

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 preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher.

Allison likes to work out at the gym with her friends, and plays softball in 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 (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.

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 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 st Semester	2 nd Semester
English 12	English 12
Algebra II	Algebra II
Psychology	Phys Ed
Band	Band
Cooperative Work Experience	Child Development
Advanced Biology	Advanced Biology

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 her senior year.

Given two job shadowing experiences, one in early childhood education and one in 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.

Present Levels of Academic Achievement and Functional Performance

	PRESENT LEVELS OF ACADEMIC PERFORMANCE	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
<i>STRENGTHS OF THE STUDENT</i>	Student has maintained a B average throughout high school. Student's GPA meets the minimal requirements for entry into college.	Oral expression skills. Interpersonal skills. Cares for younger siblings. Completes light chores at home. Helps sister, who is a teacher, make materials for lessons.
<i>EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS</i>	Student has not been completing her homework so parents are concerned about the impact that her new-found independence will have on her grades at a university.	Parents are concerned that student does not have the organizational skills to effectively manage her study time as well as her social life.
<i>RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION</i>	Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison can 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 2014.	Student wants to be more organized but has yet to be successful in using a planner and getting her assignments done on time. Student used her planner 66% of the time in one semester—IEP goal was set at 90%. Student finished 80% of assignments on time—IEP goal was set at 100%. Given 2 job shadowing experiences, one in early childhood education and one in elementary education, Allison can 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.
<i>NEEDS OF THE STUDENT</i>	Student needs accommodations in reading comprehension and written language.	Student needs further development of organizational skills.
<i>IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM</i>	Student can complete regular education classes without modifications but must have accommodations to be successful.	

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 organizational 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

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 (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.
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.

<p>Transition Services</p>	<p>Education and Training Instruction</p> <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 <p>Employment and Other Post School Living Objectives</p> <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 		
<p>Course of Study</p>	<p>For Allison's upcoming 12th grade year the</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>1ST Semester</u></p> <p>Psychology</p> <p>English 12</p> <p>Algebra II</p> <p>Band</p> <p>Cooperative Work Experience</p> <p>Advanced Biology</p> </td> <td style="vertical-align: top;"> <p>courses listed include:</p> <p><u>2nd Semester</u></p> <p>Physical Education</p> <p>English 12</p> <p>Algebra II</p> <p>Band</p> <p>Child Development</p> <p>Advanced Biology</p> </td> </tr> </table>	<p><u>1ST Semester</u></p> <p>Psychology</p> <p>English 12</p> <p>Algebra II</p> <p>Band</p> <p>Cooperative Work Experience</p> <p>Advanced Biology</p>	<p>courses listed include:</p> <p><u>2nd Semester</u></p> <p>Physical Education</p> <p>English 12</p> <p>Algebra II</p> <p>Band</p> <p>Child Development</p> <p>Advanced Biology</p>
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<p>Other Agency Involvement</p>	<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 		
<p>Annual IEP Goal</p>	<ul style="list-style-type: none"> • 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. 		



Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM (EXCERPTS)

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: **34 CFR 300.320(b)**

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)	
	34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)
<ul style="list-style-type: none"> • <i>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</i> • <i>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</i> • <i>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</i> • <i>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</i> • <i>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.</i> 	
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments	
	34 CFR 300.320(b)(1)
Education	
<i>After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.</i>	
Employment	
<i>After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.</i>	
Independent living skills (where appropriate)	
<i>Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.</i>	
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.	
	34 CFR 300.43
<i>Education and Training Instruction</i>	
<ul style="list-style-type: none"> • <i>Instructional support of guided notes for lessons</i> • <i>Instructional support for organization and study skills</i> • <i>Audio-taped texts for English 12</i> • <i>Extended time on tests in English, Algebra II and Advanced Biology</i> 	



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: (designed to assist the student in reaching the post-secondary goals)

34 CFR 300.320(b)(2)

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

1ST Semester

Psychology
 English 12
 Algebra II
 Band
 Cooperative Work Experience
 Advanced Biology

2nd Semester

Phys Ed.
 English 12
 Algebra II
 Band
 Child Development
 Advanced Biology

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services. **300.321(b)(3)**

- *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 Academic and Functional Goals and Objectives

Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Objectives (if needed):

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.

Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

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.



EXAMPLE OF SOP FOR ALLISON



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 06/14 (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 preschoolers or kindergarteners, but she is not sure if she wants to be a 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 and 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 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 | -- Visit Eastern Oregon University |
| --Graduate from High School | -- Find out more about working with children |
| --Plan the classes I need to graduate from EOU in Child Development | -- Explore teaching in the Pendleton area |

