Miley Cyrus  
Transition IEP Case Study

Basic Information
Miley is 16 years old and is a sophomore at Douglass High School in Oklahoma City. She has learning disabilities in the area of reading comprehension. In social situations, her lack of reading skills bothers her, especially when reading menus. Miley’s mother has a learning disability and is very open about her academic problems. As a result, Miley’s father takes care of all school paper work.

Miley attends general education classes except English, which she attends in a special education resource setting. She wants to be in the general education English class her junior year. Miley lives with her mom and dad. Miley’s mother hopes that Miley will be married and start a family soon after graduation. Miley would like to attend college. She has heard of scholarship programs, however, she has a difficult time getting her parents to provide the needed financial information. This also affects Miley’s ability to apply for the Oklahoma Promise scholarship program. Miley’s mother does not want Miley to go to college because she is afraid of her failing.

Miley is a cheerleader and works at summer cheer camps.

Expressed Vocational Goal: Open own cheer gym.  
Educational Goals: Obtain college degree in business management and marketing
Transition Assessment and Goal Generator (TAGG) Profile

Student: Miley Cyrus
AGE: 16
GENDER: Female
Grade: 10

ID:
Date: 2017-01-24
School: 0
Professional: Malarie Deardorff

The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below depict each of the eight areas of behavior and this student's performance in those areas compared to other youth with disabilities.

Combined

Strengths and Limitations

Well Below Average Below Average Average Above Average Well Above Average

Disability Awareness
Well Below Average Below Average Average Above Average Well Above Average

Persistence

Well Below Average Below Average Average Above Average Well Above Average

Interacting with Others

Well Below Average Below Average Average Above Average Well Above Average
Goal Setting and Attainment

Employment

Student Involvement in the IEP
Support Community

Well Below Average Below Average Average Above Average Well Above Average

Combined Overall Score

Well Below Average Below Average Average Above Average Well Above Average
Student

Strengths and Limitations

Well Below Average Below Average Average Above Average Well Above Average

Disability Awareness

Well Below Average Below Average Average Above Average Well Above Average

Persistence

Well Below Average Below Average Average Above Average Well Above Average

Interacting with Others

Well Below Average Below Average Average Above Average Well Above Average

Goal Setting and Attainment

Well Below Average Below Average Average Above Average Well Above Average

Employment
Well Below Average Below Average Average Above Average Well Above Average

Student Involvement in the IEP

Well Below Average Below Average Average Above Average Well Above Average

Support Community

Well Below Average Below Average Average Above Average Well Above Average

Combined Overall Score

Well Below Average Below Average Average Above Average Well Above Average

Parent

Strengths and Limitations

Well Below Average Below Average Average Above Average Well Above Average

Disability Awareness
Well Below Average Below Average Average Above Average Well Above Average

Persistence

Well Below Average Below Average Average Above Average Well Above Average

Interacting with Others

Goal Setting and Attainment

Employment

Well Below Average Below Average Average Above Average Well Above Average

Student Involvement in the IEP
Well Below Average Below Average Average Above Average Well Above Average

Support Community

Well Below Average Below Average Average Above Average Well Above Average

Combined Overall Score

Well Below Average Below Average Average Above Average Well Above Average

Professional

Strengths and Limitations

Well Below Average Below Average Average Above Average Well Above Average

Disability Awareness

Well Below Average Below Average Average Above Average Well Above Average

Persistence
Well Below Average Below Average Average Above Average Well Above Average

Interacting with Others

Well Below Average Below Average Average Above Average Well Above Average

Goal Setting and Attainment

Well Below Average Below Average Average Above Average Well Above Average

Employment

Well Below Average Below Average Average Above Average Well Above Average

Student Involvement in the IEP

Well Below Average Below Average Average Above Average Well Above Average

Support Community
Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

**Student**
- Interacting With Others

**Family**
- Interacting With Others

**Professional**
- Student Involvement in the IEP

Areas of Relative Strength

Areas of relative strengths represent constructs with comparatively high scores.

**Student**
- Employment
- Student Involvement in the IEP
- Persistence

**Family**
- Employment
- Strengths and Limitations
- Goal Setting and Attainment

**Professional**
- Employment
- Interacting With Others
- Goal Setting and Attainment

Area of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.
Student
Disability Awareness

Family
Support Community

Professional
Disability Awareness

Areas of Relative Need

Areas of relative need represent constructs with comparatively low scores.

Student
Strengths and Limitations
Support Community
Goal Setting and Attainment

Family
Disability Awareness
Persistence
Student Involvement in the IEP

Professional
Support Community
Strengths and Limitations
Persistence

Present Levels of Performance

Miley Cyrus's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Miley Cyrus's overall results are average. Miley Cyrus's scores indicate greatest strengths in the areas of Interacting With Others, and Student Involvement in the IEP. Miley Cyrus's relative strengths include Employment, Student Involvement in the IEP, Persistence, Strengths and Limitations, Goal Setting and Attainment, and Interacting With Others. TAGG scores indicate the greatest needs in the areas of Disability Awareness, and Support Community compared to similar students and relative needs in the areas of Strengths and Limitations, Support Community, Goal Setting and Attainment, Disability Awareness, Persistence, and Student Involvement in the IEP.

Suggested Annual Transition Goals Ranked by Areas of Greatest Need

TAGG Goals

Common Core Standard

Support Community (Based on Family Responses)
Given a list of ten challenging situations, the student will identify a specific support person who could help in a teacher-led interview with 100% accuracy.

CCSS.ELA-Literacy.SL.11-12.1

Given three situations where support was offered, the student will role-play how to accept the support in a teacher-led interview with 100% accuracy as measured by a teacher-made rubric.


Disability Awareness (Based on Student and Professional Responses)

The student will write an essay describing three personality characteristics that do not involve his or her disability with 90% accuracy in areas of grammar and content by the end of a disability awareness unit.


Given access to technology, the student will express three positive aspects resulting from his or her disability in a class presentation using digital media with 100% accuracy.


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Building

In this section, you will see how you scored for each of the 6 interest areas.

Section II: Your Score Sumsary

You're a Persuader

Section I: Your Career Type

Holland Code Career

Personality Tests Personalty Types Portfolio Blog
Your interest level for the organizing career area is moderate.

Organizing careers are those that involve managing data, files, and processes. Organizers are often attached to careers in accounting, computers and information systems, administration, and office management.

Your interest level for the persuading career area is high.

Persuading careers are those that involve leading, influencing, or managing others. Persuaders are often attached to careers in business, management, sales, retail, and entrepreneurship.

Your interest level for the helping career area is low.

Helping careers are those that involve assisting, teaching, or taking care of other people. Helpers are often attached to careers in education, counseling, health care, social service, and human resources.

Your interest level for the creating career area is high.

Creating careers are those that involve artistic expression, imagination, and the creative use of language. Creators are often attached to careers in performing or visual arts, writing, and all areas of design.

Your interest level for the thinking career area is low.

Thinking careers are those that involve research, analysis, and solving abstract or theoretical problems. Thinkers are often attached to careers in the sciences, computers and technology, mathematics, and medicine.
INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

*Scoring should be based on the lowest level of completion.*

The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

*Completing Category O*

It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

*Time frames for completion*

All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

### COVER SHEET

<table>
<thead>
<tr>
<th>NAME OF YOUTH:</th>
<th>CAMIS PERSON ID:</th>
<th>DATE OF BIRTH:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miley Cyrus</td>
<td></td>
<td>11/23/1999</td>
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<table>
<thead>
<tr>
<th>PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tish Cyrus (mother)</td>
<td>8/30/2016</td>
</tr>
<tr>
<td>Malarie Deardorff (teacher)</td>
<td>8/30/2016</td>
</tr>
<tr>
<td>Billy Ray Cyrus (father)</td>
<td>8/30/2016</td>
</tr>
<tr>
<td>Karen Swofford (paraprofessional)</td>
<td>8/30/2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DATE SKILL ATTAINED</th>
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<tbody>
<tr>
<td>A Money Management/Consumer Awareness</td>
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<tr>
<td>B Food Management</td>
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<td>C Personal Appearance and Hygiene</td>
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<td>D Health</td>
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<td>E Housekeeping</td>
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<td>J Job Maintenance Skills</td>
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<td>K Emergency and Safety Skills</td>
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<td>L Knowledge of Community Resources</td>
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<td>M Interpersonal Skills</td>
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<tr>
<td>N Legal Skills</td>
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<tr>
<td>O Pregnancy Prevention/Parenting and Child Care</td>
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</tr>
</tbody>
</table>

LIFE SKILLS INVENTORY
DSHS 10-267 (12/2000)
**Category A: Money Management and Consumer Awareness**

**Basic - Must know 3 of 5 to advance to the next level of accomplishment:**
- [x] Knows values of coins and currency.
- [x] Can make a transaction at a local store and count change.
- [x] Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
- [x] Understands the difference between "sale price" and "regular price".
- [x] Can identify one way to save money on purchases.

**Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:**
- [ ] Can open a checking or savings account.
- [ ] Can write checks/make withdrawals and make deposits.
- [ ] Can record banking transactions (either checking or savings).
- [x] Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
- [x] Understands the difference between gross wage and take home pay.
- [x] Can use a calculator to add, subtract, divide and multiply.

**Advanced - Must know 4 of 6 to advance to the next level of accomplishment:**
- [ ] With assistance can make out monthly budget covering regular expenses for independent living.
- [ ] Shows some "sales resistance" to "something for nothing" advertising and "low weekly payment" credit plans.
- [ ] Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
- [ ] Can comparison shop using unit pricing information.
- [x] Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
- [ ] Knows how to clip and use coupons.

**Exceptional - Must know at least 3 to be rated as exceptional:**
- [ ] Budgets for unanticipated emergencies, seasonal bills, etc.
- [ ] Understands buying on credit, loans, interest, and late payment penalties.
- [ ] Understands payroll deductions, taxes, FICA, insurance.
- [ ] Can complete a short tax form.
- [ ] Can balance a checkbook.
- [ ] Has regular savings program.

**Category B: Food Management**

**Basic - Must know at least 3 of 4:**
- [x] Washes hands before eating and preparing food.
- [x] Can order in a cafeteria or fast food restaurant.
- [ ] Can describe food pyramid and foods that contribute to a healthy life style.
- [x] Knows name and use of cooking utensils.

**Intermediate - Must be able to do 5 of 8:**
- [x] Can order a meal from the menu in a restaurant
- [x] Can fix a breakfast for one
- [x] Can fix a lunch for one
- [x] Can fix a dinner for one
- [ ] Can make out a grocery shopping list
- [ ] Can use cooking utensils effectively and safely (knives, grater, can opener, potato peeler, egg beater, etc.)
- [ ] Can use kitchen appliances effectively and safely
- [x] Can use acceptable table manners

**Advanced - Must know 5 out of 7:**
- [ ] Stores perishable items under refrigeration.
- [ ] Recognizes signs of spoilage in food.
- [ ] Can follow the instructions for preparing canned or frozen foods.
- [ ] Can plan weekly menu of nutritious meals.
- [ ] Can shop for a week's menu and stay within a food budget.
- [ ] Can set the table properly.
- [ ] Can carry out a grocery-shopping trip (selecting items on the shopping list and paying the cashier).

**Exceptional - Must know at least 3:**
- [ ] Prepares recipes from a cookbook.
- [ ] Can adjust recipes to feed more or less people than called for in the recipes.
- [ ] Understands how to use dates on food packages to prevent spoilage. (see next page)
### Category B: Food Management (continued)

**Exceptional - Must know at least 3:** (continued)
- ☐ Prepares and eats a balanced diet.
- ☐ Understands and can use unit pricing to comparison shop.

### Category C: Personal Appearance and Hygiene

**Basic - Must be able to do 4 of 4:**
- ☑ Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion.
- ☑ Can bathe self.
- ☑ Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex.
- ☑ Brushes teeth regularly.

**Intermediate - Must be able to do 3 of 3:**
- ☑ Showers or bathes regularly.
- ☑ Keeps hair clean and neat.
- ☑ Dresses in reasonably clean clothing.

**Advanced - Must be able to do 4 of 6:**
- ☐ Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed.
- ☑ Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc.
- ☑ Can dry clothes in a dryer using appropriate settings.
- ☑ Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.).
- ☑ Can iron clothes.
- ☑ Can sew on buttons and make minor clothing repairs.

**Exceptional - Must know at least 2:**
- ☐ Can hand wash items following the instructions on the label.
- ☐ Knows appropriate clothing to wear for almost all occasions.
- ☐ Knows approximate cost of dry cleaning and can arrange for dry cleaning.

### Category D: Health

**Basic - Must know 5 of 6:**
- ☑ Can open childproof container.
- ☑ Knows not to take someone else’s medication.
- ☑ Knows that drugs, alcohol, and tobacco may be harmful to your health.
- ☑ Knows parts of the body and sexual functioning.
- ☑ Knows how pregnancy occurs.
- ☑ Knows how and where to get emergency health care.

**Intermediate - Must know 3 of 4:**
- ☑ Can recognize and describe symptoms of colds, flu, and other common health problems.
- ☑ Knows what to do for a minor cut, a minor burn, a splinter.
- ☑ Understands the risks of pregnancy and sexually transmitted diseases.
- ☑ Understands the risks of drug and alcohol abuse.

**Advanced - Must know 9 of 13:**
- ☑ Can take own temperature using an oral thermometer.
- ☑ Can nurse self through cold or flu.
- ☑ Recognizes/makes correct use of “over the counter” drugs for pain, stomach upset, diarrhea, fever, cold/allergy.
- ☑ Can call a doctor or dentist and schedule an appointment.
- ☑ Can read a prescription label correctly and follow the instructions.
- ☑ Can take medication without supervision.
- ☑ Knows how to dispose of drugs in a safe manner.
- ☑ Knows how to use what is included in a First Aid Kit.
- ☑ Knows how to obtain a copy of personal immunization records and medical history.
- ☑ Knows methods of birth control and how to obtain birth control devices.
- ☑ Knows how to prevent the spread of sexually transmitted diseases.
- ☑ Has selected a doctor, dentist or clinic for regular health care.
- ☑ Understands the importance of medical insurance.

**Exceptional - Must know at least 2:**
- ☐ Is conscious of diet, exercise, good eating habits, and other preventative health measures.
- ☐ Can determine when to go to an emergency room and when to make an appointment with the family doctor or clinic.
- ☐ Has obtained medical insurance.
### Category E: Housekeeping

**Basic - Must know 3 of 4:**
- [x] Can wash dishes adequately using soap and hot water.
- [x] Can change a light bulb.
- [x] Can make a bed.
- [x] Knows how to dispose of garbage.

**Intermediate - Must know 3 of 5:**
- [x] Can use vacuum cleaner properly and change bags.
- [x] Can change bed linen.
- [x] Knows how to prevent sinks and toilets from clogging.
- [x] Knows how to sweep floor and stairs, wash wood and linoleum floors, wash windows, dust, polish furniture, clean toilet, clean bathtub and sink.
- [x] Knows appropriate cleaning products to use for different cleaning jobs.

**Advanced - Must know 5 of 7:**
- [ ] Knows how to stop a toilet from running.
- [ ] Knows how to use a plunger to unstop a toilet or sink.
- [x] Can defrost the refrigerator, if necessary.
- [x] Can clean a stove.
- [x] Knows how to conserve energy and water.
- [x] Performs routine house-cleaning to maintain the home in a reasonably clean state.
- [x] Uses drawers and closets appropriately for storage.

**Exceptional - Must know at least 3:**
- [ ] Knows what repairs a landlord should perform.
- [ ] Can do minor household repairs.
- [ ] Is able to contact the landlord and request repairs.
- [ ] Can change a fuse or reset a circuit breaker.
- [ ] Can measure a window for shades or curtains.
- [ ] Knows how to get rid of and avoid roaches, ants, mice, etc.

### Category F: Housing

**Basic - Must know 2 of 2:**
- [ ] Understands the concept of renting.
- [ ] Knows how to access emergency shelter.

**Intermediate - Must know 3 of 4:**
- [ ] Can read want ads for vacancies.
- [ ] Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
- [ ] Can calculate the costs associated with different types of housing.
- [ ] Can describe pros and cons of choosing a roommate.

**Advanced - Must know 6 of 9:**
- [ ] Can identify type of housing that is within budget and meets current housing needs.
- [ ] Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).
- [ ] Can complete a rental application.
- [ ] Can ask the landlord about the available apartment to determine if it meets their needs.
- [ ] Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
- [ ] Shows some concern for the rights of other residents with regard to property and noise.
- [ ] Understands the consequences if the rights of other residents are not respected.
- [ ] Understands the implication of the security deposit.
- [ ] Knows the role of a landlord.

**Exceptional - Must know at least 2:**
- [ ] Demonstrates the ability to get along with other residents and the landlord.
- [ ] Knows how to get help if there is a conflict with the landlord.
- [ ] Can access emergency assistance for utilities.

### Category G: Transportation

**Basic - Must know 3 of 6:**
- [ ] Can ride a bicycle safely.
### Category G: Transportation (continued)

**Basic - Must know 3 of 6:** (continued)
- [ ] Understands and uses seat belts.
- [ ] Familiar with any form of public transportation available.
- [ ] Knows the nearest public bus stop to your home.
- [ ] Knows amount of money required for bus fare.
- [ ] Knows the nearest town with bus services.

**Intermediate - Must know 3 of 6:**
- [ ] Aware of consequences of driving without a license and insurance.
- [ ] Has successfully completed a Driver's Ed class.
- [ ] Knows how to call a taxi and provide information needed. Knows the approximate cost of taking a taxi.
- [ ] If given instructions, can make public transportation journey involving several transfers.
- [ ] Knows requirements for foster parent reimbursement for providing transportation.
- [ ] Can give directions.

**Advanced - Must know 4 of 5:**
- [ ] Can arrange routine transportation to work or school.
- [ ] Knows what is required to get a driver's license.
- [ ] Has driver's permit.
- [ ] Can fix a bicycle.
- [ ] Can read a map.

**Exceptional - Must know 2 of 3:**
- [ ] Knows how to do basic car maintenance.
- [ ] Can estimate cost of owning and operating a car for a month/year including tabs and insurance.
- [ ] Has a driver's license.

### Category H: Educational Planning

**Basic - Must know 2 of 2:**
- [ ] Has a realistic view of his/her chances for completing high school.
- [ ] If high school graduation is not realistic, understands what a GED is and how to obtain one.

**Intermediate - Must know 3 of 4:**
- [ ] Can fill out forms to enroll in an educational program.
- [ ] Has a general idea of what education is needed for the job he/she wants.
- [ ] Can discuss educational/vocational plans with teachers/counselor.
- [ ] Is aware of educational resources available in the community.

**Advanced - Must know 4 of 6:**
- [ ] Knows how to obtain school transcripts.
- [ ] Is aware of current educational credits and standing.
- [ ] Has an appropriate educational plan for the job selected.
- [ ] Understands educational/skill requirements for job selected.
- [ ] Is aware of the cost of higher education/vocational training.
- [ ] Knows the difference between a loan and a grant.

**Exceptional - Must know at least 3:**
- [ ] "Shops around" to find the best educational resources.
- [ ] Knows where to find and how to access adult education or vocational training in the community.
- [ ] Knows how to obtain financial aid/scholarships for additional education.
- [ ] Understands future prospects and probable living standards relative to levels of education and specialized skills.
- [ ] Is able to identify the connection between course work and vocational goals.

### Category I: Job Seeking Skills

**Basic - Must know 2 of 2:**
- [ ] Has reasonable idea of the types of jobs available to him/her.
- [ ] Knows what the minimum wage is.

**Intermediate - Must know 4 of 5:**
- [ ] Can fill out a standard job application form.
- [ ] Can read the want ads and find appropriate leads.
- [ ] Can complete a mock interview giving appropriate answers to potential questions.

(see next page)
### Category I: Job Seeking Skills (continued)

**Intermediate - Must know 4 of 5:** (continued)
- Can make appointment for a job interview.
- Knows appropriate clothing to wear for the interview.

**Advanced - Must know 6 of 8:**
- Can write a resume.
- Has a completed job application/fact sheet to take on a job interview.
- Knows to prepare for a job interview.
- Can complete a job interview.
- Knows the function of and can contact the public employment agency.
- Knows the function of and understands that private employment agencies charge fees.
- Can identify ads placed by private employment agencies.
- Can contact temporary employment services.

**Exceptional - Must know at least 2:**
- Has a resume.
- Can follow up an interview with a letter.
- Is able to maturely weigh the advantages of one job over another.
- Understands legal discrimination and where to seek help if discriminated against illegally.

### Category J: Job Maintenance Skills

**Basic - Must know 3 of 4:**
- Dresses for work appropriately.
- Reports to work on time.
- Knows job responsibilities and how to complete job tasks.
- Knows to contact employer when not able to go to work.

**Intermediate - Must know 3 of 4:**
- Know how to read a pay stub.
- Knows appropriate way to talk to supervisor.
- Knows what behaviors will get a person fired immediately.
- Knows how to ask for help with a problem on the job.

**Advanced - Must know 4 of 5:**
- Knows if eligible for sick time, vacation time, or personal time.
- Knows what a grievance procedure is.
- Know what to do to get a raise.
- Knows where and when not to talk with co-workers.
- Has a plan for handling anger when angry at supervisor, co-workers, or customers.

**Exceptional - Must know at least 3:**
- Can implement anger management plan in majority of cases.
- Knows how to use company grievance procedure to resolve disagreements.
- Knows companies "unwritten policies" and can function within them.
- Knows how to ask for a raise.
- Knows what to do to be eligible for promotion.
- Knows legal rights as an employee.

### Category K: Emergency and Safety Skills

**Basic - Must know 4 of 5:**
- Knows functions of police, ambulance and fire department. Can reach each by calling the appropriate number.
- Is trained to evacuate the residence in case of fire.
- Knows proper way of disposing of smoking materials, if smokes.
- Knows how to lock and unlock doors and windows.
- Knows how to check smoke alarm and how to replace battery.

**Intermediate - Must know 3 of 5:**
- Understands basic fire prevention (No smoking in bed, using gas stove to heat, excessive use of extension cords, frayed electrical cords, etc.).
- Knows how to use a fire extinguisher.
- Knows that improperly used appliances can cause fires.
- Can recognize the smell of a gas leak. (see next page)
<table>
<thead>
<tr>
<th>Category K: Emergency and Safety Skills (continued)</th>
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</thead>
<tbody>
<tr>
<td><strong>Intermediate - Must know 3 of 5:</strong> (continued)</td>
</tr>
<tr>
<td>☐ Knows what to do, and whom to call if she/he smells a gas leak.</td>
</tr>
<tr>
<td><strong>Advanced - Must know 2 of 3:</strong></td>
</tr>
<tr>
<td>☐ Knows the different methods for putting out different kinds of fires.</td>
</tr>
<tr>
<td>☐ Knows how to properly store cleaning materials.</td>
</tr>
<tr>
<td>☐ Can usually determine when professional medical help is needed.</td>
</tr>
<tr>
<td><strong>Exceptional - Must know 2 of 2:</strong></td>
</tr>
<tr>
<td><em>Youth may have their cards, but completion of the other areas is important. The rating should be based on the lowest area where they have completed the skills.</em></td>
</tr>
<tr>
<td>☐ Has completed First Aid training.</td>
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<tr>
<td>☐ Has completed CPR training.</td>
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<thead>
<tr>
<th>Category L: Knowledge of Community Resources</th>
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<tbody>
<tr>
<td><strong>Basic - Must know 4 of 5:</strong></td>
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<tr>
<td>☐ Knows how to get emergency information by telephone.</td>
</tr>
<tr>
<td>☐ Knows whom to contact if injured or sick.</td>
</tr>
<tr>
<td>☐ Knows where nearest supermarket or shopping district is located.</td>
</tr>
<tr>
<td>☐ Knows how to access emergency food and shelter.</td>
</tr>
<tr>
<td>☐ Knows how to access crisis line.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate - Must know 3 of 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knows where nearest Laundromat is located.</td>
</tr>
<tr>
<td>☐ Knows where personal bank is located.</td>
</tr>
<tr>
<td>☐ Can use the yellow pages to obtain information.</td>
</tr>
<tr>
<td>☐ Knows location of nearest CSO.</td>
</tr>
<tr>
<td>☐ Knows location of nearest post office and how to use it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced - Must know 3 of 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knows whom to contact if utilities disconnected, or heat goes out.</td>
</tr>
<tr>
<td>☐ Knows where and how to register for selective service.</td>
</tr>
<tr>
<td>☐ Knows where the nearest state employment office is located.</td>
</tr>
<tr>
<td>☐ Can obtain a copy of birth certificate and a duplicate social security card.</td>
</tr>
<tr>
<td>☐ Has awareness of “specialized” resources: mental health counseling, consumer counseling, VD clinics, student aid offices, tenant groups, animal control, public recreation, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceptional - Must know at least 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knows who elected representatives are and how to contact them.</td>
</tr>
<tr>
<td>☐ Has obtained a library card.</td>
</tr>
<tr>
<td>☐ Knows what the Better Business Bureau does and how to contact it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category M: Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic - Must know 5 of 5:</strong></td>
</tr>
<tr>
<td>☐ Can respond to introductions and answer simple questions.</td>
</tr>
<tr>
<td>☐ Can identify one friend.</td>
</tr>
<tr>
<td>☐ Look others in the eye and shakes hands if other person offers.</td>
</tr>
<tr>
<td>☐ Can make “small talk” (face to face).</td>
</tr>
<tr>
<td>☐ Communicates with at least one person weekly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate - Must know 4 of 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Can make introductions, including approaching others to introduce self.</td>
</tr>
<tr>
<td>☐ Is aware of boundary issues.</td>
</tr>
<tr>
<td>☐ Is not harmful to others.</td>
</tr>
<tr>
<td>☐ Can ask for help.</td>
</tr>
<tr>
<td>☐ Can explain feelings.</td>
</tr>
<tr>
<td>☐ Can identify relationships that may be hurtful or dangerous.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced - Must know 8 of 13:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Can identify personal strengths and needs (with assistance if necessary).</td>
</tr>
<tr>
<td>☐ Accepts invitations from others to be involved in social activities.</td>
</tr>
<tr>
<td>☐ Make arrangements with peers for social activities.</td>
</tr>
</tbody>
</table>
### Category M: Interpersonal Skills (continued)

#### Advanced - Must know 8 of 13: (continued)
- Knows where to get help if unable to resolve interpersonal conflicts alone.
- Has some ability to resolve conflicts with others.
- Refrains from physical violence as a means of solving interpersonal conflict.
- Has practiced how to say “no” to a peer who is trying to persuade him/her to do something wrong.
- Can develop a realistic plan with appropriate steps identified to achieve goals.
- Can carry out plans with some assistance provided.
- Can describe the “best possible” outcome if the goal is achieved and the “worst possible” outcome if the goal is not achieved.
- Can describe the relationship between actions and consequences.
- Has “good” table manners (can use knife, fork, spoons, napkin appropriately).
- Avoids hurtful or dangerous relationships.

#### Exceptional - Must know at least 3:
- Labels and expresses anger or other strong feelings appropriately, “talks out” problems.
- Has demonstrated the ability to say “no” to peers.
- Can develop and carry out a personal plan for goal achievement without supervision.
- Can anticipate, with limited input from others, what consequences might be associated with different choices.
- Knows when and how to send written thank-you notes.
- Can close a relationship or say “good bye” in a healthy manner.

### Category N: Legal Issues

#### Basic - Must know 2 of 2:
- Has the phone number of someone to call if arrested or victimized.
- Understands generally what actions are against the law and what the consequences are.

#### Intermediate - Must know 4 of 7:
- Knows personal rights if arrested.
- Knows what the function of a lawyer is.
- Knows legal age for buying alcohol and tobacco products.
- Understands the meaning of “legal age” in legal terms (what you can do, what you cannot do).
- Knows how to read a contract.
- Has understanding of dependency process.
- Knows how and where to register to vote.

#### Advanced - Must know 3 of 4:
- Knows the responsibility to register for selective service, if male.
- Aware of availability of free legal services.
- Understands the consequences of signing a contract or a lease.
- Knows the legal penalty for all of the following:
  - Buying, possessing, selling, and smoking marijuana and other drugs
  - Buying and drinking beer and alcohol underage
  - Trespassing
  - Shoplifting
  - Burglary
  - Possession of stolen property
  - Traffic violations

#### Exceptional - Must know at least 2:
- Show good citizenship and an understanding of the rights and responsibilities of a citizen.
- Is registered to vote.
- Knows where to go to vote.
- Knows the difference between “felony”, “misdemeanor”, and “violation”.

### Category O: Pregnancy, Parenting and Child Care

#### Basic/Pregnancy - Must know 6 of 6: (All youth complete this part)
- Knows resources for birth control.
- Knows location of family planning office.
- Knows options for birth control.
- Knows options for pregnancy. (see next page)
<table>
<thead>
<tr>
<th>Category O: Pregnancy, Parenting and Child Care (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic/Pregnancy - Must know 6 of 6: (All youth complete this part) (continued)</strong></td>
</tr>
<tr>
<td>☐ Knows dangers of drugs, alcohol, and tobacco during pregnancy.</td>
</tr>
<tr>
<td>☐ Knows what adequate pre-natal care is.</td>
</tr>
<tr>
<td><strong>Intermediate/Parenting and Child Care - Must know 10 of 10: (Pregnant or parenting teens)</strong></td>
</tr>
<tr>
<td>☐ Knows where to obtain pre-natal care.</td>
</tr>
<tr>
<td>☐ Knows not to leave child without supervision.</td>
</tr>
<tr>
<td>☐ Can provide appropriate supervision for child.</td>
</tr>
<tr>
<td>☐ Is comfortable being alone with child.</td>
</tr>
<tr>
<td>☐ Knows how to bathe child and change diapers.</td>
</tr>
<tr>
<td>☐ Knows how to access community resources (WIC, PHN).</td>
</tr>
<tr>
<td>☐ Knows how to engage child in appropriate play (reading, singing, drawing, building things, etc.).</td>
</tr>
<tr>
<td>☐ Knows the available options for regular childcare.</td>
</tr>
<tr>
<td>☐ Selects appropriate people to periodically baby-sit with child.</td>
</tr>
<tr>
<td>☐ Knows where to go for help if child is sick.</td>
</tr>
<tr>
<td><strong>Advanced - Must know 5 of 6: (Pregnant or parenting)</strong></td>
</tr>
<tr>
<td>☐ Can select toys appropriate for child’s age and developmental level.</td>
</tr>
<tr>
<td>☐ Can discipline without using extreme measures (hitting, screaming, with holding necessary food or care).</td>
</tr>
<tr>
<td>☐ Can make arrangements for regular childcare.</td>
</tr>
<tr>
<td>☐ Takes child to childcare on time. Picks child up from childcare on time.</td>
</tr>
<tr>
<td>☐ Spends “quality” time with child each day (talking, playing together, listening to the child, etc.).</td>
</tr>
<tr>
<td>☐ Knows where to go for help with parenting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knows what behaviors are appropriate for the child’s age and developmental level.</td>
</tr>
<tr>
<td>☐ Knows the costs and benefits of each child care arrangement available.</td>
</tr>
</tbody>
</table>
A Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

LANDMARK COLLEGE

www.landmark.edu

Putney, Vermont
Landmark College’s Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

Does your son or daughter aspire to attend college? To help parents assess college readiness, Landmark College has identified five essential foundations that are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting. Understanding these core areas can help students recognize the challenges that they will face in college and identify areas where additional support and development may be needed.

This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices associated with these five foundation areas. Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student’s potential, or provide a diagnosis.

At the end of the questions, you will find a brief discussion about each of the five foundations and steps a student can take to improve in that area, based on Landmark College’s nearly quarter-century of experience focusing exclusively on educating students with learning disabilities and AD/HD.
### Miley Cyrus' Transition Assessment 8/30/16

**DIRECTIONS**

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (✓). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you read up to 200 pages in a week?</td>
<td>✓</td>
</tr>
<tr>
<td>2. Do you have a system for taking notes?</td>
<td>✓</td>
</tr>
<tr>
<td>3. Can you write a paper of 10 or more organized pages that refers to two or more sources?</td>
<td>✓</td>
</tr>
<tr>
<td>4. Do you have a system for preparing for tests and exams?</td>
<td>✓</td>
</tr>
<tr>
<td>5. Can you clearly summarize a college-level reading assignment?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Total from this section 2**

<table>
<thead>
<tr>
<th>Self-Understanding (Metacognition)</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you define and describe your diagnosis of a learning disability?</td>
<td>✓</td>
</tr>
<tr>
<td>2. Have you read your psychoeducational testing?</td>
<td>✓</td>
</tr>
<tr>
<td>3. Do you know your academic strengths?</td>
<td>✓</td>
</tr>
<tr>
<td>4. Do you know which academic tasks give you the most difficulty?</td>
<td>✓</td>
</tr>
<tr>
<td>5. Can you identify the academic supports you need to be successful?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Total from this section 3**

<table>
<thead>
<tr>
<th>Self-Advocacy</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you know your legal rights as a student with a learning disability or AD/HD?</td>
<td>✓</td>
</tr>
<tr>
<td>2. When you run into difficulty, do you ask for help?</td>
<td>✓</td>
</tr>
<tr>
<td>3. Do you schedule your own appointments with doctors, advisors and counselors?</td>
<td>✓</td>
</tr>
<tr>
<td>4. Do you have access to your psychoeducational testing?</td>
<td>✓</td>
</tr>
<tr>
<td>5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Total from this section 2**

<table>
<thead>
<tr>
<th>Executive Function</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a system for keeping track of your projects, books and papers?</td>
<td>✓</td>
</tr>
<tr>
<td>2. Do you have a system for scheduling and managing your time?</td>
<td>✓</td>
</tr>
<tr>
<td>3. Are you able to ignore difficulties and focus on the task at hand?</td>
<td>✓</td>
</tr>
<tr>
<td>4. Are you able to complete all the steps of a project in a timely manner?</td>
<td>✓</td>
</tr>
<tr>
<td>5. Do you have a strategy for completing tasks that you find boring?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Total from this section 2**

<table>
<thead>
<tr>
<th>Motivation and Confidence</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have an academic subject that you find interesting?</td>
<td>✓</td>
</tr>
<tr>
<td>2. Do you know what you want to get out of your first year of college?</td>
<td>✓</td>
</tr>
<tr>
<td>3. Do you know that you can succeed?</td>
<td>✓</td>
</tr>
<tr>
<td>4. When you think about what you have to do in college are you excited?</td>
<td>✓</td>
</tr>
<tr>
<td>5. Can you imagine your life in 10 years?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Total from this section 3**
### HOW TO SCORE THE GUIDE

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas, yet still struggle in one or more.)
- These totals together and record that number in the box at the bottom for "Total number of questions marked yes."
- Multiply the total number of answers marked "yes" by four (4) to get the foundation percentile.

<table>
<thead>
<tr>
<th>Foundation Area</th>
<th>Indications</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills</strong></td>
<td>Scoring below three in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development.</td>
<td></td>
</tr>
<tr>
<td><em>A student must be able to read and write with a high level of independence.</em> At Landmark College, students must take a battery of achievement tests, including one of the following: Nelson Denny, Woodcock Johnson, Gray Oral Reading or Wechsler Individual Achievement Test. Landmark accepts students reading below a sixth-grade level as well as students entering from some of the most selective colleges and universities in the country. Testing helps us meet our goal of ensuring that every student has the academic skills needed to work independently at the college level. Explicit instruction techniques are an integral part of Landmark College’s approach to teaching.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Understanding (Metacognition)</strong></td>
<td>A score lower than three in Self-Understanding suggests that a student would benefit from further development of metacognition – a student’s awareness and understanding of his own learning profile. The first step is for the student to meet with the psychologist or neuropsychologist who conducted the testing – or another qualified provider – for a thorough explanation of test results. At Landmark, first semester students are required to engage in an in-depth research project involving their testing. Our staff neuropsychologist works closely with students as well as their advisors and professors to help them understand the results. Students are often retested to clarify any gaps.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Self-Advocacy</strong></td>
<td>Scoring less than three in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations. At Landmark College, first semester students are required to study the laws pertaining to disabilities in higher education and practice self-advocacy under the guidance of advisors and professors.</td>
<td>2</td>
</tr>
<tr>
<td><em>A student must independently ask for – and at times even fight for – services and support.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Executive Function</strong></td>
<td>A score below three in this area suggests that a student would benefit from focused instruction on executive function skills.</td>
<td></td>
</tr>
<tr>
<td><em>A student must be able to keep track of assignments, organize books/materials and manage time independently.</em> At Landmark College, students are required to practice a variety of techniques intended to externalize executive functions. Beginning in their first semester, students learn the Master Notebook System – a weekly planner and e-mail calendar system designed to build new pathways for self-management, time management and organization. Many Landmark students benefit from explicit instruction in executive function from their advisor or a coach. An ADD coach can help students establish clear structures and strategies for managing various projects and determine the next actions required to move each project forward.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foundation Area</td>
<td>Indications</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Motivation and</td>
<td>Scoring below three in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else — working for a living, attending trade or technical school, pursuing dreams such as sailing around the world — are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals.</td>
<td>3</td>
</tr>
<tr>
<td>Confidence</td>
<td>A student must have clear set goals and believe that he or she can succeed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Total</td>
<td>Total number of questions marked &quot;yes.&quot;</td>
<td>12</td>
</tr>
<tr>
<td>Foundation Percentile</td>
<td>Multiply the above Skills Total by four (4) to get the overall percentile.</td>
<td>48</td>
</tr>
</tbody>
</table>

**UNDERSTANDING THE RESULTS**

This guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine the appropriate supports. Scores developed through the questionnaire should provide a good sense of the various challenges the student faces.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80 percent or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting. For these students, the kind of specialized strategies and skills-building offered at Landmark College may be beneficial before pursuing a traditional college experience.

**If you have any questions about this guide, contact Landmark College at 802-387-6718.**

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