#  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:** 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 afunctional vocational evaluation. ***34 CFR 300.43*** |
| **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

**Functional Vocational Evaluation*** Completing a computation/ business math skill inventory
* Completing an office skill inventory
 |
| **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
 |
| **Course of Study** | ***34 CFR 300.320(b)(2)*** |
| **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**

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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)*** |
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* Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
* Voter registration
 |
| **Course of Study** | ***34 CFR 300.320(b)(2)*** |
| **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**

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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:** 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 afunctional vocational evaluation. ***34 CFR 300.43*** |
| **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 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** | ***34 CFR 300.320(b)(2)*** |
| **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: Transition Services** *(if a link does not work, copy and paste into a web browser)*

[Histogram](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Career.Family.Tree_3009.pdf)

[Virginia Career View](https://vacareerview.org/)

[My Next Move Career Explore](https://www.mynextmove.org/)

[Career Jeopardy](https://www.nd.gov/cte/crn/CareerJeopardy/Jeopardy.htm)

[Sprout Films: Employment Theme](http://sproutflix.org/browse/theme-employment/)

[How to Guide for Job Shadows](http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Guides/How_To_Guide_Job_Shadows.PDF)

[College planning for students with disabilities](https://www.oregonstudentaid.gov/finaid-student-disabilities-planning.aspx)