# 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](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Case_Study_Alex_5339.pdf)

**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](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Case_Study_Rolanda_5340.pdf)

**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](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Allison_SLD_case_file_3494_4645.pdf)

# Links to Resources

**Pre-ETS: Course of Study**

[Postsecondary Education](https://www.pacer.org/transition/learning-center/postsecondary/)

[Skills that Pay the Bills Curriculum](https://www.dol.gov/odep/topics/youth/softskills/)

[Skills to Pay the Bills Videos](https://www.pacer.org/transition/video/series.asp?se=39)

[ME! Lessons for Teaching Self-Awareness & Self-Advocacy](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy)

[In the Driver’s Seat Workshops](https://www.vermontfamilynetwork.org/wp-content/uploads/2013/02/In-the-Drivers-Seat_2012.pdf)