rhythm, rhyme and melodies reinforce learning
- Cooperative: works well in teams or small groups
- Understands limits: able to follow rules
- Uses laptop computer independently
- Supportive and involved family

Joe's Challenges and Ways to Address Them

- No hearing in left ear: Speakers need to sit, stand, and walk on his right side.
- Younger developmental age: Close adult supervision needed for vulnerability and safety, especially during unstructured times like recess, lunch ,and hall passing times
- Poor fine motor skills: Needs extra time, adapted materials, and some personal assistance for writing or drawing and self-help activities.
- Poor large muscle coordination and balance: Needs extra time and more space going up and down stairs and moving through halls

Our Long-range School Goals for Joe:

- To participate as much as possible in school with the people with whom he will live in the community as an adult (regular education peers)
- To reach his potential in basic skill areas: reading, math, written language
- To develop age-appropriate behavior and social skills
- To learn what he has to offer others and to feel a responsibility to make a contribution
- To increase his attention span and tolerance for mentally and physically challenging activities

Our Focus for Joe this School Year:

- To make measurable progress in reading, especially decoding
- To learn appropriate conversational skills with peers
- To make a friend with whom to connect outside of school

Self Advocacy Checklist: Are You Ready?

SELF ADVOCACY SKILLS	yes	no	I need help with this
know how I learn best			
can explain how I learn best to other people			
know what my disability is			
know what helps me to be successful			
know how to get the help I need			
know which laws protect my civil rights			
go to my IEP meetings and tell my team what I need			
know what my strengths are			
know what my weaknesses are			
ask teachers for help when don't understand what to do			
can talk to other people about what I need			
can find more than one way to solve a problem			
ask questions in class			
can tell my friends what I think			

can tell my family what I think			
can decide if other people's advice is right for me			

Parent Worksheet —Help Plan Transition. Assessment

1. Share what you know

Fill in the chart with information you can share about your child.

2. Ask questions

Add questions to the chart to ask the school team when planning for a transition assessment. The evaluation planning team will consider your questions and then choose appropriate assessment tools to gather information that will help answer the questions. For example:

1. Where does my child want to live when he's 25?
2. How does my child's reading ability compare to his grade level peers?
3. Does my child have some habits that may help/hinder him in a workplace.
4. Will my child have the math skills to balance a checkbook?

Transition Planning Assessment	Living	Learning	Work
Interests and Preferences			
Basic Skills			
Attitude/habits/self-awareness			
Application of real life skills			

This is an adaptation of Iowa's Transition Assessment Matrix. Iowa uses the Transition Matrix as a framework for assessing each of the three areas of living, learning, and working.

Self-Advocacy Technology Project

Create Story Board or Plan

- Discuss why project is needed
- Identify audience
- Determine what to include
- Gather information
- Determine order
- Make plan or story board
- Reorder as needed

Create Technology Project

- Determine template
- Add titles
- Add text or words
- Add audio
- Add pictures
- Edit as needed
- Save and or e-mail

Practice Presenting

- To instructor
- To peer
- To parent
- To other _____
- To other _____
- To other _____

Plan for Additional Presentations

- To _____
- To _____
- To _____