

## 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 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 tasks 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.