

TRANSITION MODULE - ASSESSMENT

Case Scenario

Todd, a fifteen year old male in the tenth grade, has been identified for special education services with an emotional and behavior disorder and a specific learning disability in reading. Todd currently attends his regular education high school as a sophomore where he is involved in classes with his typical peers and is only "pulled-out" for special education services for reading and writing. Beginning in middle school, Todd has had a difficult time with displaying off-task behavior and absenteeism. When asked why he doesn't seem to want to participate in his classes, Todd says that school is, "boring and doesn't interest him at all." He has often added, "What's the point I'll probably end up living with my parents the rest of my life anyway." However, Todd has expressed his desire to live on his own with a roommate when he is older many times.

In school Todd has always done well in his science classes and has expressed an interest in working with animals. On several occasions, Todd has also shared that he would really like to get a job when he is 16 years old like his big brother. Todd's teachers have told Todd that he probably will not be able to get a job like his brother but that he could find something else to do like working in the school cafeteria or volunteering to work with the school janitor.

When looking back at Todd's previous IEP meetings in middle school, Todd has not been involved in the meetings at all. Further, the classes Todd has been enrolled in, including his high school electives, have had little to do with Todd's strengths, interests, and goals. Todd's parents think this is why he skips classes and is off-task often. Todd's mother has been suggesting that he be included in an animal science class, however, his teachers continuously say that such a class would be too difficult for him. Todd's mother would like for him to obtain a job. She thinks it will give him some interest, passion, and he can start to understand the concept of saving money. His mother and father are also a little scared about having him work because they are worried that he may lose his job and experience failure. They think this may ruin his impression of work for the future. At this point, Todd's parents are relying solely on the teachers' recommendations.

Todd is now turning 16 years old and will be mandated to have transition-planning infused into his IEP. His next IEP is scheduled in two months and is in need of some serious post-secondary transition-based planning.

Questions

1. After reviewing the entire Transition module, what are some "red flags" that you see with Todd's story?
2. What post-secondary goals might you write for Todd at his IEP? (Be sure to address the following three areas: (1) education/training; (2) career; and (3) Independent living).
3. Please apply the material from the chapters on Rob's Story, Self-Determination, Transition-Planning, and Student Empowerment to this case scenario. Using what you learned from these chapters, what changes could Todd 's team make to promote a successful transition into adulthood?
4. After observing the video excerpt by Dr. Bassett titled "Overcoming Obstacles," in the "I Wonder" section, what practices will you employ for Todd and his team to insure they are able to overcome such obstacles?