# Case Examples

For a Post-Secondary Education Goal is to enroll at a college or university, the post- secondary institution entrance requirements influence the course of study. The course of study may also include extracurricular activities that relate to post-secondary goals (yearbook, school newspaper, athletics, etc.).

**ALEX**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

|  |  |
| --- | --- |
| **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)*** | |
| **Appropriate, measurable post-secondary goals based upon age-appropriate**  **transition assessments *34 CFR 300.320(b)(1)*** | |
| **Transition Services/Activities** | ***34 CFR 300.43*** |
| **Course of Study:** (designed to assist the student in reaching the post-secondary goals)  ***34 CFR 300.320(b)(2)*** | |
| **2018**   * Work Study I * Business Math I * Community Living * Computer Applications I | **2019**   * Work Study II * Business Math II * Community Living Computer |
| **Agency Participation** | ***300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** | |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Alex’s Case Study please go to <https://is.gd/sxxfFt>.

(if this link does not work, copy and paste into a web browser)

**ROLANDA**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

|  |  |
| --- | --- |
| **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)*** | |
| **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments *34 CFR 300.320(b)(1)*** | |
| **Transition Services/Activities** | ***34 CFR 300.43*** |
| **Course of Study:** (designed to assist the student in reaching the post-secondary goals)  ***34 CFR 300.320(b)(2)*** | |
| **2018**   * Functional Reading/Communication * Occupational Skills * Healthy Living | **2019**   * Work Study I * Business Math I * Community Living Computer |
| **Agency Participation** | ***300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** | |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Rolanda’s Case Study please go to <https://is.gd/hTEyoG>.

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**ALLISON**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

|  |  |
| --- | --- |
| **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)*** | |
| **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments *34 CFR 300.320(b)(1)*** | |
| **Transition Services/Activities** | ***34 CFR 300.43*** |
| **Course of Study:** (designed to assist the student in reaching the post-secondary goals)  ***34 CFR 300.320(b)(2)*** | |
| **1st Semester**   * Psychology * English 12 * Algebra II * Band * Cooperative Work Experience * Advanced Biology | **2nd Semester**   * Physical Education * English 12 * Algebra II * Band * Child Development * Advanced Biology |
| **Agency Participation** | ***300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** | |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Allison’s case study please go to <https://is.gd/bBrwv1>.

(if this link does not work, copy and paste into a web browser)

# Links to Resources

**Pre-ETS: Course of Study** (if a link does not work, copy and paste into a web browser)

Postsecondary Education- <https://is.gd/Xl8fYi>

Skills that Pay the Bills Curriculum- <https://is.gd/9V0ArW>

Skills to Pay the Bills Videos- https://is.gd/Dpvv5g

ME! Lessons for Teaching Self-Awareness & Self-Advocacy- <https://is.gd/9rV7RY> In the Driver’s Seat Workshops- <https://is.gd/3VqC53>