

Texas Transition Case Study Roland

Roland is a 15 year-old freshman with a learning disability in reading comprehension and written expression. Teacher reports indicate that Roland reads at an eighth grade level with fluency, but struggles with oral reading comprehension and written expression. When provided with a graphic organizer, Roland's comprehension of printed text increases to 70%.

Roland participates in the general curriculum in an inclusive setting with accommodations and supports from the special education teacher. Roland currently uses the following accommodations: extended-time on tests, oral administration, and computer software resources that support listening comprehension and writing. He also attends a locally developed study skills course with a special education teacher who works on independent study skills, note taking, and organizational skills.

Around his friends and family, Roland is outgoing and witty. However, he tends to be fairly quiet when he is in new situations and when he is around people he doesn't know. Recently, he told his mother that he is embarrassed by his disability. His mother expressed at his last ARD meeting that these feelings deter Roland from discussing his disability with his teachers or from asking for additional help.

Roland plays soccer on the Junior Varsity team at his high school. He hopes to make the varsity team next year. He spends time with his friends on weekends or during school sponsored events. This summer, Roland plans to get a job at the YMCA as a scorekeeper for soccer and baseball.

Roland is diligent about completing his assignments in class. However, when he is asked to complete projects at home or to do homework, Roland either forgets to turn in the project or will put off the task until the last minute. This issue affects Roland's overall grade in his classes and jeopardizes his opportunity to participate in Junior Varsity soccer games.

Roland plans to attend Popular Community College (PCC) when he graduates. Many of the students from his high school attend PCC, and it is the closest community college to Roland's house. He intends to live at home and work part-time on campus until he finishes an associate's degree. At that point, Roland plans to transfer to a four-year state college to continue his degree. Informal career cluster inventories reveal that Roland is most interested in careers related to medical data processing.

Roland's Transition Assessments

Education and Training	Employment
<ul style="list-style-type: none"> • Flynt-Cooter Comprehensive Reading Inventory • Task analysis • AIR Self Determination Assessment • Transition Planning Inventory (Student, Home, School Survey) • Interviews/Observations 	<ul style="list-style-type: none"> • AIR Self Determination Assessment • Transition Planning Inventory (Student, Home, School Survey) • Interviews/Observations

Roland's PLAAFP

Needs	<ul style="list-style-type: none"> • Struggles with oral reading comprehension and written expression • Using graphic organizer, comprehension of printed text increases to 70% • Accommodations include: extended-time on tests; oral administration; computer software resources that support listening comprehension and writing • Independent study, note taking, and organizational skills
Strengths	<ul style="list-style-type: none"> • Reads at 8th grade level with fluency • Outgoing and witty around friends and family
Interests	<ul style="list-style-type: none"> • Soccer and baseball • Friends
Preferences	<ul style="list-style-type: none"> • Attend college • Careers related to medical data processing

Roland's Goals

Postsecondary Goals	IEP Annual Goals
<p>Education and Training Upon graduation, Roland will attend Poplar Community College to earn an associate's degree in data processing with an emphasis on health care.</p>	<p>Within 36 instructional weeks, using a graphic organizer, Roland will make logical connections between ideas and details in several texts and support those findings with textual evidence with 85% accuracy.</p> <p>By the end of the current school year, using a word processor, Roland will paraphrase, summarize, quote, and accurately cite researched information according to a standard format with 80% accuracy.</p>
<p>Employment Upon graduation, Roland will obtain a job in the work study program at Poplar Community College.</p>	<p>During the instructional school year, using an academic planner to record assignments when directed by classroom teachers, Roland will complete planner entries in core content areas correctly and on time in 3 out of 5 class periods.</p>
<p>Independent Living Upon graduation, Roland will request needed accommodations from state and/or community service providers, including office of disability services at college.</p>	<p>Within 36 instructional weeks, Roland will seek and request adult assistance when he needs extended time, oral administration, or note taking assistance in 4 out of 5 opportunities.</p>

Jamarreo

Jamarreo is a 19 year old student identified with emotional and behavioral disabilities. Jamarreo's interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade. Jamarreo also has a moderate hearing loss that requires him to wear a hearing aid. His speech is intelligible to others despite his hearing impairment. He knows sign language, but typically communicates with others by lip reading and responding verbally.

During elementary school, Jamarreo exhibited behavioral outbursts including yelling and cursing loudly when things did not go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn't like school and wanted to earn money like his older relatives. His special education teacher, mother, and uncle worked with Jamarreo to develop a program that included career-related courses, paid work experiences, and job-specific training so that he could earn the money he sought while gaining skills for a career. He worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school. He enjoyed working with others, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates. One time in the past year, Jamarreo received criticism from his uncle because he was not consistently wearing appropriate safety gear. Jamarreo did not accept the feedback well; he walked out of the shop and went home for the day.

Jamarreo is most interested in racing cars on the weekends. He has never played sports, and does not have an interest in them other than watching stock car races on television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. They enter local races on the weekends to win cash prizes. Jamarreo does not race the cars; he does the body work on them. He does not always wear the necessary protective gear when welding, which is dangerous. His uncle sometimes helps him with the more detailed welding work in his welding shop. Jamarreo loves to work on the cars and attend the races on the weekends. This hobby has prepared him with valuable vocational skills related to welding and automotives, but these races are illegal. The local police have begun to pay more attention to these events. Jamarreo does not express any concern that he will be caught participating in the races. Jamarreo's uncle and mother are concerned that he will get into trouble with the law, postponing his career plans.

Formula for writing a post secondary goal:

□ □ □ □

(After High School) *(Student)* will *(behavior)* where and how
(After graduation)
(Upon completion of high school)

Formula for writing an annual goal that supports the postsecondary goal:

Given □ *(condition@teaching strategies@e.g., direct instruction@modeling@peer tutoring)* □ *((student))* will □ *((behavior))* □ *((frequency))*

Alex

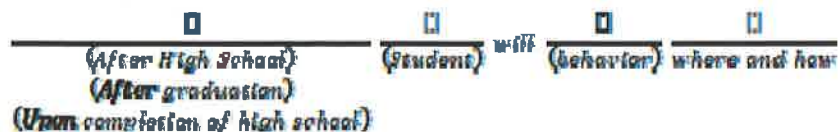
Alex is a 17 year old student with autism. He receives special education services in a self-contained classroom in an urban high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is currently participating 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 a local office supply store 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 the office supply store 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.

Formula for writing a postsecondary goal:



Formula for writing an annual goal that supports the postsecondary goal:

Given */(condition@(teaching strategies)@e.g., direct instruction@modeling@peertutoring) /((student)) will /((behavior)) /((*

Allison

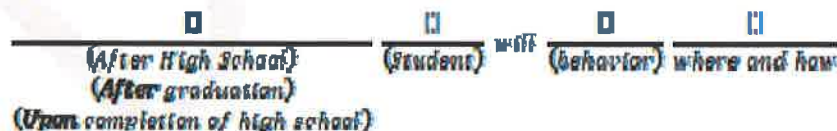
Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically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

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.

Formula for writing a post secondary goal:



Formula for writing an annual goal that supports the postsecondary goal:

Given: □ (condition) @ (teaching strategies) @ e.g., direct instruction @ modeling @ peer tutoring) / ((student)) will / ((behavior)) / □ (

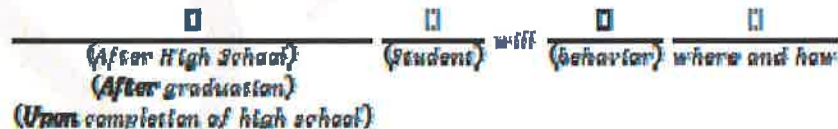
Jodi

Jodi is a 17 year old student with mild cognitive disabilities. She is currently in her third year of high school, but she plans to go to school until she is 21 years old. She is completing a specialized course of study that includes both applied academics and vocational preparation to receive a high school diploma. Jodi lives at home with her mother, who is a real estate agent. Jodi's mother is supportive of her plans, and has a special interest in improving Jodi's ability to read. Jodi likes to look at magazines, store advertisements, and newspapers. Sometimes she can decode the words in them. She has never had an opportunity to budget her money although she identifies all bills and coins. She can also make change and pay for items in simulated and community experiences.

After high school, Jodi wants to go to the community college and work at a large department store running the register or stocking items on the shelves. This year, she worked at a discount store during school hours, and did well. There, she mostly stocked shelves, but a few days she ran the register with her job coach nearby to assist when needed. She can make change independently, but she got confused and nervous when customers asked her questions she could not answer. Jodi will need to get herself to work each afternoon, but her mom will be able to pick her up. Neither Jodi nor her mother has ever taken a city bus to get anywhere. Furthermore, her mother is scared of the idea of her talkative daughter sitting on the bus with strangers.

Jodi's mother believes that she would be happy in a retail position, but she would like Jodi to get to explore other jobs within the retail environment, such as janitorial tasks, organizational tasks, and jobs within the store café. Jodi expressed that any of those jobs would be fine, as long as she could earn money. However, her special education teacher has concerns that Jodi's hygiene skills are not adequate for a food service environment. She frequently touches her hair and face during the day, although she always appears clean. At her most recent vocational experience, Jodi's site supervisor was pleased with her work ethic but indicated that he had to provide consistent prompting to Jodi about excessive talking when she should have been working. He expressed concern that this could ultimately cause her to lose a job in the future, because as her talking increased, her productivity decreased.

Formula for writing a post secondary goal:



Formula for writing an annual goal that supports the postsecondary goal:

Given /□(condition@(teaching strategies)@e.g., direct instruction@modeling@peer tutoring) /□((student)) will /□((behavior)) /□(

Paulo

Paulo is an 18 year old student with a mild cognitive disability and autism. According to his IEP, he is identified as a student with Autism. His verbal skills have dramatically increased in the past six years, although he still primarily communicates through adapted sign language, gestures, words, and vocalizations that his family and teachers understand. Paulo's family has been actively involved in Paulo's education and transition planning process. Paulo lives at home with his mother and father, his older brother, and his younger sister. His mother and father immigrated to the United States from Brazil 22 years ago. All of the children were born in the United States and they speak both English and Portuguese fluently. His parents expect Paulo to live with them for at least the next 10 years. When they are no longer able to care for him, he will live with one of his siblings, most likely his sister. Paulo's independent living skills are important to his family. In fact, at times his teachers were concerned that Paulo did too much housework in comparison to his siblings because sometimes he would arrive at school smelling of bleach and appear tired. When asked about this, his parents explained that work was good for him and that he enjoyed it.

Paulo was provided with the services of an interpreter in elementary and middle school and provided with training in sign language. His IEP team, including his parents, discontinued the services because they agreed that he was not benefiting from the services and that he could effectively communicate with others using adapted sign language, some words, gestures, and vocalizations. Paulo can independently take directions and answer questions that require a yes or no response in both English and Portuguese. He also uses adapted signs and gestures for names of activities he likes and to express basic wants and needs.

Paulo loves watching movies in his house with his sister. He also enjoys outdoor activities such as raking leaves in the yard and sweeping the patio. His older brother played soccer in high school and now plays in college. Paulo can run fast, and has picked up some soccer skills from his brother's lessons like shooting the ball and passing to a teammate. He has few opportunities for fun outside of the family home, and his parents are open to him having leisure activities as long as he gets his chores done at home.

At school, Paulo loved going to the grocery store to job shadow a man who collected the carts and bagged groceries. Even though Paulo was only supposed to watch the job, the employee he was shadowing was willing to share his work, and Paulo did a good job with collecting the carts. He will need more training to bag groceries. Also, he was unresponsive to the man's corrective feedback. Paulo kept saying to himself "Good job, Paulo" to himself after he packed each bag, even though the employee tried to show him a better way to pack the bags. He apparently enjoyed the experience, because Paulo would request that his teacher take him to the store even on days that it was not scheduled by signing "Me, work, store, please" over and over. Paulo is quiet and well-mannered. The store manager was impressed with his work ethic and is interested in having Paulo work part-time after he graduates.

Formula for writing a post secondary goal:

□ □ □ □

(After High School)
(After graduation)
(Upon completion of High School) (Student) will (behavior) where and how

Formula for writing an annual goal that supports the postsecondary goal:

Given ■ (condition) @ (teaching strategies) @ e.g., direct instruction @ modeling @ peer tutoring / ((student)) will / ((behavior)) / ■ (

Case Study:

Kevin is an 18 year old young man with significant intellectual disabilities who is attending his neighborhood high school. Kevin is following his state's Extended Content Standards which are aligned with the general curriculum's Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise through the Occupational Course of Study (a state endorsed curriculum for students with special needs leading to a high school diploma) and an on-campus work placement in the school library.

Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Kevin's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

Kevin has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin receives speech therapy 2 times a week for 30 minutes each session.

Kevin has generalized tonic-clonic seizures which are 85% controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery. A functional vision assessment has indicated that Kevin's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative in this area most of the time. Kevin has good hearing.

Kevin and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of services. He lives at home with mother, step-father, 11 year old sister, and a great aunt that helps with his care. Kevin also has one older brother who is

in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years, Kevin was recently approved for Medicaid waiver funded services. This funding source will provide Kevin with an array of services based on his individual needs including: augmentative communication devices, case management, one-on-one community and home support, personal care services, respite, specialized equipment and services and medical transportation. Funds will also be available for supported employment and day support after high school graduation.

Kevin has had a comprehensive transition component in place since his 14th birthday. The development of a complete transition component was determined appropriate for Kevin at an earlier age due to his complex needs and the length of time needed to obtain appropriate adult services. His school level transition planning team has consisted of: Kevin and his parents, a special education teacher, a CTE Special Populations Coordinator, Kevin's case manager, a regular education teacher, Kevin's one-on-one worker, and a LEA representative (e.g., school administrator or diagnostician). Kevin's has not been referred for any services other than those he is receiving from Mental Health through the Developmental Disabilities division.

In preparation for transition planning, Kevin has been administered speech, physical therapy, and occupational therapy assessments focusing on the skills and equipment needed for functioning in the home and community. Kevin's parents have completed Parent Transition Surveys and Kevin provided input by responding to picture choices in post-school domains.

Kevin's teacher also administered the Supports Intensity Scale to his parents to determine the frequency, amount, and type of support needs in the home living, community living, learning, employment, health and safety, and social activities Kevin will need after graduation from high school. The assessment indicated that Kevin will need regular and extensive support in all areas of adult life to achieve his post-school goals. In addition he will need protection and advocacy services for managing money, legal issues, self-advocacy, and protection from exploitation.

It is anticipated that in the area of future employment Kevin will need ongoing supported employment to work in a competitive employment placement. Using observational data, situational assessment, and modified picture interest inventories Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. Kevin responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Kevin.

Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. Everyone who knows Kevin feels that it would be beneficial for him to be involved in post-secondary education. His recently approved Medicaid waiver services will provide one-on-

one ongoing daily and adult living skill training but participation in continuing or compensatory education classes at the local community college might be a good option for Kevin. This type of setting would allow Kevin to develop skills in some of his areas of interest as well as provide a social framework.

Kevin's residential plans for after graduation are uncertain. Kevin is very happy at home and indicated that he loves his family. Two of his classmates have moved into group homes and through classroom discussion and lessons on post-graduate residential options, Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family. Kevin's mother has very mixed feelings about Kevin's future living arrangements. As Kevin's primary caregiver since birth she feels she would be lost without him but realizes that as time goes on it might be necessary to seek an out-of-home placement. Kevin's father would very much like to see Kevin move into a group home or other supervised post-school living arrangement as soon after high school as possible. Kevin's father would like to spend more time with his younger daughter and wife and believes that his elderly aunt is not going to be able to assist them much longer with Kevin's personal care. Both Kevin's mother and father are very happy about his recent approval for Medicaid waiver services and have stated that this additional support might result in Kevin remaining in their home for several more years.

While at home, Kevin's mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks this is not an expectation for him while in the home. Other than insignificant type choices, all decisions are made for Kevin by his parents. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Kevin is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Kevin's community-based learning activities. A great deal of Kevin's one-on-one worker's time is spent in the home with him. While at home Kevin enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Kevin's has no understanding of money and does not provide input into his health/medical care. He has been covered under his father's work insurance policy but his recent approval for a Medicaid waiver program will assist with medical care, equipment, and supplies. Kevin's parents plan to work with his Mental Health case manager to obtain guardianship since Kevin has now turned 18 years of age. Kevin has never received SSI benefits.