

# Louisiana Believes

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**Planning Appropriate High School  
Experiences for LAA1 Eligible Students**

# Objectives

- Review LAA1 policies and procedures
- Using a student scenario, examine an appropriate, effective high school experience for a student taking the LAA1 Assessment.
  - Determine appropriate pathway
  - Instructional experiences
  - Hands-on work experiences

# GRADUATION PATHWAYS



A Brief Review:  
LAA1 Assessment Policies/Procedures and  
Pathway

# A Brief Review: LAA1 Policies and Procedures

- **Eligibility Criteria**

- Evaluation (2.3 standard deviations, 2.0 exception)
- Eligibility is determined by the IEP team

- **The Diploma**

- Accountability
- When to issue the diploma vs when to exit

- **Review of the pathway for students taking the LAA1 assessment** (approved 2015)

# Eligibility Criteria



# LAA1 Eligibility Criteria

- LEAP Alternate Assessment, Level 1 (LAA 1) was developed for students for whom there is evidence of a **disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior.**
- The IEP team determines eligibility.

# LAA1 Eligibility Criteria

## One of the 4 criteria has been changed (2014):

- Criterion #1 – Evidence of a Significant Cognitive Disability or Multiple Disabilities
  - The student’s cognitive and/or adaptive behavior has been assessed and the student is functioning:
    - 3 or more standard deviations below the mean;
    - ***between 2.3 and 2.9 standard deviations below the mean and has completed fifth grade; or***
    - ***between 2.0 and 2.29 standard deviations below the mean and has completed fifth grade- additional documentation required.***
- Criterion #2 – Evidence of Curricular Alignment
- Criterion #3 - Evidence of Instructional Needs
- Criterion #4 – Student Safeguards



# The Diploma Pathway

# The Diploma Pathway

- A Diploma is issued when earned:
  - Meets 4 component requirements in pathway
    - Academic
    - Assessment
    - Workforce - Readiness and Career
    - Transition Services
- The student should exit when the IEP team thinks it is appropriate (or when the student is no longer age eligible to attend school).

# Accountability

- When a student assessed on the LAA 1 achieves the diploma it is counted as 100 points in the graduation index.
- Points are awarded when:
  - There has been a successful exit:
    - Student met diploma pathway requirements
    - IEP team thinks exit is appropriate and student no longer needs services from the school system

# Creating an Effective High School Experience for a Student Assessed on the LAA1

# LAA1: Creating an Effective High School Experience

- Review Needs and Pathways Options
- Determine appropriate pathway
- Instructional experiences
- Hands-on work experiences

# Review Needs and Pathways Options



# Review Needs and Pathways Options

- **Know your student**
  - Academic
  - Employability Skills
  - Life Skills
- Identify vocational interests
- Identify possible pathways

# Know Your Student: Mona

- **Name:** Mona, Lake Charles, LA
- **High School:** A Great High School
- **Middle School:** A Great Middle School
- **Age:** 14 yrs.
- **Grade:** Entering 9<sup>th</sup>
- **Exceptionality:** Moderate Intellectual Disability
- **Additional Notes:**
  - Fine motor skill challenges with gripping smaller items such as pencils and pens. Uses Assistive Technology grips for writing as well as keyboard

# Know Your Student: Mona

- **Present Level of Performance:**

- Reads - K
- Writes – Pre-K
- Math - K
- **Employability/Life Skills Assessment**
  - Self help skills, relationship to supervisor/teacher and peers, and work attitudes are at an age appropriate acceptable level.
  - Work habits, task related behaviors, work quantity, and work quality need improvement.

# Employability and Life Skills Assessments

- Several different sources for determining employability and life skill levels:
  - [Ohio's Employability Skills/Life Skills Assessment](#)
    - Students ages 14-21
    - Self-help skills
      - Grooming
      - Independence
    - Work habits
      - Stays on task
      - Works independently
    - Work quality
    - Relationships
      - Peers
      - Supervisors

APPENDIX C  
**Employability/Life Skills Assessment**

**Ages 14-21 years**

developed by  
Roberta Weaver  
And Joseph R. DeLuca

**STUDENT INFORMATION**  
Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

**RATIONALE**  
Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

**GENERAL DIRECTIONS**  
This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.**

**EXAMPLE (for a 14 year old student)**

**I. SELF HELP SKILLS**

	AGE								AGE								
	14	15	16	17	18	19	20	21		14	15	16	17	18	19	20	21
<p><b>A. Demonstrates personal hygiene and grooming by:</b></p> <ul style="list-style-type: none"> <li>— meeting teacher expectation for cleanliness.</li> <li>— meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)</li> <li>— meeting teacher expectation for consistent, independent personal hygiene and grooming.</li> </ul>	2								<p><b>B. Dresses appropriately by:</b></p> <ul style="list-style-type: none"> <li>— choosing and wearing clothes that are appropriate for the weather/activity/social custom.</li> <li>— identifying when clothes should not be worn (dirty, ill fitting, etc.).</li> <li>— wearing clothes that are in good condition, clean and pressed with detail given to appearance.</li> </ul>	2							
	1									3							
	1									1							

# Employability and Life Skills Assessments

- Several different sources for determining employability and life skill levels:
  - [Brigance Transition Skills Inventory](#)
    - Post-Secondary Education/Training
    - Employment
    - Independent Living
    - Community Participation

# Reviewing Needs and Determining Pathways

- Know your student
  - Academic
  - Employability Skills
  - Life Skills
- **Identify vocational interests**
  - Interviews and questionnaires
  - Observations
  - Vocational interests assessments
- Identify possible pathways



# Interviews and Questionnaires

- Allows the team to determine **needs, preferences and interests** relative to post-school outcomes.
- Information gathered will assist with:
  - Developing post secondary goals
  - Planning a course-of-study
  - Identifying transition services for post-school success
- Resource: [transitionta.org](http://transitionta.org) (the new [NSTTAC.ORG](http://NSTTAC.ORG))
  - Best practices
  - Assessments

# Interview and Questionnaire - Mona

- **Vocational Interests:**

- **Interviews**

- **Student Interview:** Mona expressed an interest in working with people. She likes baking cakes with her mom. She loves working outside in the yard so she can visit with the neighbors. But she really does not like when Mr. Wilson's dog comes around. She's afraid of his dog.
- **Parent Interview:** "Mona loves being around people." Mom confirmed the baking activities with Mona. Dad said Mona helps in the yard but mostly visits. "She really doesn't stay focused long enough to actually get something done."

# Observations

- **Direct Observations** (situational) **should be conducted in the following settings**
  - Natural school (outside of classroom)
  - Employment
  - Educational or training (classroom)
  - Community
- **Different observers**
  - Job Coach
  - Teacher
  - Parents
  - Student
  - Coworkers

# Observations

- **Observations typically include:**
  - Steps in completing a task (sorting mail)
  - Work behaviors (staying on task, following directions)
  - Affective information; is student happy, sad, bored, etc., while at work.

- [Transitionta.org](http://Transitionta.org)

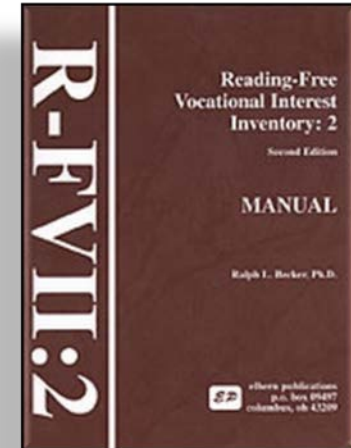


# Observations - Mona

- **Observations** (classroom, cafeteria, commons area, school job)
  - Attention to task is a challenge
  - Very social
  - Works independently 25% of time
  - Needs assistance following directions
  - Gets along well with others
  - Likes her job in the cafeteria assisting the kitchen staff
  - Kitchen staff likes Mona

# Vocational Assessments

- **Reading Free Vocational Interest Inventory 2**
- **Pictorial Inventory of Careers Work Interest Assessment**
- [JIST Works Publishing](#)
- [O\\*Net My Next Move](#)





# Vocational Assessments - Mona

- Assessments (RFVII2) indicated high interest in the following area:
  - Food Service

# Jobs Within the Career Cluster

- Food Service
  - Cook
  - Baker
  - Food preparation
  - Food service supervisor
  - Front line manager

# Reviewing Needs and Determining Pathways

- Know your student
- Identify vocational interests
- **Identify possible pathways**

# Identify Possible Pathways

- Consider your student
  - Interviews
  - Observations
  - Possible hurdles student must overcome
- Possible pathways
  - Assessments
  - Characteristics of job
    - What is Job Carving

# Identify Possible Pathways

- Look at Mona's interview results:
  - Work with people
  - Work outside
  - **Cooking/baking**
  - Is afraid of dogs
  - Has trouble staying on task

# Identify Possible Pathways

- Look at Mona's observation results  
(classroom, cafeteria, commons area, school job)
  - Attention to task is a challenge
  - Very social
  - Works independently 25% of time
  - Needs assistance following directions
  - Gets along well with others
  - Likes her job in the cafeteria assisting the kitchen staff
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# Identify Possible Pathways

Look at Mona's assessment results:

- Food Service

- Cook
- Baker
- Food prep
- Food service supervisor
- Front line manager

# Guiding Questions: Determining Possible Pathways

- When considering career opportunities for Mona the Team should consider:
  - What skills are required for this job?
  - What task level must Mona reach to perform the entire job?
    - If not, could we use “Job Carving” to carve out a job for Mona within this vocational area?
  - What level of independence must Mona attain to perform this job?
    - If she can’t reach that level, would this industry be willing to allow her to work with the support from personal care attendant?



# Tools to Consider Jobs

The team used the following tools to examine each job under **Food Service**:

- [Louisiana Star Jobs](#)
- [Requirementstobecome.com](#)

# What Does It Take?

## [Requirementstobecome.com](http://Requirementstobecome.com)

Using this website, the following information was gathered about being a **baker**:

- **No formal education required**
- **Ability to communicate well with people**
- **Math skills involving fractions, decimals and knowledge of metric system**
- Creativity, ingenuity and a flair for developing and decorating event-specific bakery items (wedding cakes, birthday cakes, etc.)
- **Able to stand for extended periods and occasionally lift heavy objects**
- Mechanical insight involving the operation of large blenders, multi-use stoves and ovens and other bakery equipment
- **Attention to detail, especially in regards to proper food storage, handling and sanitation procedures**

# Identify Possible Pathways

Look at Mona's assessment results:

- Food Service

- Cook

- Baker

- Food prep

- Food service supervisor

- Front line manager

# What About Job Carving?

**Job Carving:** a term for customizing job duties and can be used in different circumstances:

- to create specialist job roles thus freeing up the time of employees
- to swap job duties to make the most of individual skills

# Determining an Appropriate Pathway and Experiences

# Determining an Appropriate Pathway and Experiences

Based on Mona's interviews, questionnaires, observations, and assessments, the team makes the following recommendations:

- Mona will take classes within the Hospitality, Tourism, Culinary and Retail Jump Start pathway with modifications that will prepare her for a job as a baker.
- Mona will gain hands-on experiences in school and community settings that will prepare her for a job as a baker.
- A job coach will establish a community site willing to carve out a place in their bakery for Mona to build the necessary skills that will lead to paid employment.

# Instructional Experiences

# Guiding Questions: Appropriate Pathway

- What knowledge and skills does my student need to successfully enter employment, post-secondary education, adult services, independent living, or community participation?
- What knowledge and skills does my student currently demonstrate in each of these areas?
- What knowledge and skills does my student need to acquire while in high school?



# Determining an Appropriate Pathway and Experiences

When determining classes the student will take

ALWAYS start with the Jump Start Pathway that aligns with the job!

- [Hospitality, Tourism, Culinary Arts, and Retail Pathway](#)
- [Hospitality, Tourism, Culinary Arts, and Retail Pathway Act 833](#)
- Can the student complete either without modifications?
  - No. What classes will help Mona increase her skill level?

# Sample Course Progression

COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY									
Subjects	Transitional 9 <sup>th</sup> Grade (if applicable)	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English	N/A	Applied English I	Applied English II*	Applied English III*	Applied English IV*	4			
Mathematics	N/A	Applied Math I	Applied Math II*	Applied Math III*	Applied Math IV*	4			
Science	N/A	Applied Science I	Applied Science II*	Family Consumer Science		2			
Social Science	N/A	Applied Social Studies I	Applied Social Studies II*			2			
Workforce and Career Electives	N/A	Transition: Foundational Skills*	Transition: Foundational Skills*	Transition: Employment	Transition: Employment	7-9			
	N/A	Transition: Employment Sampling	Transition: Employment Sampling	<b>Career Readiness</b>	<b>Workplace Safety</b>				
General Electives (may include Health and PE)	N/A	<b>PE I</b>	<b>PE II/Health</b>	<b>Art</b>	<b>Computer Applications</b>	2-4			
	N/A				Baking and Pastry Arts I				
	N/A								
Credit Totals		7	7	6	6	23	24		

\*Course code to be developed; **BOLD** = Carnegie credit course

# Hands-On Work Experiences

# Hands-on Vocational Experiences

- **Baker**

- Hands-on vocational training at the following:
  - Local grocery store
  - Bakery
- 9<sup>th</sup>
  - On campus work
  - Focus on improving Mona's independent level of working
  - Focus on building Mona's skill level
- 10<sup>th</sup>
  - On and off campus work
  - Focus on building Mona's skill level in both locations
- 11<sup>th</sup> grade:
  - Add another work site to Mona's schedule
- 12<sup>th</sup> grade:
  - Seek paid employment in one of the above

# The End Goal!

Mona leaves with:

- Diploma
- Applied courses that relate to her needs
- Vocational experiences related to her interests
- Life Skills Training
- Paid Employment
- Resume/portfolio with work skills

# In Summary - A Common Thread!

Determine the student's

- Needs
- Interests

Identify the pathway that best fills those needs and interests.

It's that simple...

Questions? Comments?

