

Example: Case Study for Susie

Student: Susie

Disability: **Deafblind Multi Disabled**

Student Direction: Assisted work in the community;
Volunteer opportunities, participation in community events

Agency Assistance: Community support, DD Services



This supplemental guide is for a student who has multiple disabilities, including deaf blindness and 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—

Susie is a 14 year old student who is deafblind. She also has additional challenges since the etiology for her deafblindness is CMV (cytomegalovirus). Susie uses a manual wheelchair – but does not have the ability to move it herself. Her central nervous system is affected because of the CMV, and she has a weak immune system. She is tube-fed, and needs oxygen from time to time. She loves to be around people and smiles a lot. Her academics revolve around her daily functional routines and learning to communicate via real objects, concrete symbols, a few gestures and signs, and switch devices.

Susie has a younger brother, Chase, and an older sister, Carrie, who is at Community College. When at home, Carrie involves Susie in chores – e.g., having Susie move a broom or mop with both of them holding the handle. Hand-under-hand, Susie and Carrie press the buttons on the microwave oven, wipe dishes, mix batter for cookies, and even press down on the NutriBullet to make shakes. Chase, who is 7, also knows how to involve Susie, showing her bright new apps on his iPad, or how his toy snake vibrates and moves.

Susie's mother works part-time at the local grocery store. Her dad works in the appliance section of Sears. Susie loves visiting the grocery store as well as visiting her dad in Sears. She does not mind how busy it is as she enjoys being around people, although sudden loud sounds startle her and noisy crowds overload her senses. At the grocery store, she will “visit” the manager's office and watch through the large “window” as everyone scurries around, and her mother works at the checkout counter. Her residual vision may not be clear, but she can distinguish her mother from the other blurry human beings!

Although Susie's parents know that she will probably not obtain a degree from college, they plan on her going to the Community College and being included in classes that involve hands-on activities such as horticulture. Since she likes water, they are looking at volunteer (or paid) activities such as at a community swimming pool, washing toys at a children's museum at the end of the day, or assisting in cleaning out their small town's public fountain. They plan on assisting Susie to live in an annex at their home, with a room-mate who will have rent-free space in exchange for helping Susie be included in home and community activities.

Age Appropriate Transition Assessment

- Record of student’s progress in learning functional routines and completing tasks as independently as possible, the key being participation.
- Using the Communication Matrix, a record of the student’s communication system – both receptive and expressive. <http://www.communicationmatrix.org/>
- Video record of student’s interactions with persons in the community, including at places like grocery stores, parents’ office, the local post office, church, the bowling alley, the local mall, school football or other sports/games.
- Video record of student’s activities that might be included in a video job-resume of the type of tasks she does, and what level of assistance she needs.
- A statement by her parents and siblings, gathered during an informal interview, recorded on the IEP regarding her interests and preferences.
- A filled out “Home Talk” manual which gives an outline of Susie’s life, including important medical information, information about her likes/dislikes, IEP information, activities in which she has been involved, and – in general – who Susie is. <http://designtolearn.com/uploaded/pdf/HomeTalk.pdf>
- Information from a Person Centered Planning process on the student’s likes/dislikes, and choices.
- Information on preferred sensory modalities, using tools such as
 - Assessing Communication and Learning <http://designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf>
 - Learning Media Assessment: <http://tsbvi.edu/publications/1037-learning-media-assessment-a-resource-guide-for-teachers-2nd-ed>

Post-Secondary Goals

Education or Training

After graduation from high school, Susie will attend the local Community College and participate in practicum sessions of classes on horticulture, animal science, and music.

Employment

After graduation from high school, Susie will work as a volunteer or a paid member of a community organization such as Walmart or Goodwill.

Independent Living

Susie will live in the annex of her parents’ home, with a renter who will live with her rent-free in exchange for being a support service person (SSP) to Susie.

Transition Services

Education and Training Instruction

- Charted routines that include the student's communication modes as communication within the routines
- Assistance from a paraprofessional trained as an intervener and who has expertise in deafblindness
- Medical assistance from someone who can monitor her medical issues
- Audio and visual apps on iPad and computer that are visible and audible at a level that is motivating and/or useful to Susie
- Augmentative communication device with simple activation component such as a head switch or one that can be easily activated by a light hand movement
- Achievements to be gauged by Susie's attainment in items mentioned above
- Instruction in Orientation and Mobility skills that will best transfer to other situations in Susie's community

Employment and Other Post School Living Objectives

- With an intervener's guidance:
 - job shadow experiences
 - leisure and hobby opportunities
 - inclusion in community events, and
 - opportunities to be more independent of family
- Visit the local community college between the late spring and early fall to determine which coursework provides the most meaningful and functional practicum opportunities.
- Part time employment at the children's museum
- Apply for assistance from DD Services/Find out when to apply
- Apply for college and disability support service (a Support Service Person or an Intervener). Since SSPs are few, it may take a while to find the most suitable person.

Course of Study

Susie's next three-six years in a school district setting should concentrate on:

- Her various modes of communication – and how best to communicate with persons around her
- Use of a simple augmentative communication device that can be activated either by a head movement, or a light touch from her hand
- Mastering functional routines that will provide a base for post-school life
- Learning basic orientation techniques
- Learning and using mobility skills such as trailing, directions, turns
- Community activities – including what to do in a grocery store, the local bowling alley, YMCA swimming pool, restaurants, church events, summer camp participation (e.g. Camp Attitude where she has attended each year and tried out a variety of activities such as hot air balloons, floating on a raft, hiking trails: <http://www.campattitude.com/>)

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Communication at School • Simple Augmentative Communication • Functional Living • Basic Orientation • Basic Mobility 	<ul style="list-style-type: none"> • Communication in Community • Augmentative Communication activated by head movement • Functional Routines • Orientation-Part II • Mobility-Trailing, directions, turns 	<ul style="list-style-type: none"> • Communication in Community-Part II • Augmentative Communication-devices • Community Activities <ul style="list-style-type: none"> ○ Leisure ○ Functional

Other Agency Involvement

- Legal guidance for Susie’s parents to become her guardians at age 18.
- Connect parents to Families and Community Together (FACT) and their Parent Training initiative
- Local Community College or University which will allow for an innovative program to be created for Susie to attend their institution
- DD Services involvement to create opportunities for work, community involvement and leisure
- VR involvement WITH the DD services activities
- Commission for the Blind involvement to continue what was being done in school to meet Susie’s travel needs, her community involvement, and the possibility of working at a job-site on a task(s) suited to her
- Commission for the Blind and Helen Keller National Center summer programs for help in a broad-based evaluation/needs assessment leading to post school life activities.

Annual IEP Goal

Susie will work towards transition to post-school locations by working on the following:

- Susie will focus her attention on someone or something for 10 or more minutes at a time with 80% accuracy
- Susie will reach for calendar items on the wall or counter – placed at her wheelchair level -- every time she goes through a routine with 100% accuracy
- Susie will identify 2 new toys or other objects every month with 80% accuracy by hitting one of two switches
- Susie will indicate “stop” by raising her hand when she reaches a “stopping location” on a specific route she is practicing, with 100% accuracy
- Susie will use an augmentative communication to communicate with persons around her with 90% accuracy
- Susie will master one new tactile sign vocabulary word each month with 80% accuracy

Present Levels of Academic Achievement and Functional Performance

	PRESENT LEVELS OF ACADEMIC PERFORMANCE	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
STRENGTHS OF THE STUDENT	Susie attends to an increasing number of things – visually and tactually – IF they are motivating to her.	Susie enjoys being with people and interacting with them. She smiles a lot. She enjoys music, vibration, being read to, and dressing up in clothes that feel good on her skin.
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS	<p>Susie’s parents want her to master the routines that will get her from place to place, and activity to activity.</p> <p>They want her to learn the communications inherent in each routine.</p> <p>They want to attend for an increasing amount of time (Currently 10 minutes max)</p>	<p>Concerns:</p> <p>People should be aware of her tactile defensiveness, and not touch her unnecessarily, especially on her face. When they do, they need to ask permission.</p> <p>Be aware of loud noises or situations that are too loud or just too cluttered visually or otherwise – since that will cause her to shut out the environment by falling asleep and not attending to what is going on around her.</p>
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION	<p>The most recent evaluations</p> <ul style="list-style-type: none"> • An Orientation and Mobility assessment that indicates the need to learn to trail while being wheeled – either through a device or her hand; the need to learn and anticipate turns within a building while on a specific route • An Augmentative Communication evaluation which indicated that she should continue with the simple and non-technical augmentative communication she already uses, as well as a simple head switch 	<ul style="list-style-type: none"> • Susie is learning to trail walls in the hallways using a light-weight paint-roller. She still needs some prompting and some hand under hand assistance. • She uses the head-switch device, but not consistently, and sometimes only when prompted to respond • Susie’s intervener uses the FM system in situations where there are distractions – e.g., a lot of children in a classroom.
NEEDS OF THE STUDENT	Susie needs to be given the opportunity to respond – i.e. a pause in information or questioning. Although other children can prove to be distracting, it is important to get Susie’s attention before attempting to teach her or involve her in an activity	Susie will sometimes respond by being very still – showing she is attending, or that she is trying to work through something in her mind. Pausing helps her to complete her thought process.
IMPACT OF DISABILITY WITH CHILD’S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM	Susie is able to access the general education curriculum by participating in “read out loud” sessions in her class. She is also able to participate in simple work involving shapes (square, triangle, sphere, etc.), and in simple and concrete fractions	Social skills and socializing with her general education peers is something she does, and enjoys. On occasions, she will “share” her service dog with her classmates – while they learn when it is appropriate to interact with a service dog.

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>Susie who has multi-disabilities is planning to go on to post-secondary education</p> 	<ul style="list-style-type: none"> • Finding out who can put together an innovative course for Susie – and perhaps others like her • Writing a simple curriculum • Finding a college or university who will allow this to occur • College tuition • Personal living skills • Finding jobs and leisure activities in the community that are appropriate • Assistive technology that meets her needs • With assistance complete college/vocational school application forms • With assistance complete financial aid forms • Consider how to hire an SSP or intervener 	<ul style="list-style-type: none"> • Type of Diploma working toward 	<ul style="list-style-type: none"> • Social functions of literacy emphasized. See: http://documents.nationaldb.org/products/literacy.pdf • Consider other literacy sites for ideas for Susie: <ul style="list-style-type: none"> • Paths to Literacy: http://www.pathstoliteracy.org/ • NCDB literacy site: http://literacy.nationaldb.org/ • Wonderbaby sites – blogs and pinterest: https://www.pinterest.com/wonderbabyorg/

Transition Planning Summary Example for SUSIE



	Student Direction: Assisted work in the community
Age Appropriate Transition Assessment	
Post-Secondary Goal: Education or Training	After graduation from high school, Susie will attend the local Community College and participate in practicum sessions of classes on horticulture, animal science, and music.
Post-Secondary Goal: Employment	After graduation from high school, Susie will work as a volunteer or a paid member of a community organization such as Walmart or Goodwill.
Post-Secondary Goal: Independent Living	Susie will live in the annex of her parents' home, with a renter who will live with her rent-free in exchange for being a support service person (SSP) to Susie.

<p>Transition Services</p>	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Charted routines that include the student's communication modes as communication within the routines. • Assistance from a paraprofessional trained as an intervener and who has expertise in deafblindness. • Medical assistance from someone who can monitor her medical issues • Audio and visual apps on iPad and computer that are visible and audible at a level that is motivating and/or useful to Susie. • Augmentative communication device with simple activation component such as a head switch or one that can be easily activated by a light hand movement. • Achievements to be gauged by Susie's attainment in items mentioned above • Instruction in Orientation and mobility skills that will best transfer to other situations in Susie's community. <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • With an intervener's guidance: <ul style="list-style-type: none"> ○ job shadow experiences ○ leisure and hobby opportunities ○ inclusion in community events, and ○ opportunities to be more independent of family • Visit the local community college between the late spring and early fall to determine which coursework provides the most meaningful and functional practicum opportunities. • Part time employment at the children's museum • Apply for assistance from DD Services/Find out when to apply. • Apply for college and disability support service (a Support Service Person or an Intervener). Since SSPs are few, it may take a while to find the most suitable person.
<p>Course of Study</p>	<p>Susie's next three-six years in a school district setting should concentrate on:</p> <ul style="list-style-type: none"> • Her various modes of communication – and how best to communicate with persons around her. • Use of a simple augmentative communication device that can be activated either by a head movement, or a light touch from her hand. • Mastering functional routines that will provide a base for post-school life • Learning basic orientation techniques. • Learning and using mobility skills such as trailing, directions, turns. • Community activities – including what to do in a grocery store, the local bowling alley, YMCA swimming pool, restaurants, church events, summer camp participation (e.g. Camp Attitude where she has attended each year and tried out a variety of activities such as hot air balloons, floating on a raft, hiking trails: (http://www.campattitude.com/)



<p>Course of Study</p>	<table border="1"> <thead> <tr> <th data-bbox="440 222 776 258">Year 1</th> <th data-bbox="776 222 1157 258">Year 2</th> <th data-bbox="1157 222 1503 258">Year 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 258 776 512"> <ul style="list-style-type: none"> • Communication at School • Simple Augmentative Communication • Functional Living • Basic Orientation • Basic Mobility </td> <td data-bbox="776 258 1157 512"> <ul style="list-style-type: none"> • Communication in Community • Augmentative Communication activated by head movement • Functional Routines • Orientation-Part II • Mobility-Trailing, directions, turns </td> <td data-bbox="1157 258 1503 512"> <ul style="list-style-type: none"> • Communication in Community-Part II • Augmentative Communication-devices • Community Activities <ul style="list-style-type: none"> ○ Leisure ○ Functional </td> </tr> </tbody> </table>	Year 1	Year 2	Year 3	<ul style="list-style-type: none"> • Communication at School • Simple Augmentative Communication • Functional Living • Basic Orientation • Basic Mobility 	<ul style="list-style-type: none"> • Communication in Community • Augmentative Communication activated by head movement • Functional Routines • Orientation-Part II • Mobility-Trailing, directions, turns 	<ul style="list-style-type: none"> • Communication in Community-Part II • Augmentative Communication-devices • Community Activities <ul style="list-style-type: none"> ○ Leisure ○ Functional
	Year 1	Year 2	Year 3				
<ul style="list-style-type: none"> • Communication at School • Simple Augmentative Communication • Functional Living • Basic Orientation • Basic Mobility 	<ul style="list-style-type: none"> • Communication in Community • Augmentative Communication activated by head movement • Functional Routines • Orientation-Part II • Mobility-Trailing, directions, turns 	<ul style="list-style-type: none"> • Communication in Community-Part II • Augmentative Communication-devices • Community Activities <ul style="list-style-type: none"> ○ Leisure ○ Functional 					
<p>Other Agency Involvement</p>	<ul style="list-style-type: none"> • Legal guidance for Susie’s parents to become her guardians at age 18. • Connect parents to Families and Community Together (FACT) and their Parent Training initiative • Local Community College or University which will allow for an innovative program to be created for Susie to attend their institution • DD Services involvement to create opportunities for work, community involvement and leisure • VR involvement WITH the DD services activities • Commission for the Blind involvement to continue what was being done in school to meet Susie’s travel needs, her community involvement, and the possibility of working at a job-site on a task(s) suited to her • Commission for the Blind and Helen Keller National Center summer programs for help in a broad-based evaluation/needs assessment leading to post school life activities. 						
<p>Annual IEP Goal</p>	<p>Susie will work towards transition to post-school locations by working on the following:</p> <ul style="list-style-type: none"> • Susie will focus her attention on someone or something for 10 or more minutes at a time with 80% accuracy • Susie will reach for calendar items on the wall or counter – placed at her wheelchair level --every time she goes through a routine with 100% accuracy • Susie will identify 2 new toys or other objects every month with 80% accuracy by hitting one of two switches • Susie will indicate “stop” by raising her hand when she reaches a “stopping location” on a specific route she is practicing, with 100% accuracy • Susie will use an augmentative communication to communicate with persons around her with 90% accuracy • Susie will master one new tactile sign vocabulary word each month with 80% 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>
--	--

- *Record of student's progress in learning functional routines and completing tasks as independently as possible, the key being participation.*
- *Using the Communication Matrix, a record of the student's communication system – both receptive and expressive.*
<http://www.communicationmatrix.org/>
- *Video record of student's interactions with persons in the community, including at places like grocery stores, parents' office, the local post office, church, the bowling alley, the local mall, school football or other sports/games.*
- *Video record of student's activities that might be included in a video job-resume of the type of tasks she does, and what level of assistance she needs.*
- *A statement by her parents and siblings, gathered during an informal interview, recorded on the IEP regarding her interests and preferences.*
- *A filled out "Home Talk" manual which gives an outline of Susie's life, including important medical information, information about her likes/dislikes, IEP information, activities in which she has been involved, and – in general – who Susie is.*
<http://designtolearn.com/uploaded/pdf/HomeTalk.pdf>
- *Information from a Person Centered Planning process on the student's likes/dislikes, and choices.*
- *Information on preferred sensory modalities, using tools such as*
 - *Assessing Communication and Learning* <http://designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf>
 - *Learning Media Assessment:* <http://tsbvi.edu/publications/1037-learning-media-assessment-a-resource-guide-for-teachers-2nd-ed>

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

Education

After graduation from high school, Susie will attend the local Community College and participate in practicum sessions of classes on horticulture, animal science, and music.

Employment

After graduation from high school, Susie will work as a volunteer or a paid member of a community organization such as Walmart or Goodwill.

Independent living skills (where appropriate)
--



Susie will live in the annex of her parents' home, with a renter who will live with her rent-free in exchange for being a support service person (SSP) to Susie.

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

- *Charted routines that include the student's communication modes as communication within the routines*
- *Assistance from a paraprofessional trained as an intervener and who has expertise in deafblindness*
- *Medical assistance from someone who can monitor her medical issues*
- *Audio and visual apps on iPad and computer that are visible and audible at a level that is motivating and/or useful to Susie*
- *Augmentative communication device with simple activation component such as a head switch or one that can be easily activated by a light hand movement*
- *Achievements to be gauged by Susie's attainment in items mentioned above*
- *Instruction in Orientation and mobility skills that will best transfer to other situations in Susie's community*

Employment and Other Post School Living Objectives

- *With an intervener's guidance:*
 - *job shadow experiences*
 - *leisure and hobby opportunities*
 - *inclusion in community events, and*
 - *opportunities to be more independent of family*
- *Visit the local community college between the late spring and early fall to determine which coursework provides the most meaningful and functional practicum opportunities.*
- *Part time employment at the children's museum.*
- *Apply for assistance from DD Services/Find out when to apply.*
- *Apply for college and disability support service (a Support Service Person or an Intervener). Since SSPs are few, it may take a while to find the most suitable person.*

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

34 CFR 300.320(b)(2)

Susie's next three-six years in a school district setting should concentrate on:

- *Her various modes of communication – and how best to communicate with persons around her*
- *Use of a simple augmentative communication device that can be activated either by a head movement, or a light touch from her hand*
- *Mastering functional routines that will provide a base for post-school life*
- *Learning basic orientation techniques*
- *Learning and using mobility skills such as trailing, directions, turns*

Community activities – including what to do in a grocery store, the local bowling alley, YMCA swimming pool, restaurants, church events, summer camp participation (e.g. Camp Attitude where she has attended each year and tried out a variety of activities such as hot air balloons,

floating on a raft, hiking trails: <http://www.campattitude.com/>)

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • <i>Communication at School</i> • <i>Simple Augmentative Communication</i> • <i>Functional Living</i> • <i>Basic Orientation</i> • <i>Basic Mobility</i> 	<ul style="list-style-type: none"> • <i>Communication in Community</i> • <i>Augmentative Communication activated by head movement</i> • <i>Functional Routines</i> • <i>Orientation-Part II</i> • <i>Mobility-Trailing, directions, turns</i> 	<ul style="list-style-type: none"> • <i>Communication in Community-Part II</i> • <i>Augmentative Communication-devices</i> • <i>Community Activities</i> <ul style="list-style-type: none"> ○ <i>Leisure</i> ○ <i>Functional</i>

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)

- *Legal guidance for Susie’s parents to become her guardians at age 18.*
- *Connect parents to Families and Community Together (FACT) and their Parent Training initiative*
- *Local Community College or University which will allow for an innovative program to be created for Susie to attend their institution*
- *DD Services involvement to create opportunities for work, community involvement and leisure*
- *VR involvement WITH the DD services activities*
- *Commission for the Blind involvement to continue what was being done in school to meet Susie’s travel needs, her community involvement, and the possibility of working at a job-site on a task(s) suited to her*
- *Commission for the Blind and Helen Keller National Center summer programs for help in a broad-based evaluation/needs assessment leading to post school life activities.*

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area: 34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):
Susie will work towards transition to post-school locations by working on the following objectives:

- *Susie will focus her attention on someone or something for 10 or more minutes at a time with 80% accuracy*
- *Susie will reach for calendar items on the wall or counter – placed at her wheelchair level --every time she goes through a routine with 100% accuracy*
- *Susie will identify 2 new toys or other objects every month with 80% accuracy by hitting one of two switches*
- *Susie will indicate “stop” by raising her hand when she reaches a “stopping location” on a specific route she is practicing, with 100% accuracy*
- *Susie will use an augmentative communication to communicate with persons around her with 90% accuracy*
- *Susie will master one new tactile sign vocabulary word each month with 80% accuracy*



Summary of Performance

Student Name: Susie Jones Birth Date: 1.30.2002 Student ID# 991095

Attending School Baylor High School Case Manager Gretel Minor

Anticipated Exit Date 07/22 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Susie is a 14 year old student who is deafblind. She also has additional challenges since the etiology for her deafblindness is CMV (cytomegalovirus). Susie uses a manual wheelchair – but does not have the ability to move it herself. Her central nervous system is affected because of the CMV, and she has a weak immune system too. She is tube-fed, and needs oxygen from time to time. She loves being right in the middle with people, and smiles a lot. Her academics revolve around her daily functional routines and learning to communicate via real objects, concrete symbols, a few gestures and signs, and switch devices.

Susie has a younger brother, Chase, and an older sister, Carrie, who is at Community College. When at home, Carrie involves Susie in chores – e.g., having Susie move a broom or mop with both of them holding on to these. Hand-under-hand, Susie and Carrie press the buttons on the microwave oven, wipe dishes, mix batter for cookies, and even press down on the NutriBullet to make shakes. Chase, who is 7, also knows how to involve Susie, showing her bright new apps on his iPad, or how his toy snake vibrates.

Susie's mother works part-time at the local grocery store. Her dad works in the appliance section of Sears. Susie loves visiting the grocery store as well as visiting her dad in Sears. She does not mind how busy it is as she enjoys being around people, although sudden loud sounds startle her and noisy crowds overload her senses. At the grocery store, she will "visit" the manager's office and watch through the large "window" as everyone scurries around, and her mother works at the checkout counter. Her residual vision may not be clear, but she can distinguish her mother from the other blurry human beings!

Although Susie's parents know that she will probably not obtain a degree from college, they plan on her going to the Community College and being included in classes that involve hands-on activities such as horticulture. Since she likes water, they are looking at volunteer (or paid) activities such as at a community swimming pool, washing toys at a children's museum at the end of the day, or assisting in cleaning out their small town's public fountain. They plan on assisting Susie to live in an annex at their home, with a room-mate who will have rent-free space in exchange for being creative about Susie be included in home and community activities.

Student's Post-Secondary Goals:

Education and Training

After graduation from high school, Susie will attend the local Community College and participate in practicum sessions of classes on horticulture, animal science, music.

Employment

Susie will work as a volunteer or a paid member of a community organization such as Walmart, Goodwill, or wherever she can practice her specific skills.

Independent Living

Susie will live in the annex of her parents' home, and take in a renter who will live with her rent-free in exchange for being a support service person (SSP) to Susie.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Early and ongoing contact with other agencies:

- *Legal guidance for Susie's parents to become her guardians at age 18.*
- *Connect parents to Families and Community Together (FACT) and their Parent Training initiative*

- *Local Community College or University which will allow for an innovative program to be created for Susie to attend their institution*
- DD Services involvement to create opportunities for work, community involvement and leisure*
- VR involvement WITH the DD services activities*
- *Commission for the Blind involvement to continue what was being done in school to meet Susie's travel needs, her community involvement, and the possibility of working at a job-site on a task(s) suited to her*
- Commission for the Blind and Helen Keller National Center summer programs for help in a broad-based evaluation/needs assessment leading to post school life activities.*

Ensure the transition goal/objectives are met:

Susie will work towards transition to post-school locations by working on the following:

- She will pay attention to someone or something for 10 or more minutes at a time*
- *She will reach out for calendar items on the wall or counter – placed at her wheelchair level -- each time she goes through a routine*
- Susie will explore 2 new toys or other objects, until they become familiar to her -- every month*
- *Susie will indicate "stop" when she reaches a destination on a specific route she is practicing, where she is expected to stop*
- Susie and her educational team (including her parents) will explore 1 new community setting each month before she transitions out of school*
- *Susie will use augmentative communication – a switch, booklet, or i-pad app that will assist her to communicate with persons around her*
- She will continue to add words to her tactile sign vocabulary of a minimum of one new sign a month*

Name/Title: Gretel Minor/Case Manager Phone: 503-000-0000
 School: Baylor High School Date: 2/16/2016

Example of Person Centered Plan: Susie



GOAL!!!

Graduate from Baylor High School; attend Western Oregon University and/or Chemeketa Community College for specially modified and adapted practicum in hands-on subjects such as horticulture.

Graduate from High School

- Work on routines, plus communication
- Communication modes to help reach out socially
- Orientation and mobility - limited techniques



Continue Learning!

- Enroll at Western Oregon University and/or Chemeketa
- Get disability services for SSP assistance through the university or college

Susie's Plan for her future:

- Continue to learn to communicate and building a system
- Graduate from school
- Acquire experiences through community activities and college/university participation
- Work or participate in leisure activities in the community