#  Case Examples

**ALEX**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

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| **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:** | ***34 CFR 300.320(b)(2)*** |
| **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)*** |
| * 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 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**

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| **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:** | ***34 CFR 300.320(b)(2)*** |
| **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 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 to coordinate referrals to outside agencies therapy referrals and transportation coordination.

Invitations on file to a representative of VR, SSA, and Medicaid. |
| **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**

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| **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** | ***34 CFR 300.320(b)(2)*** |
| **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)*** |
| **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: Student Inclusion/Invite**

[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)

[Speaking Up!](http://www.selfadvocacyonline.org/learning/speakingup/)

[It’s My Choice/Moving Students Forward](https://aea8transition.files.wordpress.com/2012/11/its_my_choice.pdf)

 [Dude Where’s My Transition Plan?](http://www.peatc.org/Fact%20Sheets/parent/Dude%20Wheres%20my%20Transition%20Plan%20final%20Nov%202014.pdf)

[One Page Profile Resources](https://factoregon.org/person-centered-plan-samples/)

[Letter of Introduction](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Letter_of_Introduction_ONLINE_4652.pdf)

[Letter of Introduction Completed Example](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Letter_of_Introduction_Johnny_4653.pdf)

[Student Led IEP Template](https://movingstudentsforward.org/student-led-iep-powerpoint-template/)

[Student Led IEP Script](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/ONLINE_Student_Led_IEP_Script_4658.pdf)

[Top 10 Ways for Students to Advocate in IEPs](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/top_10_ways_4778.pdf)