**Example: Case Study for Alex**

Student: Alex

Disability: Autism

Student Direction: Technical School

Agency Assistance: Vocational Rehabilitation

**History:**

Alex is a 17 year old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

He is diligent and methodical in completing the varied tasks assigned to him. Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Alex is intimidated by his boss because he knows that the boss has the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated on this fact, making him afraid to talk to his boss. Also, Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. As a result, instead of speaking to his boss, Alex usually tells problems or concerns to his school job coach who visits Alex at the job site each week. The job coach is concerned that Alex will not ask for help if an emergency occurs, and that a certain level of communication between Alex and his boss is necessary to develop a good working relationship. The boss views Alex as a valuable employee and is willing to provide opportunities for Alex to develop appropriate communication skills. The boss has also expressed an interest in employing Alex for more hours per week after graduation, if he continues to develop his business skills.

Alex’s mother has expressed that she will support her son in his job at Office Depot by helping him work on skills that are needed for the job, but she believes that he will need support to be successful in this employment setting, especially when new tasks are assigned. She knows that after Alex graduates, his school job coach will stop visiting him at work so she can’t depend on his continued help. Currently, Alex has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.

**Age Appropriate Transition Assessment**

A formal observation form completed by Alex’s employment specialist and immediate supervisor at Office Depot, regarding his first month of employment, demonstrates Alex’s ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned task in a timely manner. Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers. These results suggest that Alex is on track with meeting his postsecondary goal of employment. Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.

Alex scored below basic in reading, math, and writing on the state exit exam; however, his scores on the Weschler Intelligence test suggest that Alex’s academic functioning should be within the average range. Results of the Vineland Adaptive behavior Scale suggest that Alex is functioning below average in the area of communication and socialization and above average in the areas of daily living and motor skills.

**Post Secondary Goals**

* **Education, Training**

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.

* **Employment**

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

* **Independent Living**

Upon completion of high school, with the assistance of the Springfield OVRS Office, **Alex** will develop better communication skills with supervisors.

**Transition Services**

Education and Training Instruction

* Self-advocacy skills instruction
* Personal banking instruction
* Work related social skills instruction
* Computer skills (word-processing, data entry) instruction

Education and Training Related Service

* Speech language services to increase oral language fluency

Employment and Other Post School Living Objectives

* Work hours (for credit) in the school district business department
* After school paid work experience in the business office of Office Depot
* Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
* Voter registration

Functional Vocational Evaluation

* Completing a computation/ business math skill inventory
* Completing an office skill inventory

**Course of Study**

2013

* Work Study I
* Business Math I
* Community Living
* Computer Applications I

2014

* Work Study II
* Business Math II
* Community Living
* Computer Applications II

**Annual IEP Goal**

Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.

Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.

**Other Agency Involvement**

* Signed consent by Alex’s father for the LEA to communicate with the vocational rehabilitative services office
* Invitation to conference for a representative from the VR agency
* Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team

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**Example: Case Study for Rolanda**

Student: Rolanda

Disability: Profound Cognitive Disability

Student Direction: Technologically Supported Self-Employment or Volunteer Work

Agency Assistance: Vocational Rehabilitation/Social Security Administration

**History:**

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. She has athetoid cerebral palsy that impacts all motoric functioning. Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared her parents and teachers, doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy. She is an only child, and both of her parents and a part-time in home nurse have a structured schedule for her care on a daily basis.

Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her. Rolanda loves to watch American Idol on television. Each summer her family travels to see the contestants on tour in a new city.

Rolanda’s parents had her just after they married. Their plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, it is important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks. Rolanda’s parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda’s security in the future.

**Age Appropriate Transition Assessment**

*Strengths:* Anecdotal records for an observation period of 10 days indicate that Rolanda is curious; stays alert and awake throughout the school day; seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. She is tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. She likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.

*Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that* Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.

Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state. She offers a smile to show happiness and a blank stare to indicate disinterest.

Picture/symbol augmentative communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.

A physical therapy evaluation and reports from the medical doctor indicate Rolanda uses a manual wheelchair dependently. She requires a 2-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills which results in her dependency for all care and hand-over-hand assistance for all activities.

Signed examination summary from Rolanda’s pediatrician, dated during the current year indicated that she is: 18 years old, is fed via G-tube, has a tracheotomy and uses a ventilator with oxygen to breathe.

**Post Secondary Goals**

*Education, Training*

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

*Employment*

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

*Independent Living*

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

**Transition Services**

*Instruction*

* Participation in the adapted academic and functional curriculum
* Self-care skill instruction

*Community Experience*

* Community-based vocational training
* Community-based independent and community living instruction

*Related Services*

* Speech therapy services for training in use of augmentative communication device
* Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments
* Occupational therapy for use of assistive technology
* Evaluation for determination of devices to increase independence in home and center-based environment
* Physical therapy to maintain and improve strength and flexibility
* Nursing services to increase Rolanda’s ability access to community environments
* Visits to recreational agencies/facilities in the community
* Leisure and recreational interest survey through student response to different leisure opportunities in the community
* Meeting with SSI representative to determine possible financial benefits

**Course of Study**

2013

* Functional Reading/ Communication
* Occupational Skills
* Healthy Living

2014

* Functional Reading/ Communication
* Occupational Skills
* Recreation/Leisure
* Healthy Living

**Annual IEP Goal**

Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy by the end of the semester.

Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20% as measured by time on task during a 30 minute training session during one school semester.

Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.

Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30 minute session twice a week for the duration of the IEP.

**Other Agency Involvement**

* A consent form signed by Rolanda’s mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.
* A consent form signed by Rolanda’s mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda’s benefits with the family.
* A consent form signed by Rolanda’s mother indicating that the school district may contact Medicaid to invite them to the IEP meeting in order to coordinate referrals to outside agencies therapy referrals and transportation coordination.
* Invitations on file to a representative of VR, SSA, and Medicaid

**Example: Case Study for Allison**

Student: Allison

Disability: Specific Learning Disability

Student Direction: University

Agency Assistance:University Disability Services

**History:**

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison’s oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B’s with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister’s classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison likes to work out at the gym with her friends, and plays softball on a county league. She loves movies and shopping with her sisters. She has not been completing her homework so her parents are concerned about the impact that her newfound independence will have on her grades at a university. They are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

Her parents are also adamant that she attends a university that offers the major she needs to obtain a degree in child development. At her last IEP meeting, they expressed frustration that her older brother began taking courses that were related to his career plans; only to later find out that the degree he hoped to complete was not offered at his college. Allison’s teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

**Age Appropriate Transition Assessment**

* Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college
* a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression
* End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3’s (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing
* Scores from curriculum-based measurements that indicate Allison’s level of performance in English and math and a statement describing how her level performance is acceptable for admission into college
* A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

**Post Secondary Goals**

*Education, Training*

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

*Employment*

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

*Independent Living*

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

**Transition Services**

Education and Training Instruction

* Instructional support of guided notes for lessons
* Instructional support for organization and study skills
* Audio-taped texts for English 12
* Extended time on tests in English, Algebra II and Advanced Biology

Employment and Other Post School Living Objectives

* Job shadow experiences with children
* Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall
* Part time employment in a position related to working with children
* Apply for possible college financial aid
* Vocational rehabilitation referral to determine eligibility for tuition assistance
* Apply for college and disability support service, no later than December

**Course of Study**

For Allison’s upcoming 12th grade year the courses listed include:

1. Psychology (semester),

2. English 12 (year),

3. Algebra II (year),

4. Band (year),

5. Phys Ed. (semester),

6. Cooperative Work Experience (semester),

7. Advanced Biology (year),

8. Child Development (semester),

**Annual IEP Goal**

Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013.

Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.

**Other Agency Involvement**

* A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University.
* An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University