

Case Study 2: Student History

When Nicole was in eighth grade and preparing to enroll in high school, she was told about classes offered to juniors and seniors that involved art and jobs. It caught her attention because she always enjoyed art but never thought about being able to work as an artist. Nicole was a sophomore in high school now, and the IEP meeting was 2 months away. Nicole was also working with her special education teacher and guidance counselor on her schedule for the next year. She wanted to enroll in a graphic arts class at the area vocational-technical school next year.

Transition Assessment

Nicole's special education teacher suggested that Nicole needed to think beyond high school to decide whether or not the graphic arts program fit into her overall plan. Her teacher asked her to do an informal assessment activity in which Nicole has to write down what she wanted to do immediately after high school five years later, and ten years after that. She also asked Nicole what her ideal job would be, where she wanted to live, and how much money she thought she would need to be able to afford the life style she desired. Her teacher suggested that Nicole complete some vocational interest and aptitude assessments. The teacher also contacted the graphic arts teacher and arranged a meeting so that Nicole and she could determine what skills Nicole would need to be successful in the graphic arts class. The special education teacher worked with the graphic arts teacher to develop a curriculum-based assessment checklist of skills Nicole would be expected to develop through the graphic arts class, in order to determine which skill development activities would require additional support or accommodations. The graphic arts teacher reminded Nicole that she needed to submit a portfolio of artwork before being admitted to the class. Nicole completed an informal transition survey that tasked her to assess her own skills related to being able to live on her own. Nicole's foster parents completed the survey as well.

Assessment Results

When Nicole completed the activity that asked her what she wanted to do after high school, she indicated that she hoped to finish her training within two years after high school and begin working. By the fifth year out of high school, she wanted to have a full-time job and believing on her own. At the ten-year mark she hoped to be married and living in a house she and her husband owned in the town where she grew up. She knew that if she got married she and her husband would probably both have to work. She also completed interest and aptitude assessments. Both assessments revealed a good match between her stated interest and her assessed interests and aptitudes. Nicole asked her current art teacher to evaluate her skills on the CBVA checklist. She also asked her English teacher to complete the CBVA checklist. Her art teacher felt that Nicole needed extra time to complete assignments, needed to be more careful about the condition of her final work, and needed some work in measurement skills. She felt that, with accommodations, Nicole would have no trouble achieving the items on the checklist. Her English teacher felt that Nicole needed to be more organized and had some trouble translating thoughts to written work. Through the transition survey that Nicole and her foster parents completed, the areas that appeared to need work were budgeting and time management. The results of the assessment were included in the present level of performance statement on the IEP.

Transition Planning

From the results of her assessment, Nicole and her teacher concluded that the graphic arts program through the area vocational-technical school would a good option for her. Nicole's life

goals suggested that a tech prep two-plus-two program in the area of graphic arts would meet her long-range goals. Nicole had no information related to postsecondary options and needed to contact the local technical college to find out about the graphic arts program. Nicole would work with her high school art teacher to determine reasonable accommodations in order for her to be successful. Her special education teacher suggested that Nicole work on organization and time management strategies while in the special education resource room. She also suggested that Nicole review linear measurement skills. To strengthen her money-management skills, Nicole decided that she wanted to take a class called applied math, which teaches consumer skills and budgeting.

Statement of Needed Transition Services

Nicole's statement of needed transition services was developed based on her assessment results and planning. It read

Nicole will continue enrollment in a technical college preparatory curriculum and will take electives in the area of art. Nicole has identified the area of graphic arts as her career interests. She will work with her guidance counselor to apply for admission to the area vocational-technical program. Nicole will work with her high school art teacher to assemble a portfolio for submission at the time of application. Nicole has invited the admissions counselor and graphic arts teacher to attend her IEP meeting. She will also arrange a meeting with a representative from the local technical college to receive admission information for the postsecondary graphic arts program. Nicole needs to work on money-management skills in order to meet her goal of living independently. Through special education, Nicole will work on time-management and organization skills. She will also complete a review unit on linear measurement.

Annual Goals

The annual goals included in Nicole's IEP related to time-management and organizational skills and measurement.

- *Annual Goal:* Nicole will complete an assignment log for each of her classes that lists all of her assignments and due dates, and indicate the date each assignment was turned in.
- *Annual Goal:* Nicole will demonstrate the use of linear measurement.