

Stuart Dent Case Study

TRANSITION SERVICES: IEP REQUIREMENTS

Student Name: *Stuart Dent*

Transition Services must begin not later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. Transition Services must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) needed to assist the child in reaching those goals.

ASSESSMENTS

Training: ASVAB, ASSET, AzCIS, *Transition Planning Inventory*, Redrock High School Website (Committee teacher report), Redrock High School Yearbook (Committee teacher report), CTE teacher (Information Technology teacher report), **Art teacher report**, *Transition Planning Inventory*, parent and student reports

Education: *Woodcock-Johnson II, AIMS, AzCIS, Report Cards, Progress Reports, IEPs, Yearbook teacher report, Football Coach Interview, ASSET, ASVAB*, parent and student reports, summary of prior courses of study and coordinated activities

Employment: *AzCIS, ASVAB, Yearbook teacher report, Work Personality Profile, BRIGANCE: Employability Skills Inventory*, parent report, student interview, summary of prior courses of study and coordinated activities

Independent Living Skills: *(if IEP team determined a need in this area, list assessment(s) used that supports the decision to include Independent Living)*

STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

Information about the student's strengths, preferences, and interests were provided by:

- Student Parent(s) and/or Family Members School Staff
 Service Agency (_____) Other (_____)

Stu is a very sociable and outgoing young man who gets along well with peers and adults. He enjoys photography, graphic design and working with his mother in her studio. Stu also enjoys collecting sports memorabilia and sports cards. Based on Stu's community college assessment test scores (ASSET/COMPASS), Stu's academic skills in reading and writing place him in college level classes. Stu's ASVAB AFQT score of 80 is also an indication that he could do well in postsecondary education/training environments, such as pursuing an Associate's degree in Digital Arts at a community college. Reports from the art and yearbook teachers indicate Stu has strength in creative art. Stu completed 3 of 4 activities identified in last year's transition services activities. Additionally, he earned a B or better in all coursework, indicating strengths related to his MPGs

POST SECONDARY GOALS

- Training/Education Employment Independent Living

After graduation, *Stu will enroll full time at a Community or Junior college to complete training in Digital Arts and obtain an Associate's Degree in Applied Science.*

After graduation, *Stu will work full-time w/ benefits as a graphic arts designer for ABC Company in the marketing department.*

Statement of Transfer of Rights at the Age of Majority §300.520

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court appointed guardian).

Yes, Date: March 18, 20?? (by the 17th Birthday)

Guardianship legally held by other _____

Transition Services Activities

Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction	<i>Considered, but no needs at this time.</i>			
Community Experience	<i>Stu will make contact with the Disability Services office. Stu will work with his mother in her photo lab to further develop his skills.</i>	<i>School & Stu's mother, DSR</i>	August 09	May 10
Employment	<i>Resume preparation, mock interviewing practice, research career field, work with school job developer and parents to seek part-time job in a studio or publishing company.</i>	<i>School, job developer, parents and Stu</i>	January 10	May 11
Adult Living	<i>School web design committee activities, Yearbook committee activities (classroom, campus events during and after school), Seek eligibility for RSA as senior</i>	<i>Student, Parents</i>	August 11	May 12
Daily Living Skills	<i>No needs in this area.</i>			
Functional/ Vocational	<i>Maintain a daily planner for time management, Retake the ASVAB. ASSET and AzCIS</i>	<i>Stu, his mother, and resource teacher</i>	August 09	May 12
Related Services	<i>No needs in this area.</i>			
Other	<i>Stu will contact the school counselor to complete information for scholarships and admittance to XYZ community colleges.</i>	<i>Stu with teacher and school counselor assistance</i>	August 09	May 12

COURSES OF STUDY

	School Year: 09 – 10	School Year: 10 – 11	School Year: 11 – 12	School Year: 12 – 13
Language Arts	English I	English II*	English III	English IV
Math	Pre Algebra	Algebra I-A	Algebra I-B	
Science/ Foreign Language	Earth Science	Biology	Physical Science	Advance Computer Applications
Social Studies/ Humanities	US History	World History	Transition Class	World Geography
Health & PE/ Elective	Health & PE	Photography	Journalism	Photography studio work experience (off campus)
Elective	Yearbook I	Yearbook II	Yearbook III	Yearbook IV
Elective	Intro to Computers	Computer Applications I	Computer Applications III	

ADDITIONAL EDUCATIONAL INFORMATION

School Year 10-11: English II coursework includes instruction in completing a resume and applications
 School Year 11-12: Transition Class assignment will explore design field
 School Year 12-13: Advance Computer Applications includes a unit about working as a graphic designer