

# Case Examples

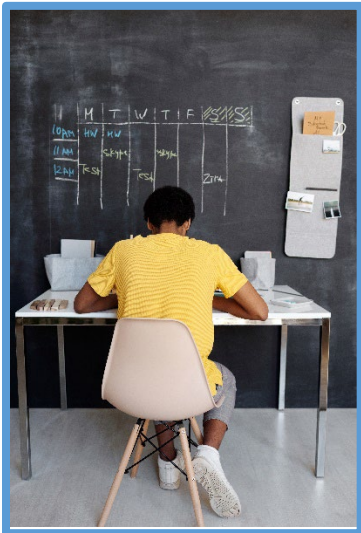
## CASE EXAMPLES-INTRODUCTION

The ability to apply the concepts presented in the Oregon Transition Handbook is essential to building a strong transition plan including the Transition IEP. To help in this process, three case studies are available via a link to look at how the information in the Handbook is applied to three transition-age students with varying disabilities. These case studies can be found online at the TTAN website at <https://transitionoregon.org>.



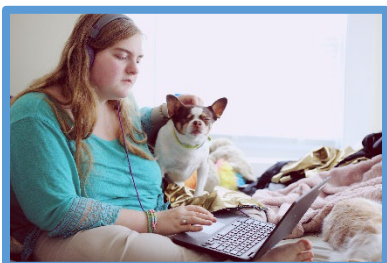
### Daniel

- An 18-year-old student with an intellectual disability and an orthopedic impairment.
- Communicates desires and needs through pictures and picture symbols on his personal electronic device.
- Parents feel it is important that Daniel spend his time working to the best of his ability so that he gains skills and feels a sense of accomplishment in his life.



### Demarcus

- A 17-year-old student identified with Autism Spectrum Disorder (ASD).
- Reads grade level material independently with weaknesses noted in reading comprehension.
- Working on developing better communication skills so as to be better understood by others and increase social and business interactions.
- Participated in a paid, 6-week summer work experience at Office Depot and expressed that he liked working there and getting a paycheck.
- Currently enrolled in Case Management only services through the County Developmental Disability Program.



### Allison

- 18-year-old student with a specific learning disability in reading and written expression.
- She is very social who has a number of friends with interests both inside and outside of school.
- Has some difficulty managing her time and requires assistance with turning assignments in on time and staying organized.
- Allison's future goals are to attend college to obtain a degree in child development.