

Case Study: Eileen

A. Case Background

Name: Eileen

Age: 17

Disability category: Learning disability

Race/ethnicity: White

Pertinent family characteristics:

- Lives with mother and father
- Mother and father do not have college degrees

Likely employment/further education settings: College

Likely living arrangements: Dormitory

B. Key Features of the Case

The following statements are provided to assist the reader in understanding the key features and context of this case:

- Eileen is a first-generation college student.
- Higher education is an appropriate setting for her.
- She will benefit from the use of various natural and provided supports in college and, later, in her job.
- She will need to obtain financial support to attend college—this transition need relates more to the family in general.
- Her parents completed a Home Preferences and Interests Form. This form, when completed, provides school-based personnel with a feel for how Eileen's parents are looking at the transition of their daughter.
- The primary transition planning areas needing further assessment and specific planning are
 - Functional Communication: reading and writing
 - Further Education/Training: study skills

C. Scenario

Eileen is a 17-year-old student with learning-related problems. At different times, she has been diagnosed with a learning disability, dyslexia, and attention-deficit/hyperactivity disorder. Her school experience has been difficult and can be characterized as full of inconsistencies and frustration. At times, her behavior has been interpreted as laziness and carelessness by her teachers.

Eileen wants to attend college away from home. She is very interested in living in a dorm and getting into the college lifestyle. College is a realistic option for her because she is prepared for the content demands of higher education and has taken the coursework required for entry into college. Her parents did not attend college, so the process of selecting, applying, and getting

ready for college is a new experience for the entire family. Financial support will be necessary for Eileen and her family.

Eileen does not have major difficulties in the area of daily living skills. She is very competent in a wide range of skills needed to perform everyday duties around the house. She has a driver's license and will have a car when she graduates. However, she does encounter problems with money management.

Eileen has had particular difficulty in reading. She has to devote extra time to reading narrative and expository material because she has to use various strategies to extract key meaning from these types of textual material. Her writing skills are not strong. She has difficulty organizing her thoughts and ideas when she has to write a theme-based or issue paper. She is much better at writing factual and technical assignments.

In addition, Eileen encounters problems in the areas of note taking, test taking, time management, and organizational skills. Foreign language learning was extremely difficult for her in high school. These factors have contributed to self-esteem problems during the latter years of high school.

Eileen has wonderful verbal skills and does well in any setting where verbal interaction is involved. Her creativity has been reflected in the elaborate coping strategies she has developed to deal with situations that are problematic for her. She has found comfort and fulfillment by participating in drama, where she has been able to increase her verbal skills and confidence.


D. Profile and Further Assessment Recommendations Form

Transition Planning Inventory–Third Edition

TPI-3

Profile and Further Assessment Recommendations Form

James R. Patton Gary M. Clark



Section 1. General Information

Student's Name Eileen Date Profile Completed _____

Birth Date _____ Sex M ☐ F ☒ Age 17 Grade _____

School _____ Projected Graduation Year _____

Person(s) Completing School Form _____ Person(s) Completing Home Form _____

Section 2. Likely Settings for Postsecondary Outcomes

This section should be based on information obtained from the three rating forms. Retrieve the responses from Section 2 of each of the individual forms, and write the response in the spaces below.

EMPLOYMENT/FURTHER EDUCATION OR TRAINING

School: higher education

Home: higher education

Student: higher education

LIVING ARRANGEMENT

School: dorm

Home: dorm

Student: dorm

Section 3. Student's Preferences, Interests, and Strengths

This section should be based on information derived from the Student Preferences and Interests Form, the Home Preferences and Interests Form, or any other instrument that provides information on preferences, interests, and strengths related to working, future learning, and living.

Participates in drama

Wants to major in theater arts in college

Section 4. Results of Other Assessments

This section should document results on any current (within 1 year or longer, if relevant) assessments that would promote better transition planning. Assessments may include information/data on employment skills, functional life skills, adaptive behavior, social/emotional/behavioral needs, academic achievement, or other transition-related areas.

none

Figure 1. TPI-3 Profile and Further Assessment Recommendations Form completed for Eileen.

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Section 5. Profile

Directions: This section should be based on ratings obtained on the individual rating forms. Retrieve the responses from Section 3 of each of the individual forms, and record the ratings.

Planning Areas	School Rating		Home Rating		Student Rating		Comments
	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	
CAREER CHOICE AND PLANNING							
1. Names occupations he/she likes the most.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
2. Knows about jobs of interest and what they require.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
3. Chooses occupations that fit interests, preferences, and strengths.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
4. Knows how to get a job.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
EMPLOYMENT KNOWLEDGE AND SKILLS							
5. Has general job skills for keeping a job.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
6. Has work attitudes for keeping a job.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
7. Has the specific knowledge and skills for an entry-level job.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
8. Knows how to change jobs.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
9. Knows how to get into a community job-training program.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
POSTSECONDARY EDUCATION/TRAINING							
10. Knows how to get into a college or career-technical school that meets his/her needs.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	Items 11 and 12 are areas of concern in IEP planning.
11. Has study and organization skills.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
12. Knows how to access services for students with disabilities.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
13. Knows how to get help from classmates, friends, family, or others.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
FUNCTIONAL COMMUNICATION (May include manual/tactile/visual/auditory communication and/or assistive technology devices/services)							
14. Has necessary speaking skills.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	Items 16 and 17 are areas of concern.
15. Has necessary listening skills.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
16. Has necessary reading skills.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
17. Has necessary writing skills.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
SELF-DETERMINATION							
18. Understands strengths and limitations.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	Needs attention in IEP planning.
19. Explains how disability affects life situations.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
20. Speaks up for self-interests and needs.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
21. Makes own personal decisions.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
22. Sets goals based on personal preferences, interests, strengths, and needs.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
23. Plans for reaching goals and follows through.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
24. Knows basic legal rights.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
25. Knows how to make legal decisions affecting his/her life.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
INDEPENDENT LIVING							
26. Knows how to find a place to live after leaving home.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
27. Knows how to do routine household tasks.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
28. Knows how to do basic home maintenance and repairs.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
29. Solves problems in new or unexpected situations.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
30. Knows what to do in situations that are possibly harmful.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	
31. Knows how to use everyday technology.	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	NA	0 1 2 3 4 5 DK	

Figure 1. (continued)

(continues)

Figure 1. *(continued)*

(continues)

Section 6. Further Assessment and Information

Directions: Use this page to indicate any further assessments that need to be conducted to obtain more detailed information in regard to a specific transition domain. In the "Further Assessment Technique(s)" column, indicate the "informal" measures and/or "formal" instruments that will be used. In the "Results From the Assessment(s)" column, provide a brief summary of the results after the additional assessment activities have been performed.

Informal: Any type of informal technique that provides useful information, including forms in *Informal Assessments for Transition Planning—Second Edition*, other forms and inventories, observations, interviews, checklists/rating scales, and teacher-constructed devices.

Formal: Appropriate standardized and commercially available instruments.

Transition Domains	Further Assessment Technique(s) Informal and Formal Activities	Results From the Assessment(s)
Career Choice and Planning	Level 2: 1 2 3 4 Informal/Formal	
Employment Knowledge and Skills	Level 2: 5 6 7 8 9 Informal/Formal	
Postsecondary Education/Training	Level 2: 10 (11) (12) 13 Informal/Formal Study and Learning Skills Inventory	Level 2 results and Study and Learning Skills Inventory indicate need for instructional goals on IEP.
Functional Communication	Level 2: 14 15 (16) (17) Informal/Formal Reading Preferences and Challenges—College Version	Level 2 results confirm need for instructional goals for reading and writing.
Self-Determination	Level 2: 18 19 20 21 22 23 24 25 Informal/Formal	
Independent Living	Level 2: 26 27 28 29 30 31 Informal/Formal	
Personal Money Management	Level 2: 32 33 34 (35) Informal/Formal	Level 2 results indicate an instructional goal for budgeting and money management.
Community Involvement and Usage	Level 2: 36 37 38 39 40 41 Informal/Formal	
Leisure and Recreation	Level 2: 42 43 44 45 Informal/Formal	
Health	Level 2: 46 47 48 49 50 Informal/Formal	
Social/Interpersonal Relationships	Level 2: 51 52 53 54 55 56 57 Informal/Formal	

Figure 1. (continued)

E. Additional Assessments

11. Has the study and organizational skills expected by instructors in a college or career-technical program.				FA	IEP
Proficient	NA	Action			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arrives at classes on time.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Arrives at classes or lab sections prepared (e.g., completed assigned readings and/or homework, ready with required materials or equipment).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes study techniques that have been effective in high school.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Manages time to ensure that adequate study is completed prior to tests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Completes assigned tasks by the due date.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Begins projects early and sticks to a timeline for completion.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks the instructor questions when directions are unclear.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Asks the instructor to clarify course content that is unclear.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Balances priorities between classes, work, home duties, and leisure time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Understands the academic support skills (e.g., organizational skills, time management, study skills) necessary to succeed in a given postsecondary setting.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Develops a plan and a timeline for completion of postsecondary training program.	<input type="checkbox"/>	<input type="checkbox"/>
12. Knows how to access disability support services in postsecondary education.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes accommodations that have been beneficial to him/her in high school.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes his/her disability along with the impact it has in educational environments.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to assess (with others) what types of supports/modifications are needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks support when needed in courses.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows the importance of seeking disability support services in postsecondary education or training programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifies the eligibility requirements and documentation needed to access disability support services.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Describes the disability support center services on his/her preferred postsecondary campus.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Describes tutoring or other support services that will be needed in postsecondary courses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to appropriately meet with the disability support coordinator to discuss and advocate for reasonable accommodations (e.g., knowledge of necessary reasonable accommodations, manner of presentation, timeliness).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Describes how to meet with instructor (or professor) appropriately to discuss and advocate for reasonable accommodations (e.g., manner of presentation, timeliness, knowledge of necessary reasonable accommodations).	<input type="checkbox"/>	<input type="checkbox"/>
16. Has reading skills needed after high school.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses traditional or alternative reading processes to access information.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifies the main idea in text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies the setting in text.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies the plot in text.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Makes judgments and draws conclusions when reading text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Summarizes information in text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Distinguishes fact from fiction in text.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Uses various sources of information and references (e.g., dictionary, newspaper, phone book, Internet, encyclopedia).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Figure 2. From *Informal Assessments for Transition Planning—Second Edition* (pp. 22–33), by A. S. Gaumer Erickson, G. M. Clark, and J. R. Patton, 2013, Austin, TX: PRO-ED. Copyright 2013 by PRO-ED, Inc. Adapted with permission. (continues)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practices strategies to increase comprehension skills.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reads labels and follows directions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends instructions on common consumer products.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends newspaper articles.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Comprehends technical information (e.g., manuals, instruction booklets).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chooses reading medium and/or assistive technology that is efficient for a specific task (e.g., Braille, speech output, print).	<input type="checkbox"/>	<input type="checkbox"/>
17. Has writing skills needed after high school.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Produces text for others to read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes short sentences or phrases.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes short paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Satisfactorily completes a 2- to 3-page written assignment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Satisfactorily completes a 10- to 15-page written assignment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates between informal and formal writing.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Writes in a variety of styles appropriate to the situation and/or purpose (e.g., fiction, nonfiction, technical).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Writes in a variety of formats appropriate for the situation and/or purpose (e.g., email, letter, essay).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Evaluates, proofreads, and modifies written communication.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Operates a familiar software program independently (e.g., word processing, spreadsheet).	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes personal notes.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains a written calendar or schedule.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chooses writing medium and/or assistive technology that is efficient for a specific task (e.g., Braille, speech output, print).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows how to advocate for an alternative assistive writing device.	<input type="checkbox"/>	<input type="checkbox"/>
35. Knows how to budget and manage his/her money.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies coins and bills and their values.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manipulates money (e.g., selecting coins and/or bills to total a specific amount, make change).	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies the difference between gross wage and take-home pay.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows about state and federal taxes and payroll withholding of taxes.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the purposes for payroll deductions (e.g., taxes, FICA, insurance)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows basic documentation necessary for income taxes.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to develop and use simple weekly, monthly, or annual budgets.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knows how credit cards function and how to select payment schedules.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to develop long- and short-term financial plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Describes and participates in cost-saving techniques (e.g., comparative shopping, coupon use, sales, bulk buying).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Compares payment options (e.g., cash, credit, layaway) on a purchase and the benefits and limitations of each.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows differences in various types of interest options (e.g., simple, compound, and revolving interests) and their impact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Understands the term <i>collateral</i> and how loan agencies use collateral.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knows how to prioritize needs to stay within budget.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows about his/her responsibility for paying taxes.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Evaluates operating costs of setting up an apartment and/or house in relation to budget.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Figure 2. (continued)

Name: Eileen Date: _____
 Completed by: _____

21. Study and Learning Skills Inventory

DIRECTIONS: Rate each item using the scale provided. Base the rating on current study and learning skills.

SCALE: 0 = Not Proficient 1 = Partially Proficient 2 = Proficient 3 = Highly Proficient

READING RATE

Skims	0	(1)	2	3
Scans	0	(1)	2	3
Reads at rapid rate	(0)	1	2	3
Reads at normal rate	0	(1)	2	3
Reads at steady or careful rate	0	1	(2)	3
Understands the importance of reading	0	1	(2)	3

LISTENING

Attends to listening activities	0	1	(2)	3
Applies meaning to verbal messages	0	1	(2)	3
Filters out auditory distractions	0	(1)	2	3
Comprehends verbal messages	0	1	(2)	3
Understands importance of listening skills	0	1	(2)	3

GRAPHIC AIDS

Attends to relevant elements in visual materials	0	(1)	2	3
Uses visuals appropriately in presentations	0	1	2	3
Develops own graphic material	0	1	2	3
Is not confused or distracted by visual material in presentations	0	(1)	2	3
Understands importance of visual material	0	1	(2)	3

LIBRARY USAGE

Uses cataloging system (card or computerized) effectively	0	1	(2)	3
Can locate library materials	0	1	(2)	3
Understands organizational layout of library	0	1	(2)	3
Understands and uses services of media specialist	0	1	2	3

Understands overall functions and purposes

of a library 0 1 (2) 3

Understands importance of library

usage skills 0 1 (2) 3

REFERENCE MATERIALS

Can identify components of different

reference materials 0 (1) 2 3

Uses guide words appropriately

0 (1) 2 3

Consults reference materials when

necessary 0 1 (2) 3

Uses materials appropriately to

complete assignments 0 (1) 2 3

Can identify different types of reference

materials and sources 0 (1) 2 3

Understands importance of reference

materials 0 1 (2) 3

TEST TAKING

Studies for tests in an organized way (0) 1 2 3

Spends appropriate amount of time

studying different topics covered on a test 0 (1) 2 3

Avoids cramming for tests

(0) 1 2 3

Organizes narrative responses appropriately

(0) 1 2 3

Reads and understands directions before

answering questions 0 (1) 2 3

Proofreads responses and checks for errors

0 (1) 2 3

Identifies and uses clue words in questions

(0) 1 2 3

Properly records answers

0 1 (2) 3

Saves difficult items for last

0 (1) 2 3

Eliminates obvious wrong answers

0 (1) 2 3

Systematically reviews completed tests

to determine test-taking or test-

studying errors (0) 1 2 3

Corrects previous test-taking errors

(0) 1 2 3

Understands importance of test-taking skills 0 1 2 (3)

Figure 3. Study and Learning Skills Inventory.

(continues)

21. Study and Learning Skills Inventory *(continued)*

NOTE TAKING AND OUTLINING

Uses headings (and subheadings) appropriately	0	①	2	3
Takes brief and clear notes	0	①	2	3
Records essential information	0	①	2	3
Uses outlining to organize writing	0	①	2	3
Takes notes while listening to lectures	0	①	2	3
Develops organized outlines	①	1	2	3
Follows consistent note-taking format	①	1	2	3
Understands importance of note taking	0	1	②	3
Understands importance of outlining	0	①	2	3

REPORT WRITING

Organizes thoughts in writing	0	①	2	3
Completes written report from outline	0	①	2	3
Includes only necessary information	0	①	2	3
Uses proper sentence structure	0	①	2	3
Uses proper punctuation	0	1	②	3
Uses proper grammar and spelling	0	1	②	3
Proofreads written assignments	0	①	2	3
Provides clear introductory statements	0	①	2	3
Includes clear concluding statements	0	①	2	3
Understands the importance of writing reports	0	1	②	3

ORAL PRESENTATIONS

Freely participates in oral presentations	0	1	2	③
Organizes presentations well	0	1	②	3
Uses gestures appropriately	0	1	2	③
Speaks clearly	0	1	2	③
Uses proper language when reporting orally	0	1	2	③
Understands importance of oral reporting	0	1	2	③

TIME MANAGEMENT

Completes tasks on time	0	①	2	3
Plans and organizes daily activities and responsibilities effectively	①	1	2	3

Plans and organizes weekly and monthly schedules	①	1	2	3
Reorganizes priorities when necessary	0	①	2	3
Meets scheduled deadlines	0	①	2	3
Accurately perceives the amount of time required to complete tasks	0	①	2	3
Adjusts the time allotment to complete tasks	0	①	2	3
Accepts responsibility for managing own time	0	1	②	3
Understands the importance of effective time management	0	1	②	3

SELF-MANAGEMENT

Monitors own behavior	0	①	2	3
Changes own behavior as necessary	0	①	2	3
Thinks before acting	0	①	2	3
Is responsible for own behavior	0	1	②	3
Identifies behaviors that interfere with own learning	0	1	2	③
Understands the importance of self-management	0	1	②	3

ORGANIZATION

Uses locker effectively	0	1	②	3
Transports books and other material to and from school effectively	①	1	2	3
Has books, supplies, equipment, and other materials needed for class	0	①	2	3
Manages multiple tasks or assignments	①	1	2	3
Uses two or more learning skills simultaneously when needed	0	①	2	3
Meets individual organizational expectations concerning own learning	0	①	2	3

Figure 3. *(continued)*

(continues)

21. Study and Learning Skills Inventory *(continued)*

SUMMARY OF LEARNING SKILLS

DIRECTIONS: summarize in the chart below the number of Not Proficient, Partially Proficient, Proficient, and Highly Proficient sub-skills for each learning skill. The number next to the learning skill represents the total number of sub-skills listed for each area.

Learning Skill	Not Proficient	Partially Proficient	Proficient	Highly Proficient
Reading Rate (6)	1	3	2	
Listening (5)		1	4	
Graphic Aids (5)		2	1	
Library Usage (6)			5	
Reference Materials (6)		4	2	
Test Taking (13)	6	5	1	1
Note Taking and Outlining (9)	2	6	1	
Report Writing (10)		7	3	
Oral Presentations (6)			1	5
Time Management (9)	2	5	2	
Self-Management (6)		3	2	1
Organization (6)	2	3	1	

Summary comments:

* = some items left blank

Areas of concern: Reading Rate

Test Taking

Note Taking and Outlining

Time Management

Organization

Figure 3. *(continued)*

Transition Planning Inventory–Third Edition

Home Preferences and Interests Form

Student Name Eileen Date _____

Parent Name(s) John and Dorothy

Directions: For each question, explain what you are thinking at this time based on family interests and preferences related to your son or daughter. If you do not have an answer for a question, leave it blank. Start at the top of each column and read downward (1, 2a, 2b, 2c, 3a, 3b, etc.).

1 General

1a. What does Eileen plan to do after high school (such as working, more school or training, choosing a place to live)? go to college

1b. What would you like him/her to do? go to a college, but one that has good services for students with a disability

2 Working

3 Learning

4 Living

2a. What jobs do you think he/she should consider? <u>something related to theater</u>	3a. What would you like him/her to study or get training in after high school? <u>theater/drama</u>	4a. Where would you feel most comfortable with your son/daughter living? <u>listen to music, watch movies</u>
2b. What type of setting would you prefer him/her to work in (indoor versus outdoor, office versus factory, etc.)? <u>wherever she finds work!</u>	3b. How does he/she best get information—by reading or asking questions? <u>asking questions</u>	4b. How do you see friendships maintained or increased in the future? <u>she has many friends, but only one close friend</u>
2c. What concerns do you have for your son/daughter in any work situation? <u>the reading demands</u>	3c. How does he/she like to share information—by speaking, writing, or signing? <u>she likes to talk!</u>	4c. How comfortable are you in letting your son/daughter make decisions on his/her own? <u>likes to get others' opinions</u>

5 How would you like the school to help him/her in the next 2–3 years prepare for getting a job, going to college or a training program, or being able to deal with everyday life in the community?
We would like for the school to work on those areas where she still needs to improve—especially reading.

6 How will his/her disability affect him/her working in a job, going to school, and living in the community?
Her reading will affect performance in school and probably limit her later when she has a job.

Figure 4.

Reading Preferences and Challenges–College Version

Name: Eileen Date: _____

Background Information: I have had reading problems in school

Part A: Reading Preferences (check all that typically apply to you)

- ☒ I like to read where it is very quiet.
- ☐ I like to read with music playing in the background.
- ☐ I prefer to listen to an audio recording of a reading selection.
- ☐ I like to read where there are not other people around.
- ☒ I like to highlight what I am reading.
- ☐ I like to write notes in the book when I am reading.
- ☒ I like to write notes on paper when I am reading.
- ☐ I like to talk with others about reading assignments.
- ☐ Other: _____

Part B: Reading Challenges

Reading Skill	Rarely	Sometimes	Almost	Always
1. It takes me a long time to read most materials.	0	1	2	3 4 <u>5</u>
2. It takes me a very long time to read textbooks.	0	1	2	3 4 <u>5</u>
3. It is very difficult for me to comprehend:				
Science textbooks (e.g., chemistry) and related material	0	1	2	3 4 <u>5</u>
Social science textbooks (e.g., history) and related material	0	1	2	3 4 <u>5</u>
Literature (fiction and nonfiction)	0	1	2	3 <u>4</u> 5
4. I have difficulty:				
Understanding the vocabulary used in material I have to read	0	1	2 <u>3</u>	4 5
Highlighting or taking notes on important information in a textbook chapter or other assigned reading	0	1	2 <u>3</u>	4 5
Knowing when I do not understand what I am reading	0	1	2 3 <u>4</u>	5
Skimming reading material to get a general sense of what the reading material is about	0	1	2	3 4 <u>5</u>
Scanning reading material to find specific information	0	1	2	3 <u>4</u> 5
Remembering what I have read	0	1	2	3 <u>4</u> 5
Rereading material when I have to study for a test	0	1	2	3 4 <u>5</u>

Figure 5. Reading Preferences and Challenges–College Version.

F. Planning Notes

Transition domain	Relative strengths	Planning recommendations
Career Choice and Planning	<ul style="list-style-type: none"> • Recognizes career preferences and interests • Has a very good idea of her major in college • Knows about the types of jobs that this job can lead to in general 	<ul style="list-style-type: none"> • Needs to explore in more detail the specific features of jobs in which she has interest
Employment Knowledge and Skills	<ul style="list-style-type: none"> • Displays good work attitudes and general work skills 	<ul style="list-style-type: none"> • Should try to set up an opportunity to shadow a member of a local actors guild or group
Further Education/Training	<ul style="list-style-type: none"> • Is highly motivated about attending college • Has identified schools that offer majors in theater arts and has determined which ones are appropriate choices • Understands her need for supports in the future • Recognizes that her study skills are not at the levels they need to be to ensure success in college 	<ul style="list-style-type: none"> • Needs to identify the specific details about applying to schools • Should discuss with her parents the financial implications of going to the schools to which she is applying • Needs to further clarify and improve a range of study skills that have been identified as challenges for her—especially in the areas of note taking, time management, test taking, and organizational skills. Instruction is needed. • Must identify on-campus support services on the campus of the school to which she ultimately chooses to go that are available to all students • Must decide whether to disclose her disability and notify the on-campus office of disability services • Needs to identify and eventually meet with a counselor of the disability services office (if she decides to disclose)
Functional Communication	<ul style="list-style-type: none"> • Displays good expressive and receptive language skills • Has excellent informal communication skills 	<ul style="list-style-type: none"> • Must develop more proficiency in comprehending complex or abstract material she reads in textbooks • Has difficulty organizing material she has read to prepare for tests • Needs to improve a range of reading skills such as scanning and skimming • Needs to improve skills in organizing and developing a report or papers that are over 3 pages in length • Needs to identify a note-taking system that works for her • Needs to develop skills in requesting peer note takers who are in class with her
Self-Determination	<ul style="list-style-type: none"> • Displays self-confidence in a number of settings • Can express her needs in appropriate ways • Shows useful self-advocacy skills 	<ul style="list-style-type: none"> • Needs to learn to accept the limitations that she has and understand the functional impact that her limitations have on her chosen major and future career • Must develop an accurate understanding of her legal rights in college and when she is in the workforce • Should seek out and join an organization/group of college students who also have learning disabilities
Independent Living	<ul style="list-style-type: none"> • Displays essential daily living skills that will be needed to live in a dorm or apartment • Can handle everyday dilemmas • Is very good with technology 	<ul style="list-style-type: none"> • Needs to learn some home maintenance/repair skills

(continues)

Planning Notes (continued)

Transition domain	Relative strengths	Planning recommendations
Personal Money Management	<ul style="list-style-type: none"> • Possesses a good sense of money and is responsible in terms of spending • Has opened a checking and savings account 	<ul style="list-style-type: none"> • Needs to obtain a debit card and establish credit • Should open a joint checking account with her parents so that money can be transferred easily • Must understand how to budget and manage the limited amount of money that she will have for everyday purchases • Needs to identify possible on-campus and off-campus opportunities for part-time employment
Community Involvement and Usage	<ul style="list-style-type: none"> • Has been an involved member of various school organizations that have a community focus • Has a driver's license and a car • Can use public transportation if needed • Knows where to go to buy things she needs 	<ul style="list-style-type: none"> • Needs to learn about organizations in the community that might be helpful to her
Leisure Activities	<ul style="list-style-type: none"> • Has interest in various leisure activities 	<ul style="list-style-type: none"> • Needs to find out about the many organizations that are part of the college where she will attend • Needs to identify various leisure-related activities that are available on campus
Health	<ul style="list-style-type: none"> • Maintains good physical and mental health 	<ul style="list-style-type: none"> • Needs to gain information about services on campus for students who are experiencing emotional or other mental health issues
Interpersonal Relationships	<ul style="list-style-type: none"> • Gets along with other people very well • Has a sizeable number of friends and acquaintances • Displays appropriate social behaviors in school and in the community 	<ul style="list-style-type: none"> • Needs to know where to go to get information about being a good parent