

Case Study 1

Student History

Brian lived with his family and had a job supported by a job coach in the community. He had turned 18 this year, and his transition specialist and family agreed that they needed to meet to refine the plan for his transition from school to adult roles. Brian indicated through his communication board that he would like to participate in the planning meeting. His transition specialist asked Brian and his parents to indicate who should attend the meeting. His parents and transition specialist generated a list of potential participants, and Brian indicated through a yes/no response to those persons he wanted to include. He also added two of his friends.

A meeting was held that included Brian's parents, his sister, his special education teacher, one of general education teachers, his job coach, the transition specialist, and two of his friends. The purpose of the meeting was to establish a vision for Brian's future related to employment, postsecondary education, independent living, community involvement, and personal-social relationships. The consensus of the group was that Brian really enjoyed working as a copy clerk assistant. He hoped he would not have to go to school again in the near future. He wanted to eventually move into an apartment and attend sporting events, movies, and concerts. He hoped to maintain his friendships with other young men in his Circle of friends group. The transition specialist generated a list of assessment questions related to the vision established during this meeting. The questions included the following:

- What skills are needed to succeed as a copy clerk assistant, live on one's own, attend spectator events in the community, and maintain friendships?
- What skills did Brian have relevant to employment as a copy clerk assistant, living on his own, attending spectator events in the community, and maintaining friendships?
- What were the missing pieces that Brian needed in order to be successful at work, in an apartment, during spectator events, and in maintaining friendships?
- What skills was Brian likely to learn in his last three years of education that would be related to his goals?
- What support services was Brian going to need to be able to be successful in his future environments?

The participants in the planning meeting brainstormed a list of skills that were most likely needed to succeed as a copy clerk assistant; to live in an apartment; to attend sporting events, movies, and concerts; and to maintain friendships. Brian's transition specialist offered to validate the list by meeting with someone who supervises copy clerk assistants. Brian's special education teacher volunteered to meet with the supervisor of a supported living program in the community to validate the independent living list. Brian's parents asked to meet with an occupational and recreational therapist to validate the list of skills for spectator events. Brian's friends volunteered to talk to other friends to determine what skills are needed to maintain friendships. The group then agreed to get together again to discuss their findings and plan how to assess Brian's skills related to these areas.

A second meeting was held in which each modified list of skills was presented and the group, including Brian, rated Brian on the skills. Brian has several skills in each area along with some needs. The group then talked about which need areas could be translated into educational objectives and which needs would require ongoing support. From this list, an IEP and a list of potential agency linkages was generated.