

Case Examples

Demarcus

Disability: Autism Spectrum Disorder (ASD)

Preferred Post-Secondary Pathway: Technical School

Work Agency Assistance: Vocational Rehabilitation



At-a-Glance History:

Demarcus is a 17-year-old student with ASD. He receives special education services at his local area high school. At school, Demarcus currently receives instruction both in the classroom and in a work experience in the front office of his high school to improve his vocational and social skills. He is projected to graduate from high school with a regular diploma in 2024. Last summer, Demarcus participated in a paid, 6-week summer work experience at Office Depot through a summer grant program.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (*34 CFR 300.320(a)(1)*):

Student's overall strengths, interests, and preferences:	<i>34 CFR 300.43(a)(2)</i>
Demarcus follows multi-step directions and works independently. He is meticulous and detail-oriented with his work. Demarcus enjoys working with computers and is able to learn new computer skills quickly.	
Demarcus' interests include playing video games on his computer. Reading books on science fiction and fantasy, and helping his dad fix things around the house are things he enjoys.	
Demarcus prefers working individually on projects and tasks at school rather than working in a group. He prefers to have his days highly structured with a written schedule available for him to refer to. He also likes to check in with a teacher when starting an assignment so that he knows he is on the right track.	

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	<i>34 CFR 300.324(a)(1)(ii)</i>
Demarcus' mother believes that he will need support to be successful in an employment setting, especially when new tasks are assigned. Demarcus currently has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting. Demarcus has a Services Coordinator from the County Developmental Disabilities Program, and receives Case Management Only services.	

Present level of academic achievement (i.e. reading, writing, mathematics, etc.), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1); 300.324(a)(iii)

Narrative and Supporting Data:

Demarcus is organized and remains self-regulated with the use of a daily schedule. He currently uses a visual daily schedule with assistance from his special education teacher, developing the schedule along with assignments that are due each day. With the use of this schedule, Demarcus is diligent and methodical in completing the varied tasks assigned to him. During the next year, Demarcus will learn to use his smart device to keep track of his daily schedule, due dates for assignments and other required daily tasks with more independence.

Demarcus reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. He currently reads with approximately 75% comprehension with difficulties noted in inferential and drawing conclusion types of questions. In elementary and middle school, Demarcus participated in general education math courses and maintained a B average. In high school, he has been successful with a basic algebra class and geometry. He has shown interest in applying math skills to technical math classes and skills he will use on a job.

Demarcus' disability effects his communication skills with others in the classroom. For example, if unsure how to proceed in a lesson, he will sit idly in his seat with occasional glances toward the teacher until a teacher notices him rather than proactively approaching the teacher with his question. When asked to participate in group activities such as cooperative learning, Demarcus will take part but not actively contribute to a discussion unless asked a direct question. He needs continued work on developing skills to proactively communicate with others, ask questions when needed and learn how to contribute to a group conversation.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc.), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

Narrative and Supporting Data:

Demarcus received positive job reviews from his job experience summer job coach and immediate supervisor at Office Depot (completed August 2022). They noted Demarcus' ability to stay on task and perform to the standards required by all Office Depot employees.

The only area mentioned as needing improvement was Demarcus' overall

communication skills. This is an area related to his disability that prevents him from full success not only in the classroom, but also on a job site. Demarcus is timid around others he does not know well. He also knows that at times people do not understand his speech, so he avoids talking to people he does not know well. As a result, Demarcus did not interact with other employees or his supervisor at his summer internship. The summer job coach stated in an evaluation that there is a concern that Demarcus will not ask for help if an emergency occurs. A certain level of communication between Demarcus and his boss is necessary to develop a good working relationship. The Office Depot supervisor said she would consider employing Demarcus after high school graduation and recommended he continue to develop his business and communication skills by enrolling in postsecondary business training classes.

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)

- Demarcus completed a business employment skill inventory in the 10th grade that suggests he has many of the prerequisite skills to pursue a career in this area.
- Demarcus took a Business 101 Career and Technical Education (CTE) course in 10th grade and observations of him in the classroom indicated he enjoyed the class.
- Demarcus scored below basic in reading, math, and writing on the state exit exam (completed April 2022)
- Scores on the Weschler Intelligence Test (February 2022) suggest that Demarcus' academic functioning is within the average range.
- Results of the Vineland Adaptive Behavior Scale (February 2022) suggest that Demarcus is functioning below average in communication and socialization and average in the areas of daily living and motor skills.
- In an informational interview with an Educational Assistant (June 2022), Demarcus indicated that he would like to live on his own after graduation. He might want to get his driver's license and plans to get help from his older brother to manage his money.

APPROPRIATE, MEASURABLE POST-SECONDARY GOALS BASED UPON AGE-APPROPRIATE TRANSITION ASSESSMENT

34 CFR 300.320(b)(1)

Training

Three months after exiting from school services, Demarcus will enroll at ITT Technical Institute and take two business-related math classes to improve his work-related math skills and to advance his career in business.

Education
See above.
Employment
After exiting school services, Demarcus will work part time in the business department of a local office supply store with initial supports provided through Vocational Rehabilitation.
Independent living skills (where appropriate)
After exiting school services, Demarcus will live in an apartment with or without roommates with support from Lane Independent Living Alliance (LILA).

<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> <p style="text-align: right;"><i>34 CFR 300.43(a)(2)</i></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 (e.g., 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 and social communication <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Work hours (for credit) in the High School Office • After school paid work experience in the business office of Office Depot • Interview with adult agency staff regarding potential future needs (e.g., self-support, tax form completion assistance, transportation services) • Voter registration • Establish connection with Lane Independent Living Alliance <p>Functional Vocational Evaluation</p> <ul style="list-style-type: none"> • Complete a computation/business math skill inventory • Complete an office skills inventory
<p>Courses of Study: (designed to assist the student in reaching the postsecondary goals)</p> <p style="text-align: right;"><i>34 CFR 300.320(b)(2)</i></p>
<p>Demarcus' overall course of study should focus on math, business, and computer courses to build his skills for his desire to work in the business department at Office Depot after graduation. He should also participate in classes designed to build his independent living skills including social skills and self-advocacy as well as classes</p>

necessary for graduating. The following classes should be of priority during the next two school years:

2023

Work Study II
 Business Math II
 Healthy Living
 Computer Applications I
 English II

2024

Community Based Internship
 Personal Finance
 Paths 2 Future for Young Men (P2FYM)
 (Social Skills and Self-Advocacy)
 Computer Applications II

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)

- Signed consent by Demarcus’ father for the local school district to communicate with the Vocational Rehabilitation Services office and County Developmental Disabilities Program.
- Vocational Rehabilitation flyer and website links/information provided to the family.
- Developmental Disabilities Service Coordinator attended IEP meeting and provided family with information about services available to Demarcus.

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area: Communication

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

Annual Measurable Goal (including conditions and frequency):

By 5/15/24, when participating in his school supported internship, Demarcus will communicate his needs/ask for help when needed from his supervisor 90% of the time as observed by teacher/supervisor. Baseline from previous work experience was 50% of the time.

Objectives (if needed):

10/01/2023 – Demarcus will communicate needs/ask for needed help 60% of the time.

01/15/2024 – Demarcus will communicate needs/ask for needed help 70% of the time.

03/15/2024 – Demarcus will communicate needs/ask for needed help 80% of the time.

Related Content Standard(s), if applicable:

How progress will be measured:

One time per week, the job coach will observe Demarcus at his work site for a 1-hour period of time. The number of times Demarcus proactively asked for help and/or communicated his needs when needing to do so, will be documented.

How progress will be reported, including frequency:

34 CFR 300.320(a)(3)(i)

Progress will be recorded weekly and reported at the end of each school quarter.

Other Potential Goal:

- By 5/15/24, given a teacher-created money management scenario, Demarcus will increase use of Excel spreadsheets, and create spreadsheets using money management software with 85% accuracy.

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.

	<p>PLANNING</p>	<p>ACADEMIC SKILLS</p>	<p>FUNCTIONAL SKILLS</p>
<p>For the young person with a disability who needs some assistance when moving into the world of work or in obtaining a job.</p>	<ul style="list-style-type: none"> • On the job training • Job seeking skills • Job placement • Resume preparation • Assistance with independent living • Short term job coaching • Counseling and guidance 	<ul style="list-style-type: none"> • Skills in reading, writing, and math • Interview, write resumes, and cover letters • Search jobs online • 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 • Follow directions • Communicate needs effectively • Transfer learning from one job to another • Make simple work related decisions • Stamina for working 4-8 hours a day • Problem solving skills
<p>EXAMPLE: After exiting school services Demarcus will work part time in the business department of a local office supply store with initial support provided through Vocational Rehabilitation.</p>	<p>Demarcus may need:</p> <ul style="list-style-type: none"> • Off-campus internship • Completing a resume • Support to get connected with Vocational Rehabilitation and a job developer • Developmental Disabilities support to understand social security benefits when he turns 18 	<p>Demarcus may need:</p> <ul style="list-style-type: none"> • Support and instruction to prepare for any college placement tests • Specially-designed instruction to support math skills in financial planning 	<p>Demarcus may need:</p> <ul style="list-style-type: none"> • Support and instruction in how to use a daily calendar on his phone • Social skills instruction to be able to ask for help or clarification • A Universal Tech Tool, like a timer, to manage his time on task