Mickey is a 15-year-old youth that is provided IEP services for academic and behavioral support. The IEP team sees great potential for Mickey to work and participate in his community as an adult. However, in order to improve the likelihood of Mickey’s success, the team is systematically addressing areas of concern while capitalizing on areas of strength and skill. Teacher and aide report that at least 4 days a week Mickey has 2-3 outbursts in the classroom either with his classmates or his teacher. Currently Mickey requires his aide to support him 100% of the time. Below are team notes of Mickey’s PINS.

**Preferences**

* Washing Machines and dryers and other machinery with motors and inner workings that operate together to complete the targeted outcome. Motorized. Electrical.
* To be able to move throughout the day and not be required to sit quietly and listen. Interaction.
* Prefers Adults vs. Peers as adults are more tolerant of his needs than peers at this point in time
* A Sensory sensitive environment that includes space, movement, and auditory control

**Interests**

* Washing Machines/Dryers. Given experience with other machines, Mickey has discovered an interest in:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * leaf blowers
* lawn mowers
 | * paper shredders
* vacuums
 | * sewing machines
 | * popcorn machines
* air conditioners
 | * treadmills
* ceiling fans
 |

* Repairing/rebuilding machines / Talking about the machines to others. NOT interested in selling the machines.
* Likes to build models. May be related to interest in repair or “rebuilding’ a broken machine.
* Talking about what he knows about

**Needs**

* Space to move/pace
* Adult assistance in school to help in academic situations. Math class may be a specific challenge
* Skills to regulate emotional outbursts
* Peer support
* Assistance to stay on task in classroom
* To learn to be more independent throughout his day with supports other than ‘people supports’. Needs instruction in this area and a fading plan

**Skills**

* Verbal skills
* Fine motor (not sure of extent of skills…builds models). Can take apart and put back together some small machines.
* Knowledge of washing machines/dryers. Basic knowledge of ‘repair business’.
* Academics (in general education settings)
* Emerging self-advocacy and self-determination (needs refinement and ‘boundaries’)

**Current Adult Goals are described as:**

Adult Employment

1. Community jobrepairing machines, including washing machines and dryers

Adult Learning

1. Continue to develop social – emotional and independent living skills for adult life. Learn machine repair skills through a vocational course and mentoring

Adult Community Living

1. Live at home after graduation. No further plans at this point