

# OVERVIEW OF THE CASE STUDIES

This book presents 14 case studies that evolved from actual cases of students. The names of the individuals have been changed for the purpose of confidentiality. These cases provide examples of how to identify student transition preferences, strengths, and needs, and how planners generate responsible and appropriate transition goals. In accomplishing this task, we recommend some intermediate steps, such as completing a document that summarizes assessment findings and on which present levels of educational performance and goals can be written very easily.

Some of the cases appeared in a brief form in the first edition of the TPI manual. The usefulness and popularity of case study methodology suggested an expansion of these case studies to make them more useful to professionals involved in the transition process. The fact that this book is included in the TPI assessment kit influenced the decision to use the TPI as the primary assessment device. However, school personnel who do not use the TPI will find this book helpful because it highlights transition needs and then describes how to begin the planning phase.

The case studies will be extremely useful to school-based personnel who are new to the transition process. Many seasoned professionals will find the cases to be a practical resource that will validate what they are currently doing or assist them in making adjustments to current practice. The cases will also help preservice teachers get a better picture of recommended transition practice.

## GENERAL FEATURES OF THE CASES

The transition planning process should be a capacity-building experience (i.e., an examination of strengths) as well as a coordinated set of activities that identifies areas for which reasonable transition planning should occur (Patton & Dunn, 1998). The main focus of the cases in this volume, however, is on the latter. The

---

*Note.* Part B in all case studies is from *Transition Planning Inventory* (Profile and Further Recommendations Form), by G. M. Clark and J. R. Patton, 1997, Austin, TX: PRO-ED, Inc. Copyright 1997 by PRO-ED, Inc. Reprinted with permission.

Part C in the case studies, unless noted otherwise, is from *Informal Assessments for Transition Planning*, by G. M. Clark, J. R. Patton, and L. R. Moulton, 2000, Austin, TX: PRO-ED, Inc. Copyright 2000 by PRO-ED, Inc. Reprinted with permission.

following are some unique features that relate to the transition planning process in these case studies:

- Discrepancies between the ratings of two respondents (e.g., Tyrone).
- The need to reassess career interests and aptitudes at a later point in time (e.g., Jimmy).
- Inflated self-ratings by a student (e.g., Jimmy).
- The issue that some students will respond “Don’t Know” to many items (e.g., Wayne).
- The use of the “Other” option on the TPI when a rating on a specific competency is desired (e.g., Andrea).
- The fact that some transition needs cut across transition domains (e.g., Eileen).
- Ways to collaborate with parents for whom English is not the primary language (e.g., Luis).
- The appropriateness of developing transition plans for a student who no longer qualifies for services under IDEA but does meet eligibility criteria for Section 504 of the Rehabilitation Act of 1973 (e.g., Tyrone).
- The issue that transition needs can change due to life-changing circumstances (e.g., Mike).
- Use of the Modified TPI Form with students with more significant disabilities (e.g., Sonia).
- The reality that some students do not have an extensive number of transition needs (e.g., Heather).
- The fact that some parents cannot participate in the transition process to the extent that school personnel may desire (e.g., Wayne).
- The fact that, in some cases, only two sets of responses are available on which to base planning (e.g., Wayne).
- Availability of linkages for students in rural areas (e.g., Robert).

## **FORMAT OF INDIVIDUAL CASES**

The format of the case studies is simple and consistent across all case examples. Each case study is divided into six main components:

- **Part A.** A brief scenario of each student is provided. Information includes the student’s age, background, type and level of disability, strengths, in-

terests, preferences, and needs in the current context of the student's decision-making process. The information in each scenario is the starting point for planning and, when necessary, for consideration of further assessment.

- **Part B.** The second major section of each case study is the Profile and Further Assessment Recommendations Form with the results of administering the TPI. The TPI provides a general screening of transition service needs across nine transition planning domains. Section I of the Profile form presents basic information about the student, along with results of other pertinent assessments (Section II), an indication of the student's preferences and interests (Section III), and information related to the student's likely postschool settings (Section IV). Section V is a comparison of the ratings by the student, the home respondent, and the school respondent for each of the 46 items on the TPI. This information provides specific examples of what can be learned through an initial identification of transition needs in a systematic screening procedure. The last part of the Profile form (Section VI) presents information about additional assessments that might be needed. This Obtaining More Information section identifies areas needing further assessment and offers a method for recording specific procedures or instruments. This initial assessment (Sections I through VI) is the TPI Level 1 assessment.
- **Part C.** Many of the case studies also include a TPI Level 2 assessment. This assessment involves an in-depth analysis of the 46 statements in Level 1. The items used in the Level 2 assessment can be found in *Informal Assessments for Transition Planning* (Clark, Patton, & Moulton, 2000), which is part of the TPI assessment kit. Some of the case studies include recommendations for administering other informal measures taken from Clark et al. (2000) and from a wide range of sources. Completed examples of these additional assessments demonstrate the relationship between the Obtaining More Information section of the Profile form and the procedures or instruments that are recommended.
- **Part D.** In the next major section of each case study, a completed Planning Notes form provides a way to align assessment results with the precursors to goal planning. Planners should indicate relevant strengths and transition needs based on initial analysis of the TPI profile as well as new information from further assessments. The form does not have to be completed; however, this step is useful in moving from assessment to planning.
- **Part E.** In the next major part of the case study, specific examples of transition goal planning are provided. It is important to note that although these goals exemplify the types of goals that should be considered in transition planning, they represent only some of the total number that might be needed for an individual. The goals are organized according to the transition planning domains of the TPI and include a Present Level of Educational Performance (PLEP) of the student's strength in each area. The goals are based on the PLEP and may be instructional goals (i.e.,

academic, social, behavioral), linkage goals/action statements for services, or both.

- **Part F.** The last component of each case study is a list of Questions Worth Pondering. The questions raise issues that are idiosyncratic to each student and each case study.

## **CHARACTERISTICS OF THE CASE STUDIES**

The students depicted in the case studies represent a diverse range of backgrounds, abilities, ethnicities, and family situations. This book provides a spectrum of transition planning cases as examples of how to address the strengths and needs of different types of students. The 14 case studies that follow reflect this goal.

Planners can find specific information in the case studies by referring to the matrix that follows, which highlights key transition-related characteristics of each case study. The matrix includes the students' ages, types of disability or multiple disabilities, and the transition domains for which examples of goal planning (present levels of performance and annual goals) have been developed. Goals have been developed for most of the major areas of needs in each case study; however, other goals might be warranted for some individuals.

© copyrighted material by PRO-ED, INC.