**NATIONAL TOOLS TO ENHANCE QUALITY OF TRANSITION IEP’s**

Case Studies with Application to Transition Components

The training examples introduced below will assist IEP Teams to develop IEP’s that are in compliance with State and Federal regulations. The examples will follow these students from their Present Levels of Academic Achievement and Functional Performance (PLAAFP), through the development of their transition plans and finally end with the Summary of Performance for each of these students. These materials were adapted from resources on the National Secondary Transition Technical Assistance Center (NSTTAC) website[[1]](#footnote-1). ODE has selected components of the NSTTAC student examples and changed the language to reflect Oregon-based terminology. An example of the Transition Planning Summary is provided here. The full resources are provided in the Teacher/Case Manager section.

The Transition Planning tools capture the essence of the Case Study information into a variety of summary documents that model the IEP process of deriving information from the student’s history, PLAAFP, and Age Appropriate Transition Assessments in the development process. The transition IEPs include the individual student’s:

* Preferences, Interests, Needs, and Strengths
* Postsecondary Goal for Education, Training
* Postsecondary Goal for Employment
* Postsecondary goal for Independent Living, if appropriate
* Transition Services
* Course of Study
* Annual IEP Goals
* Other Agency Involvement

This booklet includes Case Study information which is used to complete other transition related forms and planning tools. The students included in the booklet are:

 **Alex**, a 17 year old student with autism who will be going to a Technical School and receiving services from Vocational Rehabilitation;

**Rolanda**, an 18 year old student with a profound cognitive disability who will be entering technologically supported self-employment or volunteer work and will be receiving assistance from Vocational Rehabilitation and Social Security Administration; and,

**Allison,** an 18 year old student with a specific learning disability in reading comprehension and written expression and will attend Eastern Oregon University and will access EOU Disability Services.

Case Studies and Transition Planning Summaries for**, Jamarreo, John, and Lilly** containing detailed information on student examples with a wider range of circumstances and goals will be on the Transition Community Network <http://www.tcntransition.org/> and the ODE Secondary Transition Internet site <http://www.ode.state.or.us/search/results/?id=266>

**Example: Transition Planning Summary for ALEX**

|  | Student Direction: **TECHNICAL SCHOOL** | |
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| Age Appropriate Transition Assessment | * Formal observation form completed by Alex’s employment specialist and immediate supervisor at Office Depot. * O\*NET Career Interest Inventory * Business Employment Skill Inventory * Weschler Intelligence * Vineland Adaptive Behavior Scale | |
| Post-Secondary Goal: 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. | |
| Post-Secondary Goal: 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 Office Depot. | |
| Post-Secondary Goal: 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 Eugene 4J SD 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 | |

**Example: Transition Planning Summary for ROLANDA**

|  | Student Direction: Technologically Supported Self-Employment or Volunteer work  **images.jpg** | |
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| Age Appropriate Transition Assessment | * Anecdotal records * Portfolio assessment * Physical therapy evaluation * Physician examination summary | |
| Post-Secondary Goal: 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. | |
| Post-Secondary Goal: 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. | |
| Post-Secondary Goal: 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: Transition Planning Summary for ALLISON**

|  | Student Direction: University | |
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| 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 Goal: 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. | |
| Post-Secondary Goal: Employment | After graduation from college, **Allison** will become an early childhood education teacher in Pendleton School District. | |
| Post-Secondary Goal: 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 | 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 | |

1. National Secondary Transition Technical Assistance Center, <http://www.nsttac.org/> , September 2013. [↑](#footnote-ref-1)