



Student's Name: _Taylor – Case Study #1

Has a comprehensive vocational evaluation been administered? Yes No

CEC 10 Transition Services Planning (Beginning at **age 14**, or younger)

Desired Post School Outcomes

Employment: Automotive shop

Post-Secondary Education/Training: Work study program

Independent/Supported Living: Independent living skills

Community Involvement: Big Brothers / Big Sisters

CEC 10 Transition Service Needs

Grade: 9 Course of Study: General Ed with accommodations and modifications / Resource Math & English / Gateway prep / life skills

Grade: 10 Course of Study: General Ed with accommodations and modifications / Resource Math & English / Gateway prep / life skills

Grade: 11 Course of Study: General Ed with accommodations and modifications / Resource Math & English / Gateway prep / life skills

Grade: 12 Course of Study: General Ed with accommodations and modifications / Resource Math & English / Gateway prep / life skills

CEC 10 Transition Services (Beginning at **age 16**, or younger)

Service Area	Need Yes/No	Activities/Strategies (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Responsibilities
Instruction: 1. Taylor will pass classes required to exit high school with a regular diploma 2. Taylor will utilize 2 post-secondary services	Yes Yes Yes	1A. Complete homework 1B. Meet with graduation coach 1C. Attend classes regularly 1D. Take required standardized tests 2A. Meet with graduation coach to discuss possible options 2B. Meet with Vocational Rehabilitation counselor to discuss services	1A. Taylor, Classroom Teacher 1B. Taylor, Graduation Coach 1C. Taylor, Parents 1D. Taylor, Case Manager 2A. Taylor, Graduation Coach 2B. Taylor, VR counselor
Related Services: 1. Taylor will apply to an automotive work study program at school 2. Taylor will research 3 automotive instructional programs. 3. Taylor will work part-time during the school year. 4. Taylor will obtain a driver's license contingent on a curfew	Yes Yes Yes	1A. Meet with a vocational specialist to discuss placement in program and requirements. 1B. If accepted, utilize vocational services as needed in class 2A. Inquire about opportunities and requirements of automotive instructional programs 3A. Work 15 hours a week during the school year 4A. Attend driving classes at school 4B. Make a mutual decision on a time to be home every night	1A. Taylor, vocational specialist 1B. Taylor, vocational specialist 2A. Taylor, Job Supervisor 3A. Taylor, Job Supervisor 4A. Taylor, parents 4B. Taylor, parents

<p>Community Experiences:</p> <p>1. Taylor will attend a mentoring program (BBBS) once a week for 25 weeks</p> <p>2. Taylor will volunteer in his community for 15 hours</p>	<p>Yes</p> <p>Yes</p>	<p>1A. Research mentoring programs within the area and inquire about the requirements</p> <p>1B. Contact a representative from a mentoring program chosen and proceed with commitment</p> <p>2A. Research volunteer programs within the community such as summer camp</p> <p>2B. Use a calendar to schedule times and days of volunteer service</p>	<p>1A. Taylor, Graduation coach, Case manager</p> <p>1B. Taylor, Graduation Coach, Case manager</p> <p>2A. Taylor, Graduation Coach, Career counselor</p> <p>2B. Taylor</p>
<p>Employment & Post-school Adult Living Objectives:</p> <p>1. Taylor will obtain a promotion with his current employer</p> <p>2. Taylor will research independent living options.</p>	<p>Yes</p> <p>Yes</p>	<p>1A. Discuss progress at work with employer</p> <p>1B. Determine areas of improvement needed for promotion</p> <p>1C. Complete a self-evaluation form every 4 weeks and share with employer and case manager</p> <p>2A. Look through newspaper ads and choose three possible living options</p> <p>2B. Take a field trip to visit apartments or subsidized living</p>	<p>1A. Taylor, employer</p> <p>1B. Taylor, employer</p> <p>1C. Taylor, employer, case manager</p> <p>2A. Taylor, case manager</p> <p>2B. Taylor, case manager</p>
<p>Daily Living Objectives: (if appropriate)</p> <p>1. Taylor will learn to manage his finances effectively</p> <p>2. Taylor will be responsible to complete work at home 90% of the time.</p>	<p>Yes</p> <p>Yes</p>	<p>1A. Call a bank to schedule an appointment to discuss opening a checking account</p> <p>1B. Develop and follow a budget</p> <p>2A. Complete a weekly regular schedule of household chores without being asked</p> <p>2B. Will make a list of tasks to accomplish at home and perform the tasks such as cooking, menu planning, shopping, etc. with 100% independence</p>	<p>1A. Taylor, parents</p> <p>1B. Taylor, parents</p> <p>2A. Taylor, parents</p> <p>2B. Taylor, parents</p>
<p>Functional Vocational Evaluation: (if appropriate)</p> <p>1. Taylor will complete a career preference inventory</p> <p>2. Taylor will complete a self-determination scale</p>	<p>Yes</p> <p>Yes</p>	<p>1A. Take an career interest inventory</p> <p>1B. Take a career evaluation system</p> <p>2A. Take the Enderle-Serversen Transition Scale</p>	<p>1A. Taylor, case manager</p> <p>1B. Taylor, case manager</p> <p>2A. Taylor, case manager</p>

Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend: _____

If the student was not in attendance, how were the student's preferences and interests considered? (Check all that apply.)

___ Student interview ___ Student survey ___ Student portfolio ___ Vocational Assessments ___ Interest Inventory ___ Other: _____