

Case Study 3

Student History

Nate is 18 years old. He lives with his parents and two sisters. Nate uses a communication board to express his basic needs and has some functional signs. He cannot understand abstract concepts. He uses a wheelchair for mobility. He has some acting-out behaviors when he is bored. He is patient with others who cannot understand his attempts to communicate. He has attended the neighborhood school since he was 12 years old and attends activities monthly with friends he made through a Circle of Friends program offered by his school. He participates in Special Olympics and enjoys being with age-appropriate peers. Nate has participated in some supported work experience in the community and seems to enjoy productive activity. He likes to watch videos and has used some of the money he has earned to rent movies. He also likes to listen to music. Nate can feed himself but needs assistance toileting.

Transition Assessment

Nate's special education teacher organized a meeting with Nate and his family. After conferring with Nate and his family, she also invited Nate's neighbor, who provides respite care twice weekly, and one of the neighborhood peers who spends the most time with Nate. Nate's occupational, physical, and speech therapists also attended the meeting. Using a person-centered planning system, the teacher asked those who attended Nate's meeting what their dreams for Nate were, what their fears were, who Nate really was, his gifts, his needs, and what an ideal school day would be for Nate, especially related to readying him for making transition from school to the community.

The team decided that it was important for Nate to live in the community, have a job that he enjoys, and maintain social relationships. Nate was described as a person who enjoys friends and needs help with daily living activities such as dressing, getting around the community, preparing meals, and shopping. The group also talked about Nate's need to be busy and his enjoyment of feeling productive. He was described as fun loving, liking music and sports, eager, wanting to learn, being good at art, loving, and liking people around. The group felt that Nate's remaining time in school should be spent preparing him for the next environment to which he would most likely move. Because he does not generalize easily, his day should be spent in community-based experiences.

Assessment Results

The results of the person-centered planning activity revealed that Nate needed to be prepared to go to work and live in the community. Because of his level of independent functioning, he would need ongoing support in all of his environments through supported employment, supported living situations, and special transportation. His learning style required that he be taught in the community in order to prepare him for after school and that adult service agency involvement would be necessary.

Transition Planning

Nate's family discussed possible adult agencies that could provide services for Nate as he made the transition from school to adult living. They agreed that they needed to involve the local vocational rehabilitation counselor and a representative from the County Developmental Disabilities Service Center. Nate's school experience would need to include opportunities for

supported employment, community-based experiences related to daily living skills, and speech and language, occupational therapy, and physical therapy services.

Statement of Needed Transition Services

The following statement of needed transition services was developed during Nate's IEP meeting:

Nate will continue working on alternate curriculum standards for the majority of the day and will enroll in electives at his high school. Nate and his parents will contact the Vocational Rehabilitation Office to begin the process of intake for services. Nate and his parents will contact three supported living centers to determine the options available to Nate for independent living. Nate will continue to work with a job coach in the community in a variety of job settings for three hours each day to increase his vocational skills and to determine which job he is most interested in. Nate will also participate in daily living activities in the community such as shopping, laundry, and using public transportation at least 5 hours each week. Nate will continue to participate in the Circle of Friends group and Special Olympics.

Annual Goals and Objectives

Nate's parents and his teacher developed goals and objectives for two of the areas listed in the statement of needed transition services.

- *Annual Goal:* Nate will increase his vocational skills by increasing his production rate.
- *Short-Term Objective:* Nate will increase his production rate on a job related to light industry by 10% over baseline during a 2-week period.
- *Short-Term Objective:* Nate will increase his production rate on a job related to clerical tasks by 10% over baseline during a 2-week period.
- *Short-Term Objective:* Nate will increase his production rate on a job related to the service industry by 10% over baseline during a 2-week period.
- *Annual Goal:* Nate will demonstrate the ability to shop in a grocery store.
- *Short-Term Objective:* Given a picture grocery list with five items on it, Nate will find four out of five items within a 30-minute period in a grocery store near his home during three consecutive visits.
- *Short-Term Objective:* Nate will make a grocery list containing five items from food pictures and/or from coupons.
- *Short-Term Objective:* Nate will purchase a soft drink from a machine independently on 2 consecutive days.