



Case Study: Rashida

Name: Rashida

Age: 17

Disability category: Multiple disabilities (hearing impairment/deaf, orthopedic impairment/cerebral palsy, and other health impairment/seizure disorder)

Race/ethnicity: Biracial (mother is second-generation American from India; father is African American)

Pertinent family characteristics:

- Lives at residential school during the week and is at home for weekends and holidays
- Father is in military; mother cares for siblings at home

Likely employment/further education settings: Part-time or full-time employment; vocational training

Likely living arrangements: Independent with friends

A. Scenario

Rashida is a 17-year-old female with a profound, bilateral sensorineural hearing loss. No amplification is recommended. Rashida has cerebral palsy (CP) with mild hemiplegia and a seizure disorder. Rashida tests in the average to low-average range of nonverbal cognitive functioning. She does not use speech and has minimal lipreading skills. Her receptive and expressive language skills range from low average to below average compared to deaf peers.

Rashida is a junior in high school at a state residential school for the deaf and is taking community-based instruction and computer classes designed to focus on her interests. She is doing well in her classes. She studies independently for tests and completes her assignments without reminders. Modifications to her instruction include captioned

media, lighted warning signals, the use of a TTY, and direct communication with peers, teachers, and residential supervisors. She wants to work as a graphic designer. She has no postsecondary education plan, and wants to train on the job. She receives career counseling and has participated in several job-shadowing experiences.

Rashida has physical therapy for her CP but has little carryover for self-monitoring. She is reluctant to do leg exercises on her own and needs reminding. Rashida uses an orthopedic support device and walks independently with an uneven gait. She swims to strengthen her legs. She requires adequate rest and is encouraged to observe earlier bedtimes. She takes medication for seizures; when they occur, she is provided privacy because she is very sensitive about the reactions of others. She receives regular counseling to help her deal with her disabilities. She can express her basic needs in writing with hearing people in stores or restaurants, but she does not write in complex sentences. She is not a strong self-advocate. She is passive with others. She is naïve about reproduction and sexual relations.

Rashida gets along with everyone, and she is anxious to please others. She is respectful, polite, and cheerful. She handles anger appropriately and is trustworthy. Her parents do not sign fluently, which disturbs her greatly because she can't discuss things with them and feels left out of family activities. She goes home every weekend, in the summer, and on holidays.

Rashida is independent with self-help skills. She follows dormitory rules and timelines. She does need reminders to wash her hair. She does not manage money nor understand financial obligations. She is working on budgeting money this year in a consumer math class. She is not likely to be able to drive and does not know how to access public transportation.

B. Profile and Further Assessment Recommendations Form

TPI

Transition Planning Inventory Profile and Further Assessment Recommendations Form

Section I. Student Information

Name Rashida

Birth Date _____ Age 17

School _____ Grade _____

Projected Graduation Year _____

IEP/ITP Conference Date _____

Section II. Results of Other Assessments

Employability/Vocational Aptitude _____

Life Skills _____

Social/Emotional Behavioral _____

Academic Achievement _____

Other _____

Section III. Student's Preferences and Interests

Likes to be with friends and go out with them. Likes to swim.

Wants to be a graphic designer.

Is not interested at this time in postsecondary education or training.

Section IV. Likely Postschool Setting(s)

This section should be based on information obtained from the three rating forms and the student's interests and preferences.

EMPLOYMENT/FURTHER EDUCATION OR TRAINING

- competitive employment
 - full-time
 - part-time
- supported employment
- higher education
- vocational/technical school
- community-based employment training
- other _____

LIVING ARRANGEMENT

- live independently
- live with other nonrelative(s)
- live with relative(s)
- live with immediate family
- live in supervised setting
- other _____

Section V. Profile

Planning Areas	School Rating		Home Rating		Student Rating		Notes
	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	
EMPLOYMENT							
1. knows job requirements and demands	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	3	
2. makes informed choices	NA 0 1 2 3 4 5 DK	5	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	5	
3. knows how to get a job	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	5	
4. demonstrates general job skills and work attitude	NA 0 1 2 3 4 5 DK	5	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	5	
5. has specific job skills	NA 0 1 2 3 4 5 DK	4	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	3	
FURTHER EDUCATION/TRAINING							
6. knows how to gain entry into community employment training	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	1	
7. knows how to gain entry into GED program	NA 0 1 2 3 4 5 DK	NA	NA 0 1 2 3 4 5 DK	NA	NA 0 1 2 3 4 5 DK	NA	
8. knows how to gain entry into vocational/technical school	NA 0 1 2 3 4 5 DK	NA	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	1	
9. knows how to gain entry into college or university	NA 0 1 2 3 4 5 DK	NA	NA 0 1 2 3 4 5 DK	NA	NA 0 1 2 3 4 5 DK	1	
10. can succeed in a postsecondary program	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	4	NA 0 1 2 3 4 5 DK	5	
DAILY LIVING							
11. maintains personal grooming and hygiene	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	5	NA 0 1 2 3 4 5 DK	5	
12. knows how to locate place to live	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	2	
13. knows how to set up living arrangement	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	2	
14. performs everyday household tasks	NA 0 1 2 3 4 5 DK	5	NA 0 1 2 3 4 5 DK	4	NA 0 1 2 3 4 5 DK	5	
15. manages own money	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	3	
16. uses local transportation systems	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	2	
LEISURE ACTIVITIES							
17. performs indoor activities	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	5	NA 0 1 2 3 4 5 DK	5	
18. performs outdoor activities	NA 0 1 2 3 4 5 DK	2	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	5	
19. uses settings that offer entertainment	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	4	NA 0 1 2 3 4 5 DK	5	
COMMUNITY PARTICIPATION							
20. knows basic legal rights	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	2	
21. participates as an active citizen	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	3	NA 0 1 2 3 4 5 DK	1	
22. makes legal decisions	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	1	
23. locates community services and resources	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	2	
24. uses services and resources successfully	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	DK	NA 0 1 2 3 4 5 DK	2	
25. knows how to obtain financial assistance	NA 0 1 2 3 4 5 DK	4	NA 0 1 2 3 4 5 DK	1	NA 0 1 2 3 4 5 DK	1	

Case Study: Rashida

Section V. Profile Continued																								
Planning Areas	School Rating					Home Rating					Student Rating					Notes								
	Strongly Disagree	1	2	3	4	Strongly Agree	Strongly Disagree	1	2	3	4	5	DK	Strongly Disagree	1		2	3	4	5	DK			
HEALTH																								
26. maintains good physical health	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. addresses physical problems	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. maintains good mental health	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. addresses mental health problems	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 about reproduction	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. makes informed choices regarding sexual behavior	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																								
32. recognizes and accepts own 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
33. expresses feelings and ideas appropriately	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
34. expresses feelings and ideas confidently	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
35. sets personal goals	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
36. makes 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
COMMUNICATION																								
37. has needed 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
38. has needed 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
39. has needed 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
40. has needed 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
INTERPERSONAL RELATIONSHIPS																								
41. gets along well with family members	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
42. demonstrates knowledge and skills of parenting	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
43. establishes and maintains friendships	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
44. displays appropriate social behavior in variety of settings	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
45. demonstrates skills for getting along with coworkers	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
46. demonstrates skills for getting along with supervisor	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK	NA	0	1	2	3	4	5	DK
ADDITIONAL PLANNING AREAS																								
_____	0	1	2	3	4	5			0	1	2	3	4	5			0	1	2	3	4	5		
_____	0	1	2	3	4	5			0	1	2	3	4	5			0	1	2	3	4	5		
_____	0	1	2	3	4	5			0	1	2	3	4	5			0	1	2	3	4	5		

Section VI. Further Assessment and Information

Transition Domains	Further Assessment Technique(s) TPI Level 2, Informal, and Formal Activities	Results From the Assessment(s)
Employment	Level 2: 1 2 3 4 5 Informal/Formal: School-generated survey of work-related skills: Transition Report (Employment Behaviors)	Goals needed: - Time management - Communication skills, written and e-mail
Further Education	Level 2: 6 7 8 9 10 Informal/Formal:	
Daily Living	Level 2: 11 12 13 14 15 16 Informal/Formal:	
Leisure Activities	Level 2: 17 18 19 Informal/Formal:	
Community Participation	Level 2: 20 21 22 23 24 25 Informal/Formal:	
Health	Level 2: 26 27 28 29 30 31 Informal/Formal:	
Self-Determination	Level 2: 32 33 34 35 36 Informal/Formal: Student interview protocol: National Longitudinal Transition Study	Goals needed: self-advocacy
Communication	Level 2: 37 38 39 40 Informal/Formal:	
Interpersonal Relationships	Level 2: 41 42 43 44 45 46 Informal/Formal:	
Other	Informal/Formal:	

Level 2: The Level 2 items of the TPI, which provide more detailed items for each of the statements presented on the TPI.
 Informal: Any type of informal technique that provides useful information, including forms in *Informal Assessments for Transition Planning*, other forms and inventories, observations, interviews, checklists/rating scales, teacher-constructed devices.
 Formal: Appropriate standardized and commercially available instruments.

C. Additional Assessment(s)

Transition Report (Employment Behaviors)

Person making this report: _____ Student: Rashida
Academic Advisor

Grade: 11 Date: _____

Communication

1. Can receive and send messages on the TTY.
 independently with help not at all
2. Can receive and send messages on e-mail.
 independently with help not at all
3. Can receive and understand messages written on paper.
 independently with help not at all
4. Can write an understandable response to messages.
 independently with help not at all
5. Can receive and understand signs.
 above age level on age level below age level
6. Can respond in sign.
 above age level on age level below age level
7. Understands and is clearly understood orally (using voice and lipreading).
 always most of the time sometimes never
NO IDEA

Appearance

1. Uses appropriate facial expressions (e.g., respectful, interested).
 always most of the time sometimes never
2. Is able to choose appropriate clothing for the situation (e.g., weather, trips, interviews, school).
 always most of the time sometimes never

Teamwork

1. Interacts appropriately and shows respect for peers.
 always most of the time sometimes never

2. Interacts appropriately and shows respect toward a variety of students not in his or her peer group.

- always most of the time sometimes never

3. Can accept ideas and opinions of others both in his or her peer group and in other peer groups.

- always most of the time sometimes never

Integrity and Honesty

1. Can be trusted.

- always most of the time sometimes never

2. Is honest.

- always most of the time sometimes never

Respect

1. Shows respect for differences (e.g., special needs, cultural, racial, gender).

- always most of the time sometimes never

2. Shows respect for adults.

- always most of the time sometimes never

3. Shows respect for property.

- always most of the time sometimes never

Time Management

1. Completes assignments and chores.

- without reminders with reminders never

2. Can make own appointments.

- without help with help not at all

3. Is on time for class, meals, activities, and appointments.

- without reminders with reminders not at all

Comments:

Transition Report (Employment Behaviors)

Person making this report: _____ Student: Rashida
Academic Advisor

Grade: II Date: _____

Communication

1. Can receive and send messages on the TTY.
 independently with help not at all
2. Can receive and send messages on e-mail.
? independently with help not at all
3. Can receive and understand messages written on paper.
 independently with help not at all
4. Can write an understandable response to messages.
 independently with help not at all
5. Can receive and understand signs.
 above age level on age level below age level
6. Can respond in sign.
 above age level on age level below age level
7. Understands and is clearly understood orally (using voice and lipreading).
 always most of the time sometimes never

Appearance

1. Uses appropriate facial expressions (e.g., respectful, interested).
 always most of the time sometimes never
2. Is able to choose appropriate clothing for the situation (e.g., weather, trips, interviews, school).
 always most of the time sometimes never

Teamwork

1. Interacts appropriately and shows respect for peers.
 always most of the time sometimes never
2. Interacts appropriately and shows respect toward a variety of students not in his or her peer group.
 always most of the time sometimes never

3. Can accept ideas and opinions of others both in his or her peer group and in other peer groups.

- always most of the time sometimes never

Integrity and Honesty

1. Can be trusted.

- always most of the time sometimes never

2. Is honest.

- always most of the time sometimes never

Respect

1. Shows respect for differences (e.g., special needs, cultural, racial, gender).

- always most of the time sometimes never

2. Shows respect for adults.

- always most of the time sometimes never

3. Shows respect for property.

- always most of the time sometimes never

Time Management

1. Completes assignments and chores.

- without reminders with reminders never

2. Can make own appointments.

- without help with help not at all

3. Is on time for class, meals, activities, and appointments.

- without reminders with reminders not at all

Comments:

National Longitudinal Transition Study 2002 (NLTS2)

STUDENT INTERVIEW

Self-Determination (Autonomy)					Student Self-Concept						
	Not when I have the chance	Sometimes when I have the chance	Most of the time I have the chance	Every time I have the chance		Not at all	Not sure	Confi- dent	Not important	Important	Very important
A Personal items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 Follow rules	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B Personal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2 Take turns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3 Fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Keep appointments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 Do homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Plan weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5 Liked by class	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Involved in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6 Proud	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Volunteer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 Can listen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Restaurants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 Talk calmly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Career interests	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9 Nice person	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Improve chances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10 Speak in class	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Long-range plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11 Make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Work to earn money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12 Easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 Job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13 Finish work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12 Choose gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14 Tell feelings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13 Spend personal money	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15 Look as nice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-Determination (Self-Realization)					Friendship Items						
	Never agree	Sometimes agree	Usually agree	Always agree		Yes	No	Sometimes			
14 Like people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 I can find a friend when I need one	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
15 Do best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2 I'm lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
16 Like self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
17 Limitations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18 Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
Self-Determination (Empowerment)					Favorite Thing About School						
19 Tell others about my opinions				<input checked="" type="checkbox"/>	What is your favorite thing about school? <u>I like to chat with friends and make plans to go places together.</u> _____ _____ _____ _____ _____ _____						
Agree with others' opinions				<input type="checkbox"/>							
20 Make own decisions				<input checked="" type="checkbox"/>							
Others make decisions				<input type="checkbox"/>							
21 Work hard				<input checked="" type="checkbox"/>							
Need luck				<input type="checkbox"/>							
22 No use in trying				<input type="checkbox"/>							
Keep trying				<input checked="" type="checkbox"/>							
23 Don't make good choices				<input type="checkbox"/>							
Make good choices				<input checked="" type="checkbox"/>							
24 Choices not honored				<input type="checkbox"/>							
Make choices				<input checked="" type="checkbox"/>							

D. Planning Notes

Student: Rashida

Likely Postschool Settings

Employment/Further Education: Part-time employment; vocational training program

Living Arrangement: Living with family or friends

Directions: List the important strengths and suggested transition needs on this page that you conclude from your analysis of the TPI Profile. Under the needs section, add any *new* transition needs *after* further assessment on TPI items, showing discrepancies, DK responses, or the need for more specification.

	Relative Strengths	Transition Needs	
		Initial Analysis	After Further Assessment
Employment	<ul style="list-style-type: none"> Defined career goal Some knowledge of job/career interest 	<ul style="list-style-type: none"> Knowledge of specific entry requirements for career program Knowledge of demands of chosen career Vocational assessment 	<ul style="list-style-type: none"> Employability skills
Further Education	N/A	<ul style="list-style-type: none"> Needs information about training programs in area of career interest 	N/A
Daily Living	<ul style="list-style-type: none"> Self-help skills 	<ul style="list-style-type: none"> Banking Transportation Generalizing banking and transportation skills to a variety of settings Personal hair grooming 	N/A
Leisure	N/A	N/A	N/A
Community Participation	<ul style="list-style-type: none"> Actively engages in community activities 	<ul style="list-style-type: none"> Access to community resources 	N/A

	Relative Strengths	Transition Needs	
		Initial Analysis	After Further Assessment
Health	<ul style="list-style-type: none"> Coping strategies for mental health issues 	<ul style="list-style-type: none"> Recognizing physical health and health-related problems Strategies for dealing with health problems Knowledge about reproductive health 	N/A
Self-Determination	<ul style="list-style-type: none"> Appropriate expression of emotion Decision making 	<ul style="list-style-type: none"> Knowledge of strengths and weaknesses 	<ul style="list-style-type: none"> Self-advocacy
Communication	<ul style="list-style-type: none"> Self-confidence in personal communication strategies 	<ul style="list-style-type: none"> Counseling services specializing in family issues related to deafness 	N/A
Interpersonal Relationships	<ul style="list-style-type: none"> Relationships with family and friends 	<ul style="list-style-type: none"> Information about social opportunities outside family 	N/A

Additional Comments:

Rashida needs additional assistance in the area of physical therapy. She needs to work with the physical therapist to determine a personal workout regimen that will suit her needs and preferences. She also needs to expand her understanding of the importance of physical exercises relevant to her physical limitations.

E. Present Levels of Performance and Selected Goals

Note. Based on existing assessment data, other goals might be needed.

Employment	PLEP: Rashida has identified a career goal and exhibits strong general employability requirements. She needs to know more about her chosen career field and explore educational and specific employability skills in graphic arts.	
	Instructional Goal: Rashida will develop research skills and use them to explore careers in the field of graphic arts.	Linkage Goal: Rashida will meet with her guidance counselor to get information about internships in graphic arts firms.
Postsecondary Education/ Training	PLEP: Rashida has significant difficulties performing academic tasks although she is a good student. She has established some career goals. She needs to know what training programs require and what they have to offer.	
	Instructional Goal: Rashida will demonstrate her ability to use computer graphics software.	Linkage Goal: Rashida will meet with her vocational rehabilitation teacher to discuss what training requirements are necessary if she pursues a graphic arts career.
Daily Living	PLEP: Rashida does an excellent job of consistently completing daily living chores and taking care of personal hygiene needs. She needs help in learning to use transportation and managing her finances.	
	Instructional Goal: Rashida will learn how to reach her destination using the public bus system's maps and timetables.	Linkage Goal: Rashida will meet with her counselor and enroll in a personal finance elective.
Community Participation	PLEP: Rashida enjoys community involvement in a variety of activities. She remains unaware of community resources.	
	Instructional Goal: Rashida will be able to locate several community resources and maintain reference information on each one.	Linkage Goal: Rashida will meet with a social security officer and determine eligibility for disability support.
Health	PLEP: Rashida is a mentally healthy young woman, but she has difficulty recognizing and addressing physical health problems.	
	Instructional Goal: Rashida will learn symptoms and appropriate responses to potential health problems.	Linkage Goal:

Self-Determination	PLEP: Rashida has a positive self-concept and can make decisions for herself. Teachers report she does not self-advocate effectively.	
	Instructional Goal: Rashida will develop and use two strategies to advocate her needs and wants in home, school, and work environments.	Linkage Goal:
Interpersonal Relationships	PLEP: Rashida maintains strong relationships with family and friends; her mode of communication, however, continues to be an issue. She needs to develop skills that allow her to determine an appropriate level of trust in friendship and dating relationships.	
	Instructional Goal: Rashida will demonstrate competency during role-playing activities that simulate real-life situations.	Linkage Goal: Rashida and her family members will meet with a counselor specializing in issues of family and deafness.
Other: Physical Therapy	PLEP: Rashida needs to develop a physical therapy training routine and schedule. Although she knows exercise is important, she does not prioritize this activity.	
	Instructional Goal: Rashida will demonstrate her understanding of the connection between exercises and her physical health.	Linkage Goal: Rashida will meet with a physical therapist to determine a personal therapy routine.

F. Questions Worth Pondering

- What is the cause of Rashida's reluctance to do physical therapy exercises on her own?
- What does Rashida need to do to improve her communication skills with hearing persons?
- Are Rashida's eye-hand coordination skills compatible with a career in graphic design? Are technological alternatives available?
- How frequent are Rashida's seizures?