

Case Study for Alex



Student: Alex

Disability: Autism

Student Direction: Technical School

Agency Assistance: Vocational Rehabilitation

History

Alex is a 17-year-old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

He is diligent and methodical in completing the varied tasks assigned to him. Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Alex is intimidated by his boss because he knows that the boss can fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated this fact, making him afraid to talk to his boss. Also, Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. As a result, instead of speaking to his boss, Alex usually tells problems or concerns to his school job coach who visits Alex at the job site each week. The job coach is concerned that Alex will not ask for help if an emergency occurs, and that a certain level of communication between Alex and his boss is necessary to develop a good working relationship. The boss views Alex as a valuable employee and is willing to provide opportunities for Alex to develop appropriate communication skills. The boss has also expressed an interest in employing Alex for more hours per week after graduation, if he continues to develop his business skills.

Alex's mother has expressed that she will support her son in his job at Office Depot by helping him work on skills that are needed for the job, but she believes that he will need support to be successful in this employment setting, especially when new tasks are assigned. She knows that after Alex graduates, his school job coach will stop visiting him at work, so she can't depend on his continued help. Currently, Alex has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.

Age Appropriate Transition Assessment

A formal observation form completed by Alex's employment specialist and immediate supervisor at Office Depot, regarding his first month of employment, demonstrates Alex's ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned tasks in a timely manner. Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers. These results suggest that Alex is on track with meeting his postsecondary goal of employment. Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.

Alex scored below basic in reading, math, and writing on the state exit exam; however, his scores on the Weschler Intelligence Test suggest that Alex's academic functioning should be within the average range. Results of the Vineland Adaptive Behavior Scale suggest that Alex is functioning below average in communication and socialization and above average in the areas of daily living and motor skills.

Post-Secondary Goals

Education or Training

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work-related math skills and to advance his career in business.

Employment

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

Independent Living

Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication and social skills so that he can find appropriate living quarters with roommates.

Transition Services

Education and Training Instruction

- Self-advocacy skills instruction
- Personal banking instruction
- Work related social skills instruction
- Computer skills (word-processing, data entry) instruction

Education and Training Related Service

- Speech language services to increase oral language fluency

Employment and Other Post School Living Objectives

- Work hours (for credit) in the school district business department
- After school paid work experience in the business office of Office Depot
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

Functional Vocational valuation

- Completing a computation/ business math skill inventory
- Completing an office skill inventory

Course of Study

2018

- Work Study I
- Business Math I
- Community Living
- Computer Applications I

2019

- Work Study II
- Business Math II
- Community Living
- Computer Applications II

Other Agency Involvement

- Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office
- Invitation to conference for a representative from the VR agency
- Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team

Annual IEP Goal

Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.

Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.

Present Levels of Academic Achievement and Functional Performance


	PRESENT LEVELS OF ACADEMIC PERFORMANCE	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
STRENGTHS OF THE STUDENT	Alex reads grade level texts independently. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math.	He is diligent and methodical in completing the varied tasks assigned to him. His behavior is appropriate at his afterhours work place. He is punctual each day, and he is willing to stay late when needed. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column.
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS		Alex's mother believes that he will need support to be successful in an employment setting, especially when new tasks are assigned. Alex has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION	<p>Alex scored below basic in reading, math, and writing on the state exit exam.</p> <p>His scores on the Weschler Intelligence Test suggest that Alex's academic functioning should be within the average range.</p>	<p>Results of the Vineland Adaptive Behavior Scale suggest that Alex is functioning below average in communication and socialization and above average in the areas of daily living and motor skills.</p> <p>A formal observation form completed by Alex's employment at Office Depot, demonstrates Alex's ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned tasks in a timely manner.</p> <p>Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers.</p> <p>Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.</p>
NEEDS OF THE STUDENT	Alex needs additional help in reading, math and writing. Specifically, Alex needs help with reading comprehension and oral	Alex needs more help communicating with supervisors. He needs a process to help him manage the time it takes to complete tasks.

	expression .	He also needs help learning to ask for assistance, if needed, when he is faced with a new task
<i>IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM</i>	Alex cannot complete regular education math classes without modifications and will graduate with a modified diploma.	Alex has difficulty with communication and oral expression. Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. This has an impact on his social skills with his peers in a general education classroom

Examples: IEP DISCUSSION STARTERS

Technical Training / Work

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
For the young person with a disability who needs some assistance when moving into the World of work or in retaining a job	<ul style="list-style-type: none"> On-the-job training Job seeking skills training Job placement Resume preparation Assistance with independent living Short-term job coaching Counseling and guidance 	<ul style="list-style-type: none"> Adequate skills in reading, writing, and math Interview, write resumes, and cover letters Search jobs online Good computer skills Operate various tools such as cash register and other tools for calculation of items or money. 	<ul style="list-style-type: none"> Punctuality Manage a daily schedule Taking orders from others Transfer learning from one job to another Make simple work-related decisions Work six-eight hours a day Problem solving skills Use public transportation
<p>Example:</p>  <p>Alex will attend ITT Technical Institute.</p>	<p>Alex needs help:</p> <ul style="list-style-type: none"> Contacting a business establishment to seek on-the-job training Preparing an appropriate resume Contacting Vocational Rehabilitation to seek counseling and guidance 	<p>Alex needs:</p> <ul style="list-style-type: none"> Additional help in reading, math and writing Help learning to search jobs online Help interviewing for a job. 	<p>Alex needs:</p> <ul style="list-style-type: none"> More help communicating with supervisors A process to help him manage the time it takes to complete tasks Help to ask for assistance, if needed, when he is faced with a new task

Transition Planning Summary Example for Alex



	Student Direction: Technical School
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> • Alex scored below basic in reading, math, and writing on the state exit exam. • His scores on the Weschler Intelligence Test suggest that Alex's academic functioning should be within the average range. • Results of the Vineland Adaptive Behavior Scale suggest that Alex is functioning below average in communication and socialization and above average in the areas of daily living and motor skills. • A formal observation form completed by Alex's employment at Office Depot, demonstrates Alex's ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned tasks in a timely manner. • Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers. • Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area. • After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff. His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column.
Post-Secondary Goal: Education or Training	<p>After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work-related math skills and to advance his career in business.</p>
Post-Secondary Goal: Employment	<p>After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.</p>
Post-Secondary Goal: Independent Living	<p>Upon completion of high school, with the assistance of the Springfield OVRS Office, Alex will develop better communication and social skills so that he can find appropriate living quarters with roommates.</p>

<p>Transition Services</p>	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Self-advocacy skills instruction • Personal banking instruction • Work related social skills instruction • Computer skills (word-processing, data entry) instruction <p>Education and Training Related Service</p> <ul style="list-style-type: none"> • Speech language services to increase oral language fluency <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Work hours (for credit) in the school district business department • After school paid work experience in the business office of Office Depot • Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services) • Voter registration <p>Functional Vocational Evaluation</p> <ul style="list-style-type: none"> • Completing a computation/ business math skill inventory • Completing an office skill inventory 	
<p>Course of Study</p>	<p>2018</p> <ul style="list-style-type: none"> • Work Study I • Business Math I • Community Living • Computer Applications I 	<p>2019</p> <ul style="list-style-type: none"> • Work Study II • Business Math II • Community Living Computer
<p>Other Agency Involvement</p>	<ul style="list-style-type: none"> • Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office • Invitation to conference for a representative from the VR agency • Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team 	
<p>Annual IEP Goal</p>	<p>Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.</p> <p>Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site.</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)	
<ul style="list-style-type: none"> • <i>Alex scored below basic in reading, math, and writing on the state exit exam.</i> • <i>His scores on the Weschler Intelligence Test suggest that Alex's academic functioning should be within the average range.</i> • <i>Results of the Vineland Adaptive Behavior Scale suggest that Alex is functioning below average in communication and socialization and above average in the areas of daily living and motor skills.</i> • <i>A formal observation form completed by Alex's employment at Office Depot, demonstrates Alex's ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned tasks in a timely manner.</i> • <i>Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers.</i> • <i>Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.</i> • <i>After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff. His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column.</i> 	
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments	
34 CFR 300.320(b)(1)	
Education	
<i>After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work-related math skills and to advance his career in business.</i>	
Employment	
<i>(Training Goal) After finishing high school, Alex will engage in further on the job training in order to increase his hours at Office Depot.</i>	
<i>After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.</i>	
Independent living skills (where appropriate)	
<i>Upon completion of high school, with the assistance of the Springfield OVRS Office, Alex will develop better communication and social skills so</i>	

that he can find appropriate living quarters with roommates.

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. **34 CFR 300.43**

Education and Training Instruction

- Self-advocacy skills instruction
- Personal banking instruction
- Work related social skills instruction
- Computer skills (word-processing, data entry) instruction

Education and Training Related Service

- Speech language services to increase oral language fluency

Functional Vocational Evaluation

- Completing a computation/ business math skill inventory
- Completing an office skill inventory

Employment and Other Post School Living Objectives

- Work hours (for credit) in the school district business department
- After school paid work experience in the business office of Office Depot
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

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

34 CFR 300.320(b)(2)

2018

- Work Study I
- Business Math I
- Community Living
- Computer Applications I

2019

- Work Study II
- Business Math II
- Community Living Computer

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. **300.321(b)(3)**

- Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office
- Invitation to conference for a representative from the VRagency
- Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team

Annual Academic and Functional Goals and Objectives

Goal Area:

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

Annual Measurable Goal (including conditions and frequency):

Objectives (if needed):

Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.

Goal Area:

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

Annual Measurable Goal (including conditions and frequency):

Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site.

EXAMPLE OF SOP FOR ALEX

Summary of Performance

Student Name: Alex Jones Student ID#:304236 Birth Date 4/10/1996
Attending School: Mid-County High School Anticipated Exit Date 06/2014
Case Manager _Jory Hamish

Summary of Student's Academic Achievement and Functional Performance:

Alex is a 17-year-old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

Student's Post-Secondary Goals:

Education and Training

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school and take a business math class to improve his work-related math skills and to advance his career in business.

Employment

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

Independent Living

Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Springfield OVRs Office to determine Alex's Counselor. That person should be in close contact with the place of business.

Communication: Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. One person in authority should be designated his "friend" so that he can communicate freely with that person, especially about issues of safety.

Self-direction: He is diligent and methodical in completing the varied tasks assigned to him.

Work Skills: His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Interpersonal Skills: Alex may be intimidated by people in authority because he knows that they can fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated on this fact, making him afraid to talk to people in authority. Alex should be encouraged to have good communication with people in authority and he should be assured that his job is not easily in jeopardy.

Name/Title: Sara Whittington/Case Manager Phone: 541-123-4567

School: Mid-County High School Date: 4/17/2014

Example Person Centered Plan: Alex

Alex's Transition Plan:

1. Practice Reading
2. Work at Home Depot part time
3. Talk to Springfield OVRs about communicating better
4. Graduate from South Eugene High School
5. Go to ITT Technical School

GOAL!!!

Alex is graduated, employed and ready to live independently in the community.

Enroll in Springfield OVRs

- Develop better communication skills!



Continue Learning!

- Enroll in ITT Technical Institute
- Study business



Work at OFFICE DEPOT

- Work part time –10 hrs per wk until I graduate
- After graduation work 20 hours per week



Graduate from South Eugene High School

- Practice Reading
- Take more math classes

