

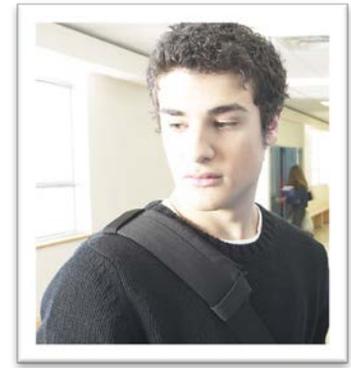
Example: Case Study for Jason

Student: Jason

Disability: **Traumatic Brain Injury**

Student Direction: Community College

Agency Assistance: College Disability Services



This supplemental guide for a student with TBI 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—

Jason, a 17 year old senior, sustained a brain injury when he was 15 years old. A car struck him while he was riding his bicycle. He broke his arm and leg. He also hit his head very hard. The doctors say he sustained a traumatic brain injury. When he came home from the hospital, he needed lots of help, but now he looks fine. In fact, that's part of the problem, especially at school. His friends and teachers think his brain has healed because his broken bones have; but there are changes in Jason that are hard to understand. Jason received early and ongoing help which made a big difference in his recovery. However, doctors cautioned that changes in Jason's physical, thinking and emotional abilities could change over time. Problems can emerge months or years later that may be attributed to the brain injury.

Jason's teachers, coach, specialists, other district staff and Jason's parents, met after Jason returned to school and compared his behavior before the accident and after the accident. The following significant changes were identified:

- Physical changes
 - It takes Jason longer to do things;
 - He has a marked lack of interest in activities he liked before (sports, making good grades, video games).
- Cognitive changes
 - He has trouble remembering things;
 - He can't always find the words he wants to use;
 - He has problems in organizing materials;
 - Reading is hard for him now.
- Behavioral changes:
 - Jason has sudden changes in mood;
 - He has difficulty dealing with unexpected events;
 - He has increased anxiety.

The team decided to refer Jason for a formal evaluation. The evaluation team focused on intellectual, emotional and academic functioning, as well as academic challenges, such as problems in attention, memory and executive function. Jason qualified for special education under the category of Traumatic Brain Injury and has received special education and related services for two years.

Last year the IEP Team started looking at transition services. Jason has never successfully obtained a paid job and even had a hard time fulfilling volunteer hours for school course work.

Jason has recently shown interest in automotive repair. In an effort to help Jason with organization skills and focusing, his father, an antique car collector, bought a 1954 Chevy Bel Air in need of major repair. Jason and his father work on the car during the weekends. Jason has indicated he would like to learn more about car repair and perhaps make it his career.

Age Appropriate Transition Assessment

- Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college.
- Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College.
- Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score.
- Recommend re-administering the AIR at the beginning of 12th grade.

Post-Secondary Goals

Education or Training

- Upon completion of high school, Jason will enroll in Lane Community College and take courses related to Automotive Repair.
- Jason will access Disability Services for assistance in accommodations and other campus resources.

Employment

- After finishing the Automotive Repair courses at LCC, Jason will apply for a job at an automotive repair store.
- Over the summer after graduation from high school, Jason will work at least half-time at a local Automotive Repair Shop.

Independent Living

- Jason will continue to live at home during his college enrollment.

Transition Services

Education and Training Instruction

- Instructional support for organization and study skills
- Assistance with time management
- Accommodations for taking tests
- Assistance in reading fluency and comprehension with additional reading support through Audio-taped texts and books on CDs
- Writing assignments that will help Jason express his thoughts

- Jason will take one introductory course at LCC during the last semester of his senior year

Employment and Other Post School Living Objectives

- Jason will volunteer 4 hours per week at a local automotive shop during his high school senior year to become acquainted with all jobs available.
- Jason will create a resume. He will apply for a summer job after high school graduation at a local automotive shop
- After graduation from high school, Jason will meet with Vocational Rehabilitation (VR) to determine eligibility for rehabilitation services.
- Jason will visit LCC, including a tour through the admissions department and a visit to the Center for Accessible Resources at LCC to become familiar with available resources that will assist him, between the late Spring and early Fall
- Jason will apply for college and disability support services at LCC, no later than December of his senior year in high school.
- Apply for college financial aid

Course of Study

For Jason’s upcoming 12th grade year the courses listed include:

1 st Semester	2 nd Semester
English 12	English 12
Algebra II	Algebra II
Phys Ed.	Computer Science
Computer Science	Study Skills
Study Skills	One introductory course at the community college

Other Agency Involvement

- A consent form filed by the parents allowing the school district to schedule a meeting with community college disabilities coordinator
- A consent form filed by the parents allowing the school district to schedule a meeting with VR regarding eligibility

Annual IEP Goal

- Given a set of activities to complete, Jason will pace himself by using timing instruments to stay focused and be able to complete 90% of the activities at 90% accuracy.
- Given recall tasks that include early prompting and support from the teacher, Jason will answer only those items he knows (no guessing) with 100% accuracy.
- After given an immediate correct response to missed questions, Jason will read the response, write it down, and read it again with 100% accuracy.
- Given a chart of three common moods exhibited by Jason, he will “self-manage” these moods by marking his mood every 15 minutes with 100% accuracy.

Name: Jason

Date Meet again in 2 months

TRANSITION ACTION PLAN

Goals	Obstacles	Plan to Overcome Obstacles	Action Plan: Who/What/When
Increase school attendance.	Not motivated to attend school.	Use positive reinforcement and a morning organizer.	Every week Jason and his parents will use a specific positive behavior management plan with appropriate reinforcements to be issued each Friday.
Be prepared for each class each day.	Trouble getting organized.	Jason will use an organizer provided by the school District.	Twenty minutes before school starts, Jason will prepare his organizer for each class.
Prepare for unexpected events.	Can't plan ahead or make decisions without knowing what could happen. Afraid of unexpected happenings.	When making a decision, Jason will determine what possible results could happen and develop a plan for each result.	With the teacher's support Jason will prepare a chart outlining 1) the decision he needs to make, 2) a list of possible results from the decision, 3) what to do in the event of each result, 4) choose the best result for him.
Develop a new set of interests and leisure time activities.	His interests have changed because he doesn't have the same physical skill sets.	Explore new clubs, sports, social groups, and activities that now interest him.	Meet with the counselor each week to discuss new activities and interests that he would like to explore.

Present Levels of Academic Achievement and Functional Performance

	PRESENT LEVELS OF ACADEMIC ACHIEVEMENT	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
<i>STRENGTHS OF THE STUDENT</i>	<ul style="list-style-type: none"> ▪ Student's GPA is below his capabilities shown by the contrast in his standardized academic test scores 	<ul style="list-style-type: none"> ▪ Student has good communication skills (verbal & written) ▪ Student has good social skills ▪ Student is capable of completing a 2-step direction after an initial prompt ▪ Uses public transportation
<i>EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS</i>	<ul style="list-style-type: none"> ▪ Parents are concerned about: <ul style="list-style-type: none"> ○ lack of interest ○ memory ○ reading ○ anxiety & mood swings ○ organization 	<ul style="list-style-type: none"> ▪ Parents are concerned about: <ul style="list-style-type: none"> ○ memory ○ anxiety & mood swings ○ money management ○ time management
<i>RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION</i>	<ul style="list-style-type: none"> ▪ Jason's daily school work does not demonstrate the same level as his test scores ▪ Test scores indicate Jason's level of performance is within the acceptable range for admission into college ▪ Jason will attend school regularly 	<ul style="list-style-type: none"> ▪ AIRS to be completed by Jason, mom and counselor—meeting scheduled in 3 weeks to discuss results ▪ Jason will volunteer at job site and identify likes and dislikes
<i>NEEDS OF THE STUDENT</i>	<ul style="list-style-type: none"> ▪ Student needs assistance with initiation, organization, reading and memory ▪ A process to help him complete tasks more quickly 	<ul style="list-style-type: none"> ▪ Assistance with organizational skills, memory & time management ▪ Assistance with money management ▪ Increase self-advocacy and seeking assistance as needed
<i>IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM</i>	<ul style="list-style-type: none"> ▪ Student can complete regular education classes with accommodations (additional time, books on cd) ▪ Jason does show a level of fatigue throughout a full school day ▪ Jason needs to 'self-manage' his moods 	<ul style="list-style-type: none"> ▪ Completing a task in a timely manner ▪ Jason needs to seek out assistance when needed ▪ Jason monitors and self-manages his moods on a regular schedule through the day

Examples: IEP DISCUSSION STARTERS

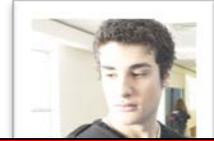
Education or Training

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> <div style="text-align: center;">  </div> <p>Jason</p> <p>Will attend Lane Community College next year.</p>	<p>Jason needs help:</p> <ul style="list-style-type: none"> Contacting LCC Disability Services Applying for Federal Student Financial Aid Determining what courses to take in automotive repair 	<p>Jason needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations for taking tests; <input type="checkbox"/> Assistance in reading fluency and comprehension <input type="checkbox"/> Writing assignments that will help him express his thoughts 	<p>Jason needs:</p> <ul style="list-style-type: none"> More help with organization skills Skills using a planner A process to help him make work and personal decisions An advocate to help him make better behavioral decisions

Transition Planning Summary

Example for JASON



	Student Direction: Community College
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College. Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score. Recommend re-administering the AIR at the beginning of 12th grade.
Post-Secondary Goal: Education or Training	<ul style="list-style-type: none"> Upon completion of high school, Jason will enroll in Lane Community College and take courses related to Automotive Repair. Jason will access Disability Services for assistance in accommodations and other campus resources.
Post-Secondary Goal: Employment	<ul style="list-style-type: none"> After finishing the Automotive Repair courses at LCC, Jason will apply for a job at an automotive repair shop. Over the summer, Jason will work at least half-time at a local Automotive Repair Shop.
Post-Secondary Goal: Independent Living	
Transition Services	Education and Training Instruction <ul style="list-style-type: none"> Instructional support for organization and study skills Assistance with time management Accommodations for taking tests Assistance in reading fluency and comprehension with additional reading support through Audio-taped texts and books on CDs Writing assignments that will help Jason express his thoughts Jason will take one introductory course at LCC during the last semester of his senior year

<p>Transition Services</p>	<p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Jason will volunteer 4 hours per week at a local automotive shop during his high school senior year to become acquainted with all jobs available. • Jason will create a resume. He will apply for a summer job after high school graduation at a local automotive shop • After graduation from high school, Jason will meet with Vocational Rehabilitation (VR) to determine eligibility for rehabilitation services. • Jason will visit LCC, including a tour through the admissions department and a visit to the Center for Accessible Resources at LCC to become familiar with available resources that will assist him, between the late Spring and early Fall • Jason will apply for college and disability support services at LCC, no later than December of his senior year in high school. • Apply for possible college financial aid 	
		<p>12th Grade—1st Semester</p> <p>English 12</p> <p>Algebra II</p> <p>Phys Ed.</p> <p>Computer Science</p> <p>Study Skills</p>
<p>Other Agency Involvement</p>	<ul style="list-style-type: none"> • A consent form filed by the parents allowing the school district to schedule a meeting with community college disabilities coordinator • A consent form filed by the parents allowing the school district to schedule a meeting with VR regarding eligibility 	
<p>Annual IEP Goal</p>	<ul style="list-style-type: none"> • Given a set of activities to complete, Jason will pace himself by using timing instruments to stay focused and be able to complete 90% of the activities at 90% accuracy. • Given recall tasks that include early prompting and support from the teacher, Jason will answer only those items he knows (no guessing) with 100% accuracy. • After given an immediate correct response to missed questions, Jason will read the response, write it down, and read it again with 100% accuracy. • Given a chart of three common moods exhibited by Jason, he will “self-manage” these moods by marking his mood every 15 minutes with 100% accuracy. 	



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)	<i>34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)</i>
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- *Record of student grades throughout high school, indicating a 2.2 average throughout high school (9th through first half of 11th grades) and a statement of how his GPA meets the minimal requirements for entry into community college.*
- *Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range admission into Community College*
- *Summary of student psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score. Recommend re-administering the AIR at the beginning of 12th grade.*

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments	<i>34 CFR 300.320(b)(1)</i>
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Education

- *Upon completion of high school, Jason will enroll in Lane Community College and take courses related to Automotive Repair.*
- *Jason will access Disability Services for assistance in accommodations and other campus resources.*

Employment

- Over the summer, Jason will work at least half-time at a local Automotive Repair Shop.*
- After finishing the automotive Repair courses at LCC, Jason will apply for a job at an automotive repair store.*

<p>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.</p>	<i>34 CFR 300.43</i>
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Education and Training Instruction

- Instructional support for organization and study skills



- Assistance with time management
- Accommodations for taking tests
- Assistance in reading fluency and comprehension with additional reading support through Audio-taped texts and books on CDs
- Writing assignments that will help Jason express his thoughts
- Jason will take one introductory course at LCC during the last semester of his senior year

Employment and Other Post School Living Objectives

- Jason will volunteer 4 hours per week at a local automotive shop during his high school senior year to become acquainted with all jobs available.
- Jason will create a resume. He will apply for a summer job after high school graduation at a local automotive shop
- After graduation from high school, Jason will meet with Vocational Rehabilitation (VR) to determine eligibility for rehabilitation services.
- Jason will visit LCC, including a tour through the admissions department and a visit to the Center for Accessible Resources at LCC to become familiar with available resources that will assist him, between the late Spring and early Fall
- Jason will apply for college and disability support services at LCC, no later than December of his senior year in high school.
- Apply for possible college financial aid

Course of Study: (designed to assist the student in reaching the post-secondary goals)

<u>12th Grade—1st Semester</u>	<u>12th Grade—2nd Semester</u>
English 12	English 12
Algebra II	Algebra II
Phys Ed.	Computer Science
Computer Science	Study Skills
Study Skills	One introductory course at the community college

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.

- A consent form filed by the parents allowing the school district to schedule a meeting with community college disabilities coordinator
- A consent form filed by the parents allowing the school district to schedule a meeting with VR regarding eligibility

Graduation	
Anticipated Graduation Date:	June 2016
<input checked="" type="checkbox"/>	With Regular Diploma
<input type="checkbox"/>	With Modified Diploma
<input type="checkbox"/>	With Extended Diploma
<input type="checkbox"/>	With Alternative Certificate

EXAMPLE OF SOP FOR JASON

Summary of Performance

Student Name Jason Rothberger Birth Date 2/18/98 Student ID# 99999

Attending School South High Case Manager Anne

Anticipated Exit Date June 2016

Summary of Student's Academic Achievement and Functional Performance

Record of student grades throughout high school (9th through first half of 11th grades), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range admission into Community College

Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score.

Recommend re-administering the AIR at the beginning of 12th grade.

Student's Post-Secondary Goals

Education or Training

- Upon completion of high school, Jason will enroll in Lane Community College and take courses related to Automotive Repair.
- Jason will access Disability Services for assistance in accommodations and other campus resources.

Employment

- Over the summer, Jason will work at least half-time at a local Automotive Repair Shop.
- After finishing the Automotive Repair courses at LCC, Jason will apply for a job at an automotive repair store.

Independent Living

- Jason will continue to live with his parents during his enrollment at LCC

Recommendations to Assist Student in Meeting Post-Secondary Goals

Jason is a student who has been diagnosed with TBI. There are a few things that would help him transition into College and Career:

- Contact should be made with the Center for Accessible Resources at LCC
- Jason should meet with a counselor and representative from disability services on campus prior to the first semester to ensure that his college coursework is well-planned
- Work with the disability services to help get accommodations for taking tests and assistance in study skills

Name/Title: Mrs Smith/Case Manager Phone: 503-000-0000
School: Westside High School Date: 2/16/2016

Example of Person Centered Plan—Jason



GOAL!!!

- Go to class, do homework & get better grades
- Look for summer job
- Graduate from High School & Attend the LCC
- Get a job I like working with cars

Continue Learning & Working!

- Attend class & complete homework
- Enroll at LCC for 2nd semester class
- Get disability services for assistance in study skills

What are my Strengths?

- Like to fix cars
- Like connecting with people

Jason's Plan for the Future

- Graduate from High School
- Get a job I like
- Attend at LCC