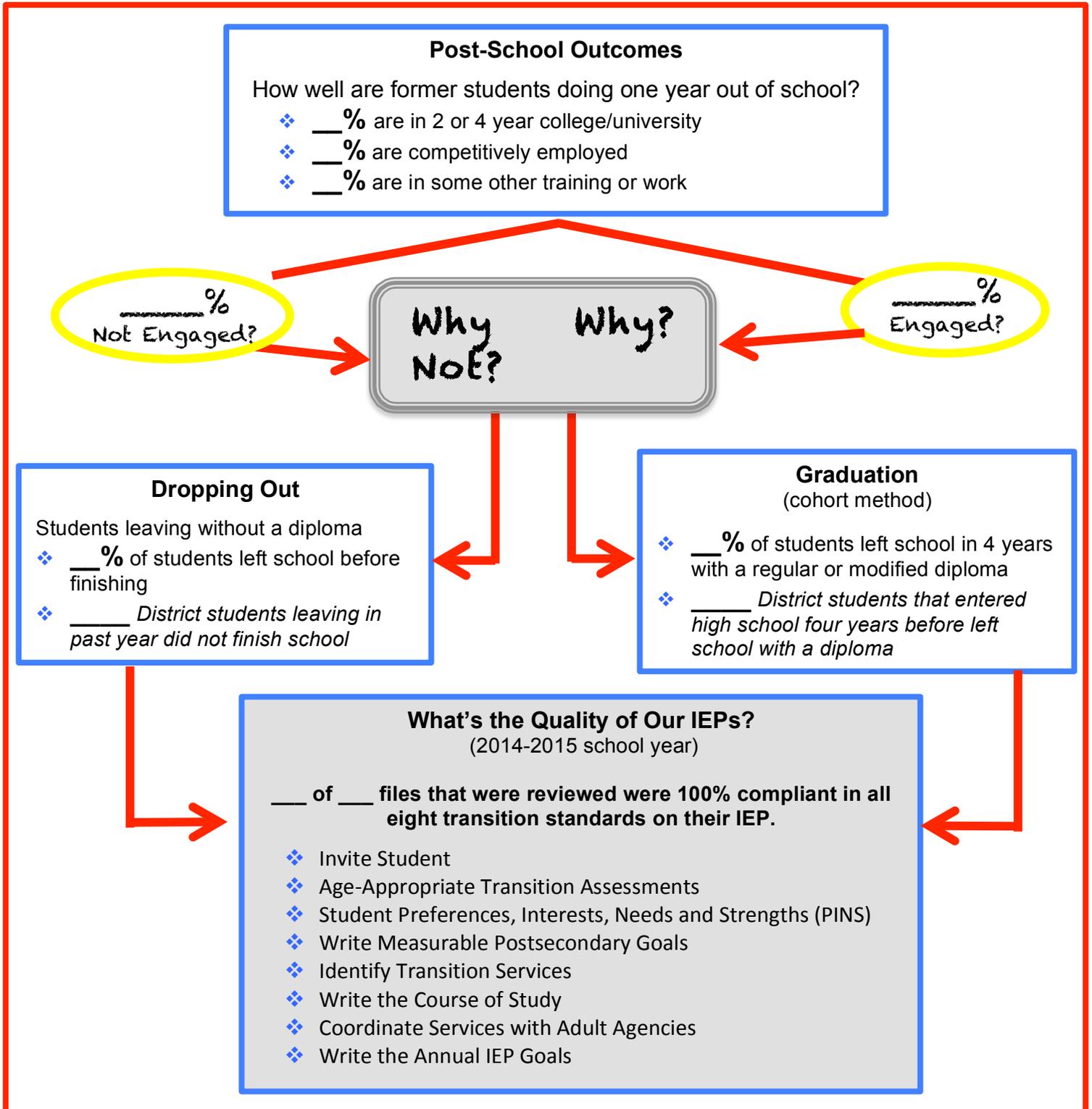


District Performance on the Four Transition Indicators

This template can be used to assemble district or building level data to help identify strengths and needs of district programs and services for transition aged youth.



Examples: IEP DISCUSSION STARTERS

Education or Training

The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
For the young person with a disability planning to go on to post-secondary education	<ul style="list-style-type: none"> College planning College tuition Vocational training Personal living skills Career assessment Career counseling Assistive technology Complete college/vocational school application forms Complete financial aid forms 	<ul style="list-style-type: none"> Type of Diploma working toward Research Skills Quality skills in reading, writing, and math Good test taking skills Research and write topical papers Take good notes Summarize content information, analyze information, and compare and contrast topics 	<ul style="list-style-type: none"> Money Management Time Management Personal Hygiene Taking initiative Make complex work-related and personal decisions Seek out assistance when needed. Quality self-advocacy skills.
<p>EXAMPLE:</p> <p>Allison</p>  <p>Will attend Eastern Oregon University next year.</p>	<p>Allison needs help:</p> <ul style="list-style-type: none"> Contacting EOU Disability Services Applying for Federal Student Financial Aid Determining a specific field in child development 	<p>Allison needs:</p> <ul style="list-style-type: none"> Additional help in reading comprehension Practice writing a research paper Writing assignments that will help her express her thoughts 	<p>Allison needs:</p> <ul style="list-style-type: none"> More help with organization skills Skills using a planner A process to help her manage social time and study time An advisor who will help her keep on track each semester.
<p>EXAMPLE:</p> <p>Jamarreo</p>  <p>Will attend Rogue Valley Community College next year.</p>	<p>Jamarreo needs help:</p> <ul style="list-style-type: none"> Understanding the consequences of illegal acts Researching Oregon laws regarding street racing Applying to Medicaid for hearing aids Related to the cleaning and caring for hearing aids Applying for a small business license. 	<p>Jamarreo needs:</p> <ul style="list-style-type: none"> Instruction and practice in on-the-job safety. Additional help in written expression Reading and comprehending technical texts 	<p>Jamarreo needs:</p> <ul style="list-style-type: none"> Instruction in anger management Self-Determination training Instruction in appropriate decision making skills

Examples: IEP DISCUSSION STARTERS

Employment

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
For the young person with a disability who needs some assistance when moving into the world of work or in retaining a job	<ul style="list-style-type: none"> On-the-job training Job seeking skills training Job placement Resume preparation Assistance with independent living Short-term job coaching Counseling and guidance 	<ul style="list-style-type: none"> Adequate skills in reading, writing, and math Interview, write resumes, and cover letters Search jobs online Good computer skills Operate various tools such as cash register and other tools for calculation of items or money. 	<ul style="list-style-type: none"> Punctuality Manage a daily schedule Taking orders from others Transfer learning from one job to another Make simple work-related decisions Work six-eight hours a day Problem solving skills Use public transportation
<p>EXAMPLE:</p> <p>Alex</p> <p>Will continue to work at Office Depot after graduation.</p> 	<p>Alex needs help:</p> <ul style="list-style-type: none"> Determining long term employment goals Exploring the possibility of living in an apartment with a roommate Applying for vocational rehabilitation services Completing tax forms Registering to vote 	<p>Alex needs:</p> <ul style="list-style-type: none"> Additional training in math A process to help him complete tasks more quickly More practice comprehending work-related technical text Computer training in math programs such as Excel or Access Personal banking instruction 	<p>Alex needs:</p> <ul style="list-style-type: none"> More social experiences that will require him to express himself orally Instruction and practice on how to communicate with people in authority Self-advocacy skill building Public transportation instruction

Examples: IEP DISCUSSION STARTERS

More Intensive Supports

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability needing more intensive support to gain, retain, or prepare for employment</p>	<ul style="list-style-type: none"> • Vocational assessment • Supported employment • Work adjustment • Community-based assessment • Job coaching • Important skill information • Referral to community programs 	<ul style="list-style-type: none"> • Tell time • Basic skills in reading, writing, and math • Complete application with assistance • Keep track of hours worked • Identify and follow safety/danger signs in work place • 	<ul style="list-style-type: none"> • Follow work rules • Work for six-eight hours a day given breaks for disability • Follow directions • Use public transportation • Learn new task with specialized instruction • Communicate needs effectively • Adjust to change in routine • Perform tasks at an adequate work pace
<p>EXAMPLE:</p> <p>Rolanda</p> <p>Will participate in a center-based program and technologically supported self-employment.</p>	 <p>Rolanda needs help:</p> <ul style="list-style-type: none"> • Applying for vocational rehabilitation services • Applying for Social Security assistance • With a comprehensive vocational assessment 	<p>Rolanda needs:</p> <ul style="list-style-type: none"> • To identify safety/danger signs • Practice with augmentative devices • To participate in the adapted academic program and functional curriculum • Instruction and practice with appropriate hygiene practices • To increase her strength and flexibility 	<p>Rolanda needs:</p> <ul style="list-style-type: none"> • To extend the amount of time she can focus on one task • To consistently use a switch to communicate her needs • More appropriate devices to increase independence in center-based environment

AGE-APPROPRIATE TRANSITION ASSESSMENTS

Updated Fall 2015

Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Informal Transition Assessment Methods	<p>Interviews and questionnaires allow you to gather information to be used to determine a youth's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, collected information helps you to better understand what is currently known about a youth, their perceptions of transition-related factors, and familial influences on the career development process. This information, in turn, helps you and the youth to develop post-school ambitions, plan a course-of-study and identify transition services and activities that will help them reach their ambitions.</p> <p>Direct observation of student performance should be conducted within the natural school, employment, education or training, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "situational assessment" (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007; Sitlington & Clark, 2001), direct observations are often done by a job coach, co-worker, recreation specialist, or vocational educator. However, in keeping with a self-determined philosophy, youths should learn to record their (performance) data.</p>	Employment-Related Questions	http://nsttac.org/sites/default/files/assets/pdf/employment_relations_questions.pdf	PDF online
		Dream Sheet	http://nsttac.org/sites/default/files/assets/pdf/pdf/transition_guide/dreamsheet.pdf	PDF online
		Transition Planning Inventory	http://www.proedinc.com/customer/productView.aspx?ID=6063	\$243
		Transition Assessments and Activities	http://sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html	Free online documents
		Enderle-Severson Transition Rating Scales	https://www.estr.net/	\$20 for 10
		Task Analysis	http://www.ttacnews.vcu.edu/2012/08/task-analysis-teaching-multistep-skills-made-easy/	Free online documents
Emerging Issues	<p>There are prominent and emerging issues affecting transition assessment. First, the role of the internet and technology-based resources is rapidly evolving. Several publishers offer software packages for assessment and career planning. Second, the Summary of Performance (SOP) requirement must include recommendations to assist graduating students in meeting their post-secondary goals. Finally, the increasing importance of a college education suggests the need to consider college entrance exams (e.g., Scholastic Achievement Test or SAT and American College Testing or ACT) as part of the assessment process.</p>	American College Testing (ACT) preparation	http://www.actstudent.org/testprep/index.html	\$24.95 personal online
		Scholastic Achievement Test (SAT) preparation	https://sat.collegeboard.org/practice/	From Free to \$34.95 online

Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Career interests /Career planning/ Career Development Measures	<p>Various vendors offer software-assisted career planning resources, provide assessments of interests and self-reported abilities and then link one's responses to matching careers based on an occupational data base or groups of employees representing given occupations.</p> <p>Career development inventories measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum.</p>	The Self-directed Search (career interest test)	http://www.self-directed-search.com/who-uses-it/students-parents	\$9.95 per test
		Kuder Navigator (education and career planning system)	http://www.kuder.com/product/kuder-career-planning-system/kuder-navigator/	\$29.95 for individual
		iStartStrong (career path that aligns with interests and personality)	https://www.cpp.com/en/strongproducts.aspx?pc=166	\$9.95 each report
		Career Cruising for K-12	http://public.careercruising.com/en/our-solutions/k-12/	Not listed have to contact
		O*Net Resource Center (career exploration tools)	http://www.onetcenter.org/tools.html	Free
		Career Beliefs Inventory	http://www.mindgarden.com/78-career-beliefs-inventory	\$15 for 1 report
		Career Decision Scale (CDS)	http://www4.parinc.com/Products/Product.aspx?ProductID=CDS	\$85 kit
Job accommodations	<p>A critical part of a job analysis involves the identification of reasonable accommodations and modifications that could help them be successful.</p>	Job accommodations and modifications	http://askjan.org/	Consulting service
Curriculum-based Assessments	<p>CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum (McLoughlin & Lewis, 2005)... (and) to develop instructional plans for a specific student. To gather data an educator might use task analyses, work samples, portfolio assessments, or criterion-referenced tests" (Test, Aspel, & Everson, 2006, pp. 78).</p>	Life Centered Education Transition Curriculum	https://www.cec.sped.org/Publications/LCE-Transition-Curriculum	Group license \$1870 online
		Transition Skills Activities	http://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSA	\$599 + online management system \$8 per student
Transition Planning Inventories	<p>Transition planning inventories involve a process which identifies strengths and needs for a given student as they prepare to transition from school to the community, including employment, schooling, and independent living. These inventories encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, adult service needs, and community living.</p>	Enderle-Severson Transition Rating Scales	https://www.estr.net/	\$20 for 10
		Supports Intensity Scale-Adult Version	http://aaidd.org/sis/sis-a#.VcPZLnpza8	Manual and forms \$150 for 25
		TTAP:TEACCH Transition Assessment Profile	http://www.proedinc.com/customer/ProductView.aspx?ID=3962	\$88 + \$23 for 10 scoring forms
		Transition Planning Inventory	http://www.proedinc.com/customer/productView.aspx?ID=6063	\$243

Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Achievement Tests	Achievement tests measure learning of general or specific academic skills. Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation or accommodation (e.g., reading comprehension). They are usually general survey batteries covering several subject areas or single-subject tests.	Kaufman Test of Educational Achievement, third edition	http://www.pearsonclinical.com/education/products/100000777/kaufman-test-of-educational-achievement-third-edition-kea-3.html#tab-details	\$2 per report + \$35 1 yr online subscription
		Wide Range Achievement Test 4	http://www.wpspublish.com/store/p/3098/wide-range-achievement-test-4-wrat4	\$315 kit has 50 response forms
		Woodcock-Johnson III normative update complete	http://www.riverpub.com/products/wjIIIComplete/	\$2001.65 complete battery
Adaptive Behavior and Independent Living/ Life skills assessment	Adaptive behavior assessment helps determine whether a youth needs a postsecondary goal in the area of independent living, including the type and amount of special assistance they may need to be successful in a given environment (e.g., residential, self-care, transportation, social communication, and community participation).	Independent Living Scales (ILS)	http://www.pearsonclinical.com/therapy/products/100000181/independent-living-scales-ils.html	\$353.65 complete Kit
		Inventory for Client and Agency Planning (ICAP)	http://icaptool.com/	Need to request Info
		Scales of Independent Behavior – Revised (SIB-R)	https://shop.acer.edu.au/acer-shop/group/SIB	\$689.95 kit
		Vineland Adaptive Behavior Scales- second edition	http://www.pearsonclinical.com/psychology/products/100000668/vineland-adaptive-behavior-scales-second-edition-vineland-ii-vineland-ii.html	\$203.45 Manual scoring
		Life Skills Assessment An online transition assessment	www.caseylifeskills.org http://itransition.pepnet.org/	Free Free
Aptitude Tests	An aptitude test is a measure of a specific ability relative to a given norm group (e.g., age peers, employees in a given job). Ability involves what a person can do now or, given the proper opportunity, possibly in the future (Betz, Fitzgerald, & Hill, 1989). There are two types of aptitude tests: Multi aptitude or general test batteries and single tests measuring specific aptitudes.	O*Net ability profiler	http://www.onetcenter.org/tools.html	Free
		Armed Services Vocational Aptitude Battery (ASVAB)	http://official-asvab.com/	Administered annually to students
		OASIS- Occupational aptitude Survey and Interest Schedule	http://www.proedinc.com/customer/productView.aspx?ID=2304	\$206 complete kit
Interest Inventories	Strong (1943) was one of the original vocational theorists to stress the importance of gathering data concerning individuals' likes and dislikes for a variety of activities, objects, and types of persons commonly encountered. Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups or selected peer groups.	Picture Interest Career Survey	http://jst.emcp.com/picture-interest-career-survey.html	\$56.95 for package of 25 booklets
		Reading-Free Vocational Interest Inventory	http://www.proedinc.com/customer/productView.aspx?id=3052	\$110 kit
		O*Net career interest Inventory	http://www.onetcenter.org/tools.html	Free
		OASIS- Occupational aptitude Survey and Interest Schedule	http://www.proedinc.com/customer/productView.aspx?ID=2304	\$206 complete kit

Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Intelligence Tests	Intelligence tests involve a single test or test battery to assess a person's cognitive performance. Powers (2006) clarifies cognitive performance by describing it as solving novel problems, adapting to new situations, and demonstrating competence when faced with new learning demands. Fives (2008) also reminds us that cognitive performance becomes especially relevant for students expressing interest in an occupation that has ability requirements beyond their current or projected ability level.	Comprehensive Test of Nonverbal Intelligence (CTONT-2)	http://www.proedinc.com/customer/productView.aspx?id=998	\$457 kit
		Peabody Picture Vocabulary Test -3 rd edition	http://www.pearsonclinical.com/language/products/100000081/peabody-picture-vocabulary-test-third-edition-ppv-t-iii.html	\$139.40 easel + \$60.50 record booklets
		Stanford-Binet Intelligence Scales	http://www.wpspublish.com/store/p/2951/stanford-binet-intelligence-scales-fifth-edition-sb-5	\$1150 hand scored kit
		Wechsler Intelligence Scale for Children 4 th edition	http://www.pearsonclinical.com/psychology/products/100000310/wechsler-intelligence-scale-for-children-fourth-edition-wisc-iv.html	\$1096 WISC-IV Basic kit, manual scoring
Personality or Preference Tests	Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or opposition to, a career under consideration.	Myers-Briggs Type Indicator	https://www.cpp.com/contents/popularproducts.aspx#mbti	Not listed
		16 Personality Factors – Fifth Edition	http://www.16personalities.com/free-personality-test	Free
On the Job or training evaluations	Perhaps one of the most effective ways to determine whether a student is ready to work at a given position is some form of on-site assessment. As noted earlier, most employers will have some form of evaluation tool that can be modified to meet your needs. In addition, the following assessments provide information on a student's general (i.e., behaviors and skills that apply to almost any job) employability relative to a training or job site.	Becker Work Adjustment Profile	http://www.disabilitytraining.com/product-info.php?Becker_Work_Adjustment_Profile-pid59.html	\$105 kit
		Job Observation and Behavior Scale	https://www.commercecorner.com/stoelting/2218/1467/1498/Psychological/Job-Observation-and-Behavior-Scale-Opportunity-for-Self-Determination-JOBS-OSD-----	\$75 kit
		Work Personality Profile	http://www.proedinc.com/customer/productView.aspx?ID=4205	\$106 kit
Self-determination Assessments	Self-determination has been defined by Wehmeyer, Sands, Doll, and Palmer (1997) as actions that are identified by autonomous, self-regulated behavior of an individual, who is empowered and acts in a self-realizing manner. Fields, Martin, and Miller (1998) added to this definition, indicating that in order to have self-determination skills one must possess a belief in one's self and capabilities. Self-determination assessments help determine a student's aptitude and opportunity for specific components of self-determination such as goal-setting, problem solving, self-advocacy, self-evaluation, persistence, and self-confidence.	American Institutes for Research (AIR) Self-Determination Scale	http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html	PDF
		The ARC's Self-Determination Scale	http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html	PDF

*based on National Secondary Transition Technical Assistance Center (NSTTAC) Age Appropriate Transition Assessment Toolkit 3rd Edition

Example of Person Centered Plan: Allison

GOAL!!!

Graduate from East End High School; attend Eastern Oregon University in Child Development. After graduation from EOU become an early childhood education teacher in Pendleton School district

Work in Pendleton School District



Continue Learning!

- Enroll at Eastern Oregon University
- Get disability services from EOU for assistance in note-taking and study partners.

Graduate from High School

- Work on organizational skills
- Job shadow experiences with children
- Be aware of the accommodations I need for reading

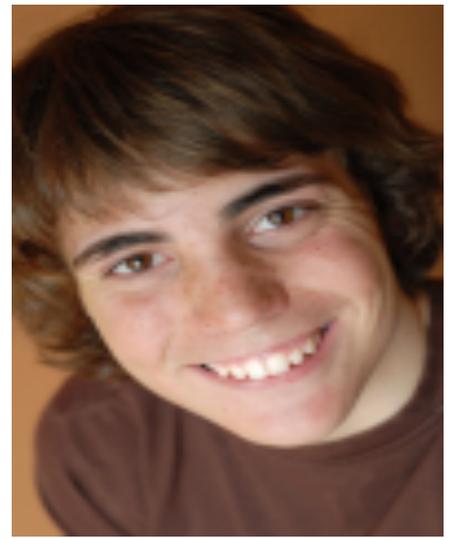


Allison's Plan for her future:

- Develop my organizational skills
- Graduate from High School
- Plan the classes I need to graduate from EOU in Child Development
- Visit Eastern Oregon University
- Find out more about working with children
- Explore teaching in the Pendleton area



Example Person Centered Plan: Alex



Alex's Transition Plan:

1. Practice Reading
2. Work at Home Depot part time
3. Talk to Springfield OVRS about communicating better
4. Graduate from South Eugene High School
5. Go to ITT Technical School



GOAL!!!

Alex is graduated, employed and ready to live independently in the community.

Enroll in Springfield OVRS

Continue Learning!

- Enroll in ITT Technical Institute
- Study business

Office DEPOT.

Work at OFFICE DEPOT

- Work part time -10 hrs per wk until I graduate
- After graduation work 20 hours per week

Graduate from South Eugene High School

- Practice Reading
- Take more math classes



Example of Person Centered Plan: Rolanda

My Hopes and Dreams

- I want to live in a group home when I get out of school
- I want to keep learning how to take care of myself
- I want to be able to go to activities in the community like movies and the mall



Feel Free to contact us anytime!

Mom 888.888.8888

Dad 888.888.8888

email@emailaddress.com

My Strengths and Skills

- I can use simple one-button communication devices
- I am able to use facial expressions to show happiness and disinterest.
- I like sensory stimulation activities
- I am curious and can stay awake for the whole day
- I enjoy activity around me

Rolanda Smith

I am 18 and go to East End High School. I live with my Mom and Dad and my Labrador Emma (dog). I don't have any brothers or sisters but I would like to make more friends.



What Works for Me:

- I am very friendly
- Give me time to talk to you through pictures and switches
- You will need to help me get in and out of my wheelchair
- I love music!
- I like to be around people
- I will give you a smile if I am pleased
- I will give you a blank stare if I'm not interested in what you are doing
- I like to use my switch to start the radio
- I like for people to talk to me



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 or 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),

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

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.

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 or 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

2015

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

2016

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

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

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.

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 or Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide Rehabilitative 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

2015

- Functional Reading/ Communication
- Occupational Skills
- Healthy Living

2016

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

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

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.

Transition Planning Summary

Example for ALLISON



	Student Direction: University
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> 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 or 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<table border="0"> <tr> <td data-bbox="570 163 911 296"> 1. Psychology (semester) 2. English 12 (year) 3. Algebra II (year) 4. Band (year) </td> <td data-bbox="1013 149 1446 310"> 5. Phys Ed. (semester) 6. Cooperative Work Experience (semester) 7. Advanced Biology (year) 8. Child Development (semester) </td> </tr> </table>	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)
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)		
Other Agency Involvement	<ul style="list-style-type: none"> • 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 		
Annual IEP Goal	<p>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.</p> <p>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.</p>		

Transition Planning Summary

Example for ALEX



		Student Direction: TECHNICAL SCHOOL
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> • 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 or 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	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Self-advocacy skills instruction • Personal banking instruction • Work related social skills instruction • Computer skills (word-processing, data entry) instruction <p>Education and Training Related Service</p> <ul style="list-style-type: none"> • Speech language services to increase oral language fluency <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • 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 <p>Functional Vocational Evaluation</p> <ul style="list-style-type: none"> • Completing a computation/ business math skill inventory <p>Completing an office skill inventory</p>	
Course of Study	2015 <ul style="list-style-type: none"> • Work Study I • Business Math I • Community Living • Computer Applications I 	2016 <ul style="list-style-type: none"> • Work Study II • Business Math II • Community Living • Computer Applications II

<p>Other Agency Involvement</p>	<ul style="list-style-type: none"> • 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
<p>Annual IEP Goal</p>	<p>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.</p> <p>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.</p>

Transition Planning Summary

Example for ROLANDA



	Student Direction: Technologically Supported Self-Employment or Volunteer work
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> • Anecdotal records • Portfolio assessment • Physical therapy evaluation • Physician examination summary
Post-Secondary Goal: Education or 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	<p>Instruction</p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction <p>Community Experience</p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p>Related Services</p> <ul style="list-style-type: none"> • 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	2015 <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Healthy Living 	2016 <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Recreation/Leisure • Healthy Living
Other Agency Involvement	<ul style="list-style-type: none"> • 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 	
Annual IEP Goal	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

HOW DO I COMPLETE THE SUMMARY OF PERFORMANCE (SOP)?

IDEA 2004 requires a Summary of Performance (SOP) for some exiting special education students. It is a document which summarizes the student's academic achievement and functional performance; the student's post-secondary goals; and recommendations to assist the student in meeting those post-secondary Goals.

WHO RECEIVES AN SOP?

Students who are graduating from secondary school with a regular diploma, or are leaving due to exceeding the age eligibility for a free appropriate public education (end of school year in which they turn 21) receive an SOP. The SOP should be completed in the last year of high school; however, it may be started at any time and provided to the students before they exit.

NOTE: ODE strongly recommends that school districts also provide an SOP to students who are graduating with a modified diploma, extended diploma and/or alternative certificate.

WHY SHOULD I COMPLETE THIS FORM?

The school district **is required by federal law to provide the student with a summary of the student's academic achievement and functional performance**, including recommendations on how to assist the student in meeting the student's postsecondary goals. In addition, the SOP will assist and promote success for the student when they provide the postsecondary school, agency, or work place with a summary of what the student has done in high school, his postsecondary goals, and recommendations from the district on how to assist the student in meeting their postsecondary goals.

WHO WRITES THE SOP?

The SOP may be developed by a IEP team, the teacher, or a Youth Transition Program specialist with input from the student. Work on the SOP can take place at the IEP meeting, during a transition class, in an English class or 1:1 with a counselor.

EXAMPLES

Summary of Performance examples for Allison, Alex, and Rolanda are included in the supplemental on-line section of the 2015-16 handbook on pages 42B, 42 C, & 42D. Also included in the supplemental on-line sections are case study reports, transition planning examples, IEP discussion starters, and samples of Post-Secondary Goals for each of these sample students.

WHAT is needed to complete the SOP	HOW do I determine what is in this section?	WHERE do I find this information?	WHAT do I do with this information?
Summary of Student's Academic Achievement and Functional Performance	<ul style="list-style-type: none"> How has the student's disability affected the student's academic achievement and functional performance? What are the student's academic and functional strengths? What are the results of the student's most recent state or district assessments? What are the results of any college entrance examinations (e.g. SAT, ACT)? 	<ul style="list-style-type: none"> Present Level of Academic Achievement and Functional Performance (PLAAFP) PLAAFP or Assessment Reports PLAAFP, Student Individual Files or District Assessment Coordinator PLAAFP, School Counselor, Student Individual Files PLAAFP, School Counselor, Student Individual Files, Evaluation Reports 	<ul style="list-style-type: none"> Transfer any applicable information from the second column to the form. Try to arrange the information in a logical order (e.g., chronological, importance, types etc.) The information may be separated into two categories 1) academic achievement and 2) functional performance Write this summary clearly and coherently that will portray the student in the

WHAT is needed to complete the SOP	HOW do I determine what is in this section?	WHERE do I find this information?	WHAT do I do with this information?
	<ul style="list-style-type: none"> • What are the results of the most recent special education evaluation of the student? • Is the student graduating with a regular diploma, a modified diploma, extended diploma or alternate certificate? • Did the student achieve any honors or special awards in high school? • Did the student achieve any vocational or extracurricular accomplishments in high school? • Is there any information about functional performance in the following domains: Interpersonal, Mobility, Self-Care Skills, and Motor Skills? 	<ul style="list-style-type: none"> • Individualized Educational Program (IEP), Student Individual Files • Student Individual Files, District Newsletters, yearbooks • Student Individual Files, District Newsletters, yearbooks, PLAAFP (student strengths) • PLAAFP, Student Individual Files, Individualized Educational Program (IEP), Evaluation Reports, IEP meeting notes. 	<ul style="list-style-type: none"> • most realistic manner. • Be aware that a future employer or college administrator may be reading your summary
Student's Post-secondary Goals	Look at the previous and current post-secondary goals.	Individualized Educational Program (IEPs) since the year the student turned 16.	<ul style="list-style-type: none"> • State the <u>current</u> post-secondary goals. • You may want to summarize the previous goals and explain how the student's goals have evolved into the final/current goals. • You may want to list other educational, employment or living options in which the student has shown significant interest.
Recommendations to Assist Student in Meeting Post-secondary Goals	Write any recommendations for assisting the student in meeting post-secondary goals after the student exits from K-12 education.	<ul style="list-style-type: none"> • Academic, functional, and/or behavioral annual goals on the IEPs. • The service page of the IEP. • IEP meeting notes that delineate what interventions have worked and those that have not worked. • Behavioral Intervention Plans • Reports from employers during work experience while enrolled in school. 	<ul style="list-style-type: none"> • Develop recommendations for accommodating the student's disability in the workplace or post-secondary education setting. • Develop recommendations for Academic or Functional interventions that were successful or unsuccessful in high school.

RESOURCES

- ❑ ODE Sample Summary of Performance Form
www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf
- ❑ Transition Community Network
<http://tcntransition.org/>



Educational Evaluation Report Review and Functional Limitation Statement Impediment to Employment

Student/Client Name: _____

Date Reviewed: _____

Following review of the attached Rehabilitative and Educational Report[s], the conditions detailed therein continue to exist and constitute a substantial impediment to employment for the above named individual.

These conditions would present as the following limitations in functional capacity checked below:

Examples of Language

	Vocational Rehabilitation Language	Educational Language
Communication	Client is unable to communicate verbally	Student's speech is not clear enough to be understood by peers and staff
	Client does not readily understand others	Student is often asked to repeat herself
	Client is not readily understood by others.	Student cannot clearly tell the teacher/aide what he needs.
	Client is unable to converse via telephone.	
	Client is unable to initiate or sustain conversation.	
	Client may be limited to single words or short phrases.	
	Client's speech is rambling or illogical.	
	Client talks and interrupts excessively.	
	Client is unable to use formal language of any type (spoken or sign).	
Client is unable to follow written instructions or interpret written materials.		
Interpersonal	Client is unable to understand/demonstrate interaction or behavior appropriate to a worksite.	Student has few friends.
	Client has insufficient psychological/social interaction for participation in desired activities.	Student does not answer when spoken to.
	Client is unable to determine appropriate social response to others	Student does not know when teacher is giving constructive criticism
	Client demonstrates isolation/withdrawal from co-workers	Student does not understand how to work on teams
	Client is unable to effectively resolve conflict with co-workers.	
	Client has spotty, intermittent work history	

	Vocational Rehabilitation Language	Educational Language
Motor Skills	Client does not have control and coordination of fine/gross motor movements	Student is unable to write and work with the fine skills of his hands
	Client is unable to perform tasks at a competitive work pace	Student is unable to participate in physical education
	Client moves slower than average	Student needs extra time to complete assignments/tests
	Client fatigues easily	Student has accommodations /modifications on IEP to assist with lack of energy
Self-Care	Client needs monitoring to prevent injury	Student is not able to get to class on time and organize work for each class
	Client has a history of poor decision making or unaware of consequences of behavior	Student has trouble deciding what he wants to do after he completes high school
	Client requires personal care attendant	Student is impulsive and/or behaves without thought toward consequences
	Client is unable to manage money or finances	
Self-Direction	Client requires levels of supervision not consistent with competitive employment	Student is able to read/listen to and follow directions
	Client's cognitive deficits impair work quality or productivity	Student can complete homework assignments
	Client has difficulty generalizing, transferring and/or assimilating information (written, spoken, receptive or expressive)	Student can learn appropriate behavior in the resource room but then cannot generalize that appropriate behavior to her general classes
Work Skills	Client's reading, spelling, math at/below 5 th grade level	Student is unable to work on an assignment for a reasonable amount of time
	Client has difficulty learning new tasks	Student is often tardy for class or school
	Client has limited task sequence recall ability	Student is unable to start an assignment without being told to start
	Client requires accommodations or Rehabilitation Technology	
	Client has significantly reduced speed.	
Work Tolerance	Client is unable to sustain attention sufficient to perform essential functions of job	Student has a shortened school day
	Client lacks physical or emotional stamina to perform essential functions of job	Student cannot sit still for a regular class period
	Client misses more than two (2) days each month	Student is unable to get along with teachers, aides, and fellow classmates

Name (Please Print): _____

Signed: _____

Position: _____

Credentials: _____

EXAMPLE OF SOP FOR ALLISON



Allison is a College Bound Student

Summary of Performance

Student Name Allison Everett Birth Date 1/30/1995 Student ID# 994662
Attending School East End High School Case Manager Anne Jackson
Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

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's older sister graduated from college and is finishing up her first year teaching first grade at an elementary school.. 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's parents 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.

Student's Post-Secondary Goals:

Education or 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.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Eastern Oregon University Disability Services Office.

Disability Services: Allison has a specific learning disability in reading comprehension and written expression. 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'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.

Name/Title: Sam Tulley/Case Manager Phone: 541-987-6543
School: East End High School Date: 3/16/2014

EXAMPLE OF SOP FOR ALEX



Alex is a Trade School / Employment Bound Student

Summary of Performance

Student Name Alex Jones Birth Date 4/10/1996 Student ID# 304236
Attending School Mid-County High School Case Manager Jory Hamish
Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

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.

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.

Student's Post-Secondary Goals:

Education and 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.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Springfield OVRS Office to determine Alex's Counselor. That person should be in close contact with the place of business.

Communication: *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. One person in authority should be designated his "friend" so that he can communicate freely with that person, especially about issues of safety.*

Self-direction: *He is diligent and methodical in completing the varied tasks assigned to him.*

Work Skills: *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. 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.*

Interpersonal Skills: *Alex may be intimidated by people in authority because he knows that they have 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 people in authority. Alex should be encouraged to have good communication with people in authority and he should be assured that his job is not easily in jeopardy.*

Name/Title: Sara Whittington/Case Manager Phone: 541-123-4567

School: Mid-County High School Date: 4/17/2014



Rolanda is a student who has Significant Support Needs Preparing for Independent Living

Summary of Performance

Student Name Rolanda Smith Birth Date 2/4/1995 Student ID# 266557
 Attending School East End High School Case Manager Anne Jackson
 Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. Rolanda is a friendly, alert student who is responsive to music. 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's parents 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.

Student's Post-Secondary Goals:

Education and Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide Rehabilitative 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.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the OVRS Office to determine Rolanda's Counselor. Contact should also be made with Community Pathways, Inc to determine her brokerage contract.

Mobility: *Rolanda has athetoid cerebral palsy that impacts all motoric functioning*

Self Care: *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.*

Although her parents are young and strong right now, it is still 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.

Communication: *She communicates desires and needs inconsistently through switches and picture symbols.*

Social Security Income: *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.*

Name/Title: Freda Krause/Case Manager Phone: 503-123-4567
 School: East End High School Date: 3/16/2014

Strategies for Post School Outcome Success



Collect important information before the student leaves:

Districts who do the following are more likely to reach the student a year out

- Post the Logo so students learn about the collection
- talk with students during their final year in school,
- some schools invite past students back to school for a “pizza party” where they share their experiences and things they wished they had paid more attention to while in school,
- share what past students’ say about school on their follow-up interviews
- have the parent or student sign the agreement to participate in the Exit interview early in the school year
- have the student address the reminder post card before he or she leaves school
- collect contact information for finding the student (or someone who probably knows where they are) after they leave, and
- let the students know the importance of participating in the follow up interview
- and asks the student who they would like to talk to the following year about their experiences

Send the reminder post card to the student or family before you call:

- reminds students and families of the follow up interview
- lets them know why someone from the district will be calling
- reminds them that their experiences are valuable
- easy to identify by the logo
- allows student or family member to set up a call at a convenient time

Remember:

- ❑ students are more likely to share their experiences after leaving school with someone they know
- ❑ make calls during the day, but for hard-to-reach students or family members, you may need to try meal times, evenings, or weekends
- ❑ sound like it matters, let them know that sharing their experiences will help other students, and will help the teachers to make a difference
- ❑ have local resource information handy: this may be an opportunity to connect a former student with resources they can use to take another step
- ❑ when possible, interview the student, but a family member or acquaintance that is familiar with the former students experiences can complete the interview

The Post Card form and other resources for the Post School Outcomes collection can be found:

- ✓ on the PSO 2.0 application on the ODE Resources TAB and
- ✓ on the Transition Community Network District Resource page:
<http://tcntransition.org/resources/post-school-outcomes-materials>

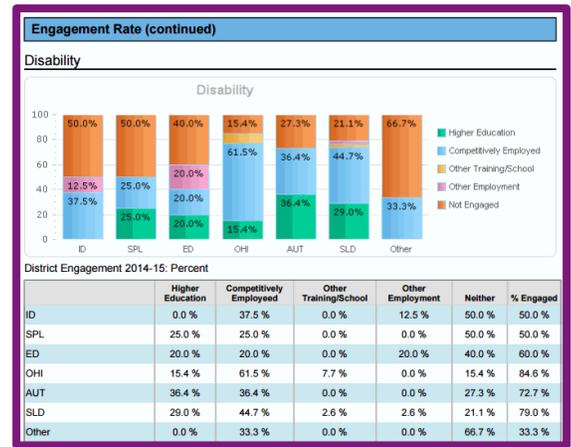
<p>The [insert School or district name] needs your help! We want to learn from former students how we can improve high school transition services. You will receive a phone call that asks questions about what you have been doing since you left school, such as have you worked or gone to school? Answering the questions will take about 10 minutes.</p> <p>Teachers will use answers from students like you to learn what they can do to help other youth get jobs and go to school after high school. To make sure you have a chance to answer the questions, please call xxx-xxx-xxxx to help the district find you or a family member who can help with.</p> <p>We want to hear from you: very important. Questions number: your district or # johnson@psos.edu</p>	<p>_____</p> <p>_____</p> <p>_____</p>
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District Data Summary Table

Where to start?

- Create a short summary table of the most recent district performance, noting the change from the previous year. See example below and on page 11.
- Create charts at the building level if there is more than one high school in the district.
- Assemble a team of stakeholders involved in transition planning and services in the district to discuss the findings. Be sure someone familiar with the district data reporting is included on the team.



What to look for?

- Highlight the performance that stands out for your district—either because it shows positive outcomes or less than positive outcomes.
- Compare district results to state results—look for patterns.
- Gather information on possible changes that took place in the district that might have influenced results, such as change in the program, district activities, staffing, and other relevant events.

Next steps

- ❑ Discuss the areas to examine more closely.
 - For PSO results, look at the available data reports on the PSO application to see if particular subgroups show noticeable differences.
 - Request additional graduation, dropout and the transition standards results for more details on subgroup performance.
- ❑ Discuss district policies and practices to help understand what the data are showing
- ❑ Prioritize district needs and begin plan to improve results
- ❑ Consider using the STEPSS tool to structure the process (contact sally.simich@state.or.us for more information)

Example—most current district data	District	District Trend	State
Graduation Rate (4 year)	___%	(state increase 14%) ¹	51%
Graduation Rate (5 year)	___%	(state increase 12%) ¹	56%
Dropout Rate	___%	(state no change%)	6%
Students with quality IEP's as measured by compliance on all 8 transition standards	___%	(state dropped 7%)	75%
Students in post-secondary school 1 year out	___%	(state no change)	24%
Students competitively employed one year out + in post-secondary school 1 year out	___%	(state decrease .5%)	54%
Total engagement	___%	(state no change)	70%

¹ Modified diplomas included as graduates led to increases in graduation rate