

Age Appropriate Transition Assessment--Case Study Examples

<p>Jason</p>	<p>Post-Secondary Goal: Community College-Employment</p>
	<ul style="list-style-type: none"> Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College. Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score. Recommend re-administering the AIR at the beginning of 12th grade.

<p>Susie</p>	<p>Post-Secondary Goal: Assisted work in the community</p>
	<ul style="list-style-type: none"> Record of student's progress in learning functional routines and completing tasks as independently as possible, the key being participation. Using the Communication Matrix, a record of the student's communication system—both receptive and expressive. http://www.communicationmatrix.org/ Video record of student's interactions with persons in the community, including at places like grocery stores, her parents' office, the local post office, church, the bowling alley, the local mall, school football or other sports/games. Video record of student's activities that might be included in a video job-resume of the type of tasks she does, and what level of assistance she needs. A statement by her parents and siblings, gathered during an informal interview, recorded on the IEP regarding her interests and preferences. A filled out "Home Talk" manual which gives an outline of Susie's life, including important medical information, information about her likes/dislikes, IEP information, activities in which she has been involved, and – in general – who Susie is. http://designtolearn.com/uploaded/pdf/HomeTalk.pdf Information from a Person Centered Planning process on the student's likes/dislikes, and choices. Information on preferred sensory modalities, using tools such as <ul style="list-style-type: none"> Assessing Communication and Learning http://designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf Learning Media Assessment: http://tsbvi.edu/publications/1037-learning-media-assessment-a-resource-guide-for-teachers-2nd-ed

Age Appropriate Transition Assessment--Case Study Examples (cont.)

Allison	Post-Secondary Goal: University
	<ul style="list-style-type: none"> • Record of student grades throughout high school (9th through first half of 11th grade), indicating a B average 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 reevaluation 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.



QR codes for full case study examples are located in Appendix A