

SBA process for students in the Multiply Handicapped Program

This process is used for students whose ability to participate in the Strength Based Assessment process is limited. This alternative approach relies on information from the parents and staff. Their knowledge of the student's emotional state: when they are happy, sad, comfortable, is critical to this alternate process.

This is a step-by-step process that takes place over time. Those steps are:

- 1) Staff who know the student complete the Staff Form. Parents complete the Parent form.
- 2) Based upon the responses, statements that the student can respond to are constructed. The construction style of the statements needs to match the communication mode of the student and the student's level of comprehension.
- 3) Student Authentication. The student is given the opportunity to have input into the process. Using the statements constructed in step 2, the student can validate their responses.
- 4) Team meeting that includes staff, parents and the student. Student participation needs to be respectful of the student's physical tolerance. Also, the student should participate to the extent they can. At the point that the group starts talking about the student (strategies, concerns, etc) rather to the student it can be mutually agreed to excuse the student. The meeting format should be structured so that it yields quality information for use in developing the student's IEP.
- 5) Information from all of the above is used in developing the student's Suggested IEP. Information about student's strengths, talents and interests can be used in the Present Levels of Performance. Information about future goals can be used in the Measurable Post-secondary goals. Information about what the school is going to do to prepare the student for the future can be used in the Coordinated Set of Activities.

Student Authentication for Non Verbal Level 1

This form is developed from the responses from the parents and staff. Based on the responses, make a list of the activities and environments the child enjoys and/or participates in. Construct the inquiry in a way that the student can answer it using their communication style. (i.e., choose the picture of the things you like, Yes/No questions).

To ensure that the student comprehends the questions, you may want to include responses that the student does not enjoy or participate in.

Student response style:

Yes/No gesture

Communication board

Select from pictures/drawings

Yes/No verbal

Sign language

Other: _____

From the Staff Form:

From the Parent Form:

(Information from this form can be used in the Present Levels of Performance in the IEP)

Student:

Environment

Activity/Location	In this activity when does the student show happiness/ comfort?	In this activity when does the student demonstrate anticipation?	In this activity when does the student show stress/discomfort

Home: In each room, indicate the child's preferred activities. For example, in the kitchen helping mom bake brownies.

Room	Activity	More information
Living Room		
Kitchen		
Bedroom		
Bathroom		

Transition Checklist (Information from this form can be used in the Present Levels of Performance in the IEP)

Student: _____ DOB: _____

This is a cumulative document. It is added onto year after year to document activities that have been performed and connections that have been made

Agency/action	Action Required	Who	When/Dates	Comments
VESID (2nd year before exit)				
OMRDD / DDSO (by age 14*)				
OMH / DCMH (by age 14*)				
Supplemental Needs Trust (age 13 if plan to apply for SSI at age18)				
Driver's License (age 16)				
Community Mobility (age 16)				
SSI Application (age 18*)				
Guardianship (age 18*)				
Selective Service (males age 18)				
Resume (work or college bound)				
College Supports (set up after acceptance)				
Other:				
Other:				

Student: _____

Interview Date: _____

District: _____

Other topics/ideas discussed, Things to do, concerns, etc: (Information from this section can help with the Coordinated Set of Activities)

(Indicate what is to be done, who will do it and when:

Measurable Post-secondary Goals

The Measurable Post-secondary Goal statements use the student's and parent's own words from the interview and are based upon the student's expressions of their hopes and dreams for the future. The Abilities section is also a source for information. To compose these statements use wording that is measurable. For example, Chris's Post-secondary goal for employment is to pursue a career in nursing.

Put this information in the Measurable Post-secondary Goals section of the Transition age IEP

Employment:

Post-secondary / Training:

Independent Living: