# 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 a  functional 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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| **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 [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 a  functional 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)