

Example: Case Study for Drew



Student: Drew Carter

Disability: **Deafblind**

Student Direction: University and Employment

Agency Assistance: University Disability Services, Commission for the Blind, Vocational Rehabilitation

This supplemental guide for a student with Deafblindness contains a variety of transition related forms, each containing the same general information. It is not expected that all of these forms would be appropriate for a single student: districts can pick and choose examples that may be helpful for their students.

Transition Action Plan Template and Student History—

Drew is an 18 year old student with Usher Syndrome who is in Special Education, identified under the category of Deafblind.

Drew is the oldest of three children. He was not diagnosed at birth. He was born Deaf, and was provided with one cochlear implant when he was 1 year old, and a second one when he was 3. He uses them well, but still needs an ASL interpreter to ensure he captures all that is happening in class. His primary mode of communication is American Sign Language, but he also has oral skills and can lip-read well. He functions well in school and has a B+ or A average. He is not just an effective communicator, but is teaching several non-ASL user friends sign language. They reciprocate by tutoring him when needed.

He began to lose his vision gradually, and it became noticeable when he was 7. It was only at this point that he was formally diagnosed with Usher Syndrome 1 – after genetic testing was carried out in his family. Drew retains a little central vision at this point in time – like looking through a narrow tunnel. He uses this vision to watch his interpreter or the whiteboard, or television – but he sits at some distance away to get a wider view of everything. Reading close-up can be challenging as he has to either move his book/iPad, or move his head side to side to see each line. To help with this, he uses apps that highlight text online, or that help him to go quickly from one line to the next. His main challenge at school is participation in gym class. Usher Syndrome affects his balance. Despite this, Drew has learned rope-climbing, and even does some rock-climbing at the rock wall. He loves zip-lining with his family or friends. Drew excels at chess – which he plays with an adapted board.

Drew has two younger sisters whom he now babysits often. He has always been encouraged to fully participate in household daily activities, including chores. He does a really good job with

chores that are tactile – such as hand-washing dishes or stacking them neatly in the dishwasher, folding clothes, and organizing a closet. He does find doing laundry challenging since he cannot really tell whether or not a garment is as clean as it should be, or if there are persistent stains. He also finds mowing the lawn difficult – especially if he has to mow in neat lines. He can see the distant area better than he can see what is near his feet. He used to find moving around at night or in dark places tough, but has learned to use a white cane on those occasions. He connected with the local university’s ASL program so he could learn tactile sign – to use in the dark, and in anticipation of his vision’s further deterioration. For the same reason, he has also started to learn braille from the itinerant teacher of the visually impaired who visits his school.

He has many friends in school, including students who are in his class (Deaf/HH classroom) as well as in regular education and others who live in his community. Drew is mature and has endearing “people” skills and is not shy to talk to anyone. With the assistance of interpreters, he participates on the school’s debate and elocution teams – teaching others that his hands can be as eloquent and convincing as anyone’s voice – since his hands are his main “voice”. He also helps out as a student assistant to the school’s counselor – interpreting for his Deaf/HH peers, or even just chatting with them on the counselor’s behalf.

The skills he has developed, and his own self-esteem helped him realize that he needed to go to college to become a counselor. At his last IEP, he asked to take three college-level classes that would relate to his interest in becoming a counselor. He also requested certain additional supports and training from an Orientation and Mobility instructor, Career Counselor and Technology Support/Augmentative Communication specialist.

[Usher Syndrome Resources](#): Links to a variety of resources and information about Usher Syndrome.

Age Appropriate Transition Assessment

- Record of student grades throughout high school (9th through first half of 11th grades), indicating a B or higher average and a statement of how his GPA more than meets the minimal requirements for entry into college
- A summary of student Psychological test scores obtained during his 3-year re-evaluation in the spring of 10th grade indicating that, although Drew functions really well, he still needs certain supports to help him excel
- End of grade test scores from the end of 10th grade demonstrating his participation in the standard course of study with passing scores of 3’s (on a 4-point scale) in reading and math and a statement of how he has met the graduation requirements for statewide testing

- Scores from curriculum-based measurements that indicate Drew’s level of performance in English and math and a statement describing how his level performance is acceptable for admission into college
- A statement by Drew, gathered during an informal interview, recorded on the IEP, regarding his interest in attending a university to pursue a degree in Counseling
- Assessment results from an Orientation and Mobility Instructor that will carry over into the adult world and assist Drew in obtaining continuing services from this discipline

Post-Secondary Goals

Education or Training

After graduation from high school, Drew will attend Western Oregon University and take coursework leading to a major in the area of Counseling. He also intends to obtain a graduate degree in the same discipline.

Employment

During his work on graduation with a Masters in Counseling, Drew will seek an opportunity to gain experience with an organization as an intern before looking for a full-time job/career in counseling. He is willing to move to another state, and actually looks forward to the possibility of this new experience.

Independent Living

Upon entrance to Western Oregon University, Drew will access WOU Disability Services for assistance in note-taking and study partners, and someone to teach him routes around campus. He is looking forward to staying in a university dorm, or a shared apartment near campus.

Transition Services

Education and Training Instruction

- Instructional support that ensures accessible instructional materials (AIM)
- Continued instruction in Orientation and Mobility, braille, and tactile sign
- Alternate modes for testing materials, when needed
- Extended time on tests in English, Algebra II and Advanced Biology
- Technology supports that will provide Drew with tools to study and keep pace with his peers

Employment and Other Post School Living Objectives

- Job shadow experiences with counselors at school and other facilities
- Visit Western 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 as a counselor’s assistant – an extension of what he already does in high school
- Apply for 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

For Drew's upcoming 12th grade year the courses listed include:

First semester

Psychology
English 12
Algebra II
Cooperative Work Experience
Advanced Biology
Book-keeping and business management

Second semester

English 12
Algebra II
Cooperative Work Experience
Poverty Studies (CC class)

Summer session

Human Relations – (CC class)

Other Agency Involvement

A consent form signed by Drew, who is 18, indicating that the school district may contact the disability services office at Western Oregon University

An invitation to conference in the file, mailed to an individual in the disability services office of Western Oregon University

Contact with both the Commission for the Blind, and Vocational Rehabilitation counselors – not just for support, but to find a deafblind mentor who is a counselor and who may be able to guide Drew.

Annual IEP Goal

Given 4 job shadowing experiences, one in each of the following: school counselor's office, working with a counselor from the Commission for the Blind, a professional counseling agency, and a service agency such as the Salvation Army's Kroc Center, Drew will identify his likes and dislikes of each setting by completing a job site interest survey and documenting his preferences during the duration of this IEP.

Present Levels of Academic Achievement and Functional Performance

	PRESENT LEVELS OF ACADEMIC ACHIEVEMENT	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
<i>STRENGTHS OF THE STUDENT</i>	Student has maintained a B average throughout high school. Student's GPA meets the minimal requirements for entry into college.	Expressive communication skills. Interpersonal skills. Cares for younger siblings. Completes light chores at home. Helps out as a student assistant to the school's counselor.
<i>EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS</i>	No concerns about academics. Concerns are mainly to ensure appropriate modifications/ accommodations are made to allow Drew to be competitive.	Drew's parents are proud of his achievements in the classroom, the community, and his aptitude for making friends. They know he will make every effort to find out all that he needs to know about college and career ahead of leaving school.
<i>RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION</i>	Drew has consistently maintained a 3.6 or higher GPA during the past two years at school. He is determined to try and raise that still further, to facilitate his entry into a college/university of his choice. He still struggles with Physical Education, but participates as best he can, enjoying being a part of school games/ tournaments, often acting as the school team's "Manager".	One aspect of his life that is relatively empty is what to do with his time when he is alone and at leisure. Drew would like to learn more about appropriate leisure skills. He would like to learn to paint on glass, use a potter's wheel or make hand-made objects, create tactile collages, or make tactile gourd decorations. Since this is considered a "life-goal", Drew will ask that this be included on his IEP. He has completed two school-based job shadowing experiences, including achieving 100% the objectives for those experiences. Drew has also documented his likes and dislikes for each of those two experiences.
<i>NEEDS OF THE STUDENT</i>	In academics -- Drew continues to need interpreter assistance in some situations, and the right technology that provides him access.	In the area of functional aspects of life, Drew continues to need interpreter assistance in some situations, the right technology that provides him access, and experiences that will help him achieve his personal goals.
<i>IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM</i>	Student can complete regular education classes without major modifications but must have accommodations to be successful, especially the right technology.	

Examples: IEP DISCUSSION STARTERS

Education or Training

The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability planning to go on to post-secondary education</p>	<ul style="list-style-type: none"> College planning College tuition Vocational training Personal living skills Career assessment Career counseling Assistive technology Complete college/vocational school application forms Complete financial aid forms 	<ul style="list-style-type: none"> Type of Diploma working toward Research Skills Quality skills in reading, writing, and math Good test taking skills Research and write topical papers Take good notes Summarize content information, analyze information, and compare and contrast topics 	<ul style="list-style-type: none"> Money management Time management Personal hygiene Taking initiative Make complex work-related and personal decisions Seek out assistance when needed. Quality self-advocacy skills
 <p>EXAMPLE:</p> <p>Drew</p> <p>Will attend Western Oregon University next year.</p>	<p>Drew needs guidance:</p> <ul style="list-style-type: none"> Contacting WOU Disability services Applying for federal student financial aid Determining a specific field in the area of Counseling 	<p>Drew needs to:</p> <ul style="list-style-type: none"> Get additional help in determining what technology will work best for him Find the best way to document what he learns in classes Practice writing an essay about his career goals to clarify his own thoughts Learn how to write a variety of resumes Write a biographical paragraph that he can then use in his job searches Learn some marketing skills Produce a video resume that he can put on a flash drive 	<p>Drew needs:</p> <ul style="list-style-type: none"> More orientation and mobility training to keep pace with deteriorating vision To learn how to sign his name and do other small tasks – while wearing a blindfold A process to help him maintain his social contacts and friends A faculty advisor – or a peer advisor -- who will help him keep on track each semester

Transition Planning Summary

Example for DREW



	Student Direction: University
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> Record of student grades throughout high school (9th through first half of 11th grades), indicating a B or higher average and a statement of how his GPA more than meets the minimal requirements for entry into college. A summary of student Psychological test scores obtained during his 3-year re-evaluation in the spring of 10th grade indicating that, although Drew functions really well, he still needs certain supports to help him excel. End of grade test scores from the end of 10th grade demonstrating his participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how he has met the graduation requirements for statewide testing. Scores from curriculum-based measurements that indicate Drew's level of performance in English and math and a statement describing how his level of performance is acceptable for admission into college. A statement by Drew, gathered during an informal interview, recorded on the IEP, regarding his interest in attending a university to pursue a degree in Counseling. Assessment results from an Orientation and Mobility Instructor that will carry over into the adult world and assist Drew in obtaining continuing services from this discipline.
Post-Secondary Goal: Education or Training	<p>After graduation from high school, Drew will attend Western Oregon University and take coursework leading to a major in the area of Counseling. He also intends to obtain a graduate degree in the same discipline.</p>
Post-Secondary Goal: Employment	<p>After graduation with a Masters in Counseling, Drew will seek an opportunity to gain experience with an organization as an intern before looking for a full-time job/career in counseling. He is willing to move to another state, and actually looks forward to the possibility of this new experience.</p>
Post-Secondary Goal: Independent Living	<p>Upon entrance to Western Oregon University, Drew will access WOU Disability Services for assistance in note-taking and study partners, and someone to teach him routes around campus. He is looking forward to staying in a university dorm, or a shared apartment near campus.</p>

<p>Transition Services</p>	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Instructional support that ensures accessible instructional materials (AIM) • Continued instruction in Orientation and Mobility, braille, and tactile sign • Alternate modes for testing materials, when needed • Extended time on tests in English, Algebra II and Advanced Biology • Technology supports that will provide Drew with tools to study and keep pace with his peers <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Job shadow experiences with counselors at school and other facilities • Visit Western 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 as a counselor’s assistant – an extension of what he already does at school • 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 		
<p>Course of Study</p>	<p>Courses 12th grade</p> <table border="0"> <tr> <td data-bbox="451 793 846 1058"> <p><u>First semester</u> Psychology English 12 Algebra II Cooperative Work Experience Advanced Biology Book-keeping and business management</p> </td> <td data-bbox="1013 793 1408 1058"> <p><u>Second semester</u> English 12 Algebra II Cooperative Work Experience Poverty Studies (CC class)</p> <p><u>Summer session</u> Human Relations – (CC class)</p> </td> </tr> </table>	<p><u>First semester</u> Psychology English 12 Algebra II Cooperative Work Experience Advanced Biology Book-keeping and business management</p>	<p><u>Second semester</u> English 12 Algebra II Cooperative Work Experience Poverty Studies (CC class)</p> <p><u>Summer session</u> Human Relations – (CC class)</p>
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<p>Other Agency Involvement</p>	<p>A consent form signed by Drew, who is 18, indicating that the school district may contact the disability services office at Western Oregon University.</p> <p>An invitation to conference in the file, mailed to an individual in the disability services office of Western Oregon University</p> <p>Contact with both the Commission for the Blind, and Vocational Rehabilitation counselors – not just for support, but to find a deafblind mentor who is a counselor and who may be able to guide Drew.</p>		
<p>Annual IEP Goal</p>	<p>Given 4 job shadowing experiences, one in each of the following: school counselor’s office, working with a counselor from the Commission for the Blind, a professional counseling agency, and a service agency such as the Salvation Army’s Kroc Center, Drew will identify his likes and dislikes of each setting by completing a job site interest survey and documenting his preferences during the duration of this IEP.</p>		

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM (EXCERPTS)

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: *34 CFR 300.320(b)*

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)

- *Record of student grades throughout high school, indicating a B or higher average throughout high school (9th through first half of 11th grades) and a statement of how his GPA more than meets the minimal requirements for entry into college*
- *A summary of student Psychological test scores obtained during his 3-year re-evaluation in the spring of 10th grade indicating that, although Drew functions really well, he still needs certain supports to help him excel*
- *End of grade test scores from the end of 10th grade demonstrating his participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how he has met the graduation requirements for statewide testing*
- *Scores from curriculum-based measurements that indicate Drew's level of performance in English and math and a statement describing how his level performance is acceptable for admission into college*
- *A statement by Drew, gathered during an informal interview, recorded on the IEP, regarding his interest in attending a university to pursue a degree in Counseling*
- *Assessment results from an Orientation and Mobility Instructor that will carry over into the adult world and assist Drew in obtaining continuing services from this discipline*

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR 300.320(b)(1)

Education

After graduation from high school, Drew will attend Western Oregon University and take coursework leading to a major in the area of Counseling. He also intends to obtain a graduate degree in the same discipline.

Employment	
<i>After graduation with a Masters in Counseling, Drew will seek an opportunity to gain experience with an organization as an intern before looking for a full-time job/career in counseling. He is willing to move to another state, and actually looks forward to the possibility of this new experience.</i>	
Independent living skills (where appropriate)	
<i>Upon entrance to Western Oregon University, Drew will access WOU Disability Services for assistance in note-taking and study partners, and someone to teach him routes around campus. He is looking forward to staying in a university dorm, or a shared apartment near campus.</i>	
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	
<i>Education and Training Instruction</i>	
<ul style="list-style-type: none"> • <i>Instructional support that ensures accessible instructional materials (AIM)</i> • <i>Continued instruction in Orientation and Mobility, braille, and tactile sign</i> • <i>Alternate modes for testing materials, when needed</i> • <i>Extended time on tests in English, Algebra II and Advanced Biology</i> • <i>Technology supports that will provide Drew with tools to study and keep pace with his peers</i> 	
<i>Employment and Other Post School Living Objectives</i>	
<ul style="list-style-type: none"> • <i>Job shadow experiences with counselors at school and other facilities</i> • <i>Visit Western Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall</i> • <i>Part time employment as a counselor's assistant – an extension of what he already does at school</i> • <i>Apply for possible college financial aid</i> • <i>Vocational rehabilitation referral to determine eligibility for tuition assistance</i> • <i>Apply for college and disability support service, no later than December</i> 	
Course of Study: (designed to assist the student in reaching the post-secondary goals)	34 CFR 300.320(b)(2)

For Drew's upcoming 12th grade year the courses listed include:

<u>First semester</u>	<u>Second semester</u>
Psychology	English 12
English 12	Algebra II
Algebra II	Cooperative Work Experience
Cooperative Work Experience	Poverty Studies (CC class)
Advanced Biology	
Book-keeping and business management	<u>Summer session</u>
	Human Relations – (CC class)

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. **34 CFR 300.321(b)(3)**

- *A consent form signed by Drew, who is 18, indicating that the school district may contact the disability services office at Western Oregon University.*
- *An invitation to conference in the file, mailed to an individual in the disability services office of Western Oregon University*
- *Contact with both the Commission for the Blind, and Vocational Rehabilitation counselors – not just for support, but to find a deafblind mentor who is a counselor and who may be able to guide Drew.*

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Given 4 job shadowing experiences, one in each of the following: school counselor's office, working with a counselor from the Commission for the Blind, a professional counseling agency, and a service agency such as the Salvation Army's Kroc Center, Drew will identify his likes and dislikes of each setting by completing a job site interest survey and documenting his preferences during the duration of this IEP.

EXAMPLE OF SOP FOR DREW

Summary of Performance

Student Name Drew Birth Date 1/30/1995 StudentID# 994662

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/14 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Drew is an 18 year old student with Usher Syndrome who is in Special Education identified under the category of Deafblind.

Drew is the oldest of three children. He was not diagnosed at birth. He was born Deaf, and was provided with one cochlear implant when he was 1 year old, and a second one when he was 3. He uses them well, but still needs an ASL interpreter to ensure he captures all that is happening in class. His primary mode of communication is American Sign Language, but he also has oral skills and can lip-read well. He functions well in school and has a B+ or A average. He is not just an effective communicator, but is teaching several non-ASL user friends sign language. They reciprocate by tutoring him when needed.

He began to lose his vision gradually, and it became noticeable when he was 7. It was only at this point that he was formally diagnosed with Usher Syndrome 1 – after genetic testing was carried out in his family. Drew retains a little central vision at this point in time – like looking through a narrow tunnel. He uses this vision to watch his interpreter or the whiteboard, or television – but he sits at some distance away to get a wider view of everything. Reading close-up can be challenging as he has to either move his book/iPad, or move his head side to side to see each line. To help with this, he uses apps that highlight text online, or that help him to go quickly from one line to the next. His main challenge at school is participation in gym class. Usher Syndrome affects his balance. Despite this, Drew has learned rock-climbing, and even does some rock-climbing at the rock wall. He loves zip-lining with his family or friends. Drew excels at chess – which he plays with an adapted board.

Drew has two younger sisters whom he now babysits often. He has always been encouraged to fully participate in household daily activities, including chores. He does a really good job with chores that are tactile – such as hand-washing dishes or stacking them neatly in the dish-washer; folding clothes; and organizing a closet. He does find doing laundry challenging since he cannot really tell whether or not a garment is as clean as it should be, or if there are persistent stains. He also finds mowing the lawn difficult – especially if he has to mow in neat lines. He can see the distant area better than he can see what is near his feet. He used to find moving around at night or in dark places was tough, but has learned to use a white cane on those occasions. He connected with the local university's ASL program so he could learn tactile sign – to use in the dark, and anticipating that his vision might still deteriorate. For the same reason, he has also started to learn braille from the itinerant teacher of the visually impaired who visits his school.

He has many friends in school, including students who are in his class (Deaf/HH classroom) as well as in regular education and others who live in his community. Drew is mature and has endearing “people” skills and is not shy to talk to anyone. With the assistance of interpreters, he participates on the school's debate and elocution teams – teaching others that his hands can be as eloquent and convincing as anyone's voice – since his hands are his main “voice”. He also helps out as a student assistant to the school's counselor – interpreting for his Deaf/HH peers, or even just chatting with them on the counselor's behalf.

The skills he has developed and his own self-esteem helped him realize that he needed to go to college to become a counselor. At his last IEP, he asked to take three college-level classes that would relate to his interest in becoming a counselor. He also requested certain additional supports and training from an

Orientation and Mobility instructor, Career Counselor and Technology Support/Augmentative Communication specialist.

Student's Post-Secondary Goals:

Education or Training

After graduation from high school, Drew will attend Western Oregon University and take coursework leading to a major in the area of Counseling. He also intends to obtain a graduate degree in the same discipline.

Employment

After graduation with a Masters in Counseling, Drew will seek an opportunity to gain experience with an organization as an intern before looking for a full-time job/career in counseling. He is willing to move to another state, and actually looks forward to the possibility of this new experience.

Independent Living

Upon entrance to Western Oregon University, Drew will access WOU Disability Services for assistance in note-taking and study partners, and someone to teach him routes around campus. He is looking forward to staying in a university dorm, or a shared apartment near campus.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Drew is a student who has Usher Syndrome. Academically, his work is B+ or A average. However, there are a few things that would help him transition into College and Career:

- Have Drew sign a consent form since indicating that the school district may contact disability services at Western Oregon University.
- An invitation to conference in the file, mailed to an individual in the disability services or WOU
- Contact with both the Commission for the Blind and Vocational Rehabilitation Counselors – not just for support, but to find a deafblind mentor who is a counselor and who may be able to guide Drew. This will also assist him to continue with Orientation and Mobility and Braille services, and facilitate the learning of tactile sign when the need arises.
- Teachers Resource document on Usher Syndrome.
<http://www.oregondb.org/forms/ushersteps.pdf>

Usher Syndrome Resources: Links to a variety of resources and information about Usher Syndrome.

Name/Title: WQ/Case Manager Phone: 541-000-0000
School: _____ Date: _____

Example of Person Centered Plan: Drew

GOAL!!!

Graduate from high school; attend Western Oregon University with courses that will lead eventually to a degree in Counseling. Long term goal - to intern with an agency or hospital; and then perhaps set up a counseling office for himself.

Look forward to working in any of the 50 states



Continue Learning!

- Enroll at Western Oregon University
- Get disability services from WOU for learning about the campus, getting to classes, and opportunities for helping other students and the community.



Graduate from High School

- Work on getting a 4.0 GPA
- Job shadow experiences with Counselor's office
- Be aware of needs to match vision loss - especially to extend school based services in Orientation and Mobility, ASL to tactile sign.



Drew's Plan for his future:

- Read widely on topics related to counseling
- Graduate from High School
- Plan the classes I need to graduate from WOU in counseling
- Visit the Commission for the Blind/VR to find out what they have to offer
- Visit Western Oregon University
- Find out more about human relations and working with people
- Make contact with a mentor who is a counselor and is deafblind
- Learn about other states - to be able to choose one or two as "preferred"