

Report for Transitional Management

Name: Bob Person Case ID #: 000000000001
Date of Birth : July 1, 1997 Address: 1234 Somewhere
Evaluation Date: September 19, 2012 Someplace, TX 75039
Evaluation #: 1 Telephone: (123) 123-1231
Age: 15 yrs/2 mos
Gender: Male VR Phase: Plan Development
Evaluator: Professional Prepared for: DARS DBS Fort Worth

Reason for Referral: Assist in determining level of vocational potential

Optometric Measures: OD = 20/200 OS = 20/200 OU = 20/200

Visual Fields: OD = 20 OS = 20 OU = 20

Etiology or Diagnosis of Visual Impairment: Traumatic Head Injury

Secondary Disabilities/Conditions: Closed Head Injury

Suggestions to Staff for Transitional Planning

The following section includes an identification of various areas that were observed to be limiting to Bob from the test results of his neuropsychological evaluation. The functional implications of deficits in the various areas are described and intended only to stimulate discussion and to help focus attention on the need for intervention. They are not intended to take the place of the IEP or to serve literally as activities that must be conducted. Rather, this instrument should be consultative in nature and used within those limits.

Intellectual/Academic Achievement

This section identifies areas in need of intervention that relate to information processing, memory, language and learning.

ATTENTION & CONCENTRATION: Maintaining focused attention while performing tasks that require verbal and/or visual abilities; improving performance through concentration and practice.

Functional implications:

Bob may be occasionally distracted by the activities of others and may require some prompting to

pay attention in class; the teacher may observe a tendency for this person to procrastinate or rush assignments and/or to daydream unless activities hold particular interest.

Recommendations:

Position Bob in front of the class.

Construct assignments toward active information gathering, exploration and research rather than passive content recognition.

Consider placing Bob in a workstation by himself to lessen distractions.

Relate lessons to age-relevant, realistic life situations.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Ensure Bob's attention before giving instructions.

Stand near Bob when providing instructions.

Have Bob use a calendar or agenda to track assignments.

Set a time schedule for Bob to facilitate completion of assignments in a timely fashion.

Use hands-on approaches as often as possible. Teach work tasks by modeling and demonstration.

Break assignments into smaller units.

Use 20-20 markers (fine line) for better contrast on written materials.

Provide written, braille or recorded notes to accompany lectures.

Use content-relevant video clips, audio books, or other media to stimulate Bob's interest. Supplement with additional verbal explanations of visual scenes. Have Bob identify the main themes.

Provide highlighted texts.

Use a slant board to correctly position material.

Provide an activity that requires concentration such as filing or collating by braille or accommodated coding system. Emphasize both accuracy and speed in performance of the task.

SHORT TERM VERBAL-AUDITORY MEMORY: Correctly recalling lists of numbers and words after a brief period of time.

No relative trait deficits

SHORT TERM HAPTIC MEMORY: Correctly recalling what has been manipulated or explored by touch senses after a brief period of time.

Functional implications:

Bob may display difficulty identifying and/or immediately recalling differences in textures, patterns and other non-verbal information. Non-verbal concepts may be difficult for Bob to learn and problems in organization may be evidenced. Spatial constructional tasks may also be more difficult for Bob to perform; errors of haste may be observed.

Recommendations:

Use familiar objects and materials when teaching and limit the amount of tactile cues required to complete the task.

Use auditory and kinesthetic methods of instruction.

Supplement verbal, well-learned concepts with non-verbal, tangible examples such as props.

Ensure Bob's attention before giving instructions.

Use repetition and physical guidance through tasks.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Keep the work environment well organized by using high contrast and tactile materials.

Use audio recordings and audio books to supplement learning.

Chaining and reverse chaining teaching strategies may be helpful.

Use magnets, Velcro and vice grips to help keep objects stationary and allow for exploration with both hands.

Present textured patterns obscured from Bob's residual vision. Have him study each pattern by active touch senses for 10-20 seconds. Remove textured pattern and present five textured patterns, one of which represents the pattern that was felt. Have Bob identify correct design.

Present Bob a series of geometric shapes to tactually explore for 10 seconds. Remove the display and have him tactually or visually recall from memory the original shapes from a group of distractors.

Use games such as Large-Picture Memory or Simon.

LONG TERM MEMORY: Recalling facts and information accumulated over a long period of time.

Functional implications:

Bob may occasionally demonstrate partial or incorrect responses to content questions; some defensiveness to cover for lack of knowledge may be observed (e.g., tends to disguise the lack of information with excuses). Bob may forget some assignments or require more study time than average; and, at times, more individual help and/or repetition may be required.

Recommendations:

Teach note taking strategies.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Ensure Bob's attention before giving instructions.

Emphasize previously-learned material and link to new information.

Develop mnemonic devices and teach Bob strategies for creating his own.

Have Bob establish a routine to prevent important activities from being forgotten.

Have Bob use a calendar or agenda to track assignments.

If Bob is an auditory learner, consider the use of a Type 'N Speak device for organization, storage, and retrieval of information.

Assist Bob in developing organizational skills, such as using lists, reminders, a daily planner, etc.

Provide a multisensory approach to lessons.

Teach organizational skills such as keeping an inventory of books or materials.

Help Bob organize material and understand the logical sequence needed to perform a task.

Train Bob in various forms of outlining (including spatial methods such as flow charts and main point circles with detail spokes) for organizing thoughts before expressing them in writing.

Use reminders and brailled or large print cue cards to prompt memory for content.

Have Bob transcribe or record assignments.

Have parents acknowledge Bob's homework assignments through checklists.

Have Bob write or record a brief summary after reading a class assignment or listening to a presentation.

Break assignments into smaller units.

Color code notes or organize work in a binder with color tabs for easy reference.

AUDITORY INFORMATION PROCESSING: Solving verbal-language related problems; learning and problem solving that requires listening and recalling what has been said.

Functional implications:

Bob may have occasional difficulties in more complex levels of language learning and/or may respond somewhat more slowly to difficult questions. Detecting and understanding subtle meanings of orally presented material and verbal concepts may also be difficult for this student.

Recommendations:

Divide information into smaller units. Repeat instructions as needed.

Allow additional time for completing assignments.

Provide a multisensory approach to lessons.

Ensure Bob's attention before giving instructions.

Have Bob repeat instructions to ensure understanding before starting a task.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Provide braille or large and bold print instructions for Bob to follow as they are read by the teacher.

Teach note taking strategies.

Read material that presents a particular problem. Discuss with Bob several alternative solutions and how he would solve the problem.

Have Bob recount major assignments before going home each day.

Have Bob use a calendar or agenda to track assignments.

Permit recording of instructions.

Teach comparative analogies to illustrate the meaning or ideas expressed in verbal material.

Have Bob explain steps to solutions of problems. Provide cues and prompts as needed.

Provide homework assignments that involve listening to audio recordings or audio books and then have Bob summarize the presentation.

Use a braille or large print lecture outline system.

Use computer games that provide feedback regarding performance.

Break assignments into smaller units.

Use color coding or a highlighter for note taking and studying.

UNDERSTANDING SPOKEN LANGUAGE: Understanding the meaning of words, sentences and concepts that one hears.

Functional implications:

Bob may experience some difficulty in comprehending orally presented abstract verbal information and concepts. Difficulties in transferring information from one situation to another may be experienced leading to less than expected academic performance.

Recommendations:

Ensure Bob's attention before giving instructions.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Provide a multisensory approach to lessons.

Complement verbal explanation with hands-on examples.

Encourage active listening that involves Bob taking notes (using a recording device). Review the notes with him.

Break assignments into smaller units.

Provide notes to accompany and illustrate lectures.

Teach for transfer. Have Bob verbalize how one incident in a story relates to another or have him think of new titles for stories based on the main idea or theme.

Play short chapters from audio books and have Bob interpret the story and describe the characters.

Teach comparative analogies to illustrate the meaning or ideas expressed in verbal material.

Discuss newspaper articles to interpret the headlines and the text. Discuss how the news events affect Bob's life.

Read a story or series of events. Have Bob summarize the most important parts of the story.

Consider using computer feedback language lessons (similar to those offered for learning a foreign language).

UNDERSTANDING WRITTEN LANGUAGE: Understanding the meaning of words, sentences and concepts that one reads.

Functional implications:

Bob may experience some difficulty in comprehending abstract reading material and may occasionally have problems in transferring learning from one situation to another. These difficulties may result in incomplete or inadequate performance on more difficult reading assignments.

Recommendations:

Ensure Bob's attention before giving instructions.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Teach for transfer. Have Bob verbalize how one incident in a story relates to another or have him think of new titles for stories based on the main idea or theme.

Have Bob identify the main idea of sentences by simple verbal diagramming.

Teach comparative analogies to illustrate the meaning or ideas expressed in verbal material.
Provide a multisensory approach to lessons.
Emphasize previously-learned material and link to new information.
Have Bob take notes on key information that is read and review the information with him.
Use audio recordings and audio books to supplement written material.
Overlay different color transparency sheets on written materials to assess whether color contrast preference improves reading abilities.
Allow additional time for completing assignments.
Encourage Bob to read books in braille or large print text related to his interest.
Discuss newspaper articles to interpret the headlines and the text. Discuss how the news events affect Bob's life.
Apply for free magazines of interest (braille or large print) through *Talking Book Programs*.

VERBAL EXPRESSION: Expressing oneself in an understandable and logical manner through speech; verbal communication.

No relative trait deficits

WRITTEN EXPRESSION: Expressing oneself in an understandable and logical manner through writing.

No relative trait deficits

NUMBER CONCEPTS & ARITHMETIC REASONING: Understanding numbers and solving simple arithmetic problems.

No relative trait deficits

ROTE LEARNING ABILITY: Learning through repetition and practice.

Functional implications:

Bob may have occasional difficulties learning new material and may require additional learning and/or practice time to master basic skills.

Recommendations:

Emphasize previously-learned material and link to new information.
Use rehearsal and practice to retain skills.
Have Bob learn material through multiple modalities.
Ask Bob for feedback to ensure comprehension of instructions before starting tasks.
Provide extra time to learn new content.
Shorten assignments and tests.
Break assignments into smaller units.
Ensure Bob's attention before giving instructions.

Have review sheets available for additional practice.

Use familiar materials to enhance skill development in a particular area.

Have Bob make note cards in large print or braille.

Develop mnemonic devices and teach Bob strategies for creating his own.

Provide homework assignments that review content covered in class.

Switch from continuous practice trials to short, repeated trials interspaced with alternative activities.

Have Bob use a calendar or agenda to track assignments.

ABSTRACT REASONING: Generalizing from what can be readily seen, heard or felt to qualities, categories and ideas; understanding subtle relationships (similarities and differences) among things, ideas and concepts.

Functional implications:

Bob may experience difficulties in learning or understanding subtle relationships, analogies or concepts which require abstract reasoning. Delays in learning formal operations involved in problem solving may be observed.

Recommendations:

Categorize global feeling words (e.g., sad, happy, angry, etc.), and illustrate subtle nuances (e.g., *blue, up, ticked*, etc.) to teach abstraction of affect.

Use manipulatives to understand concepts.

Present realistic reliefs or sculptures (still lifes, land or seascapes, portraits) and impressionistic renderings to illustrate spatial and image abstraction.

Have Bob disagree or agree with a list of characteristics or categories of people (e.g., girls like to cook) and discuss in terms of abstract and concrete meanings.

Use simple proverbs to illustrate abstract interpretations of ideas, concepts, and feelings.

Use animal and plant classification systems to illustrate categorization progressing from obvious to more subtle similarities and differences.

Have Bob present and then compare a concrete thought with an abstract thought.

Have Bob take an abstract thought and make it concrete.

Provide assignments and homework that involve sorting objects by common features.

NON-VERBAL (HAPTIC) INFORMATION PROCESSING: Solving non-verbal and performance related problems; learning and problem solving that requires understanding and recalling what has been felt or manipulated.

Functional implications:

Bob may experience significant problems in learning and performing tasks, which require non-verbal organization and information processing. Bob may appear confused if non-verbal information does not remain simple and readily displayed; constant tactile reference to materials is needed. Math and other academic tasks facilitated by tactile and spatial processing may be compromised; angles, depth, perspective, etc., may be misinterpreted; practical skill areas such as

cooking and community mobility may be delayed or hard to learn.

Recommendations:

Use simplified guides or structures to help accommodate for disorganization (e.g., use bold line paper or raised line paper).

Use accommodations such as braille and texture coding.

Accompany manipulative tasks with verbal instructions.

Ask Bob for feedback to ensure comprehension of instructions before starting tasks.

Provide explicit verbal instructions to accompany construction tasks.

Practice implementing simple instructions, recipes and real-life projects.

Do discrimination training where the textures are initially grossly different but become increasingly similar.

Use adaptive devices and provide Bob with clear verbal instructions for construction tasks, cutting, etc.

Display a group of items briefly on the table such as coins, keys, and other pocket items. Have Bob explore the items. Remove the items and have Bob recall what was on the table.

Have Bob practice non-visual identification of objects by using either a blindfold or by placing the object in a bag.

Demonstrate an assembly task by going step-by-step through the sequence of procedures then allow Bob to reconstruct an object in the same sequence.

Provide an activity where Bob is given a limited amount of time to tactually explore an object. Have him tactually select the object from a group of other objects with residual vision occluded.

Perceptual/Motor

This section identifies areas in need of intervention that relate to taking information through touch, movement and auditory senses; forming impressions of these experiences; and making purposeful movement responses.

SPATIAL PERCEPTION: Understanding the relationships (location, depth, spacing, etc.) of objects to each other in space; using models of the finished product to guide the construction of three dimensional assemblies.

Functional implications:

Bob may be considerably below grade level in written tasks, Braille reading, spelling and arithmetic. The student's spatial understanding may be limited to large, single-purpose objects with problems in understanding complex patterns and relationships among objects in space. Terms that describe spatial relationships may be misunderstood; and Bob may get lost in unfamiliar places. Bob may be delayed in learning and/or performing many practical activities of daily living such as dialing phones, using keyboards, performing assembly tasks, stacking and/or following patterns. Bob may be clumsy and experience difficulty learning or performing complex motor tasks, resulting in poorer performance of many prevocational or vocational tasks.

Recommendations:

Ensure Bob's attention before giving instructions.

Allow extra time for written tasks. Permit recording of instructions.

Break assignments into smaller units.

Provide a multisensory approach to lessons.

Use manipulatives and real-life problems.

Help Bob learn and understand directional, spatial and math concepts by talking through each step.

Provide help with reading relief maps and completing construction activities.

Walk through new environments and and identify landmarks.

Encourage safety training in shop or applied consumer science courses, employing automatic cutoffs or buzzers for switches as needed.

Consider teaching keyboarding skills to improve quality of written work.

Have Bob use a calendar or agenda to track assignments.

Consider the use of a talking calculator or computer for math. Use adapted measuring cups, rulers with fewer gradations, etc.

Use adapted measuring guides, progressive relief schematics or physical models.

Use adapted board games and jigsaw puzzles to practice spatial skills.

Encourage supervised bike riding, ballet, karate, skating, gymnastics, swimming, dance, etc.

HAPTIC-SENSORY PERCEPTION: Solving simple problems that require active manipulation of objects; recognizing and remembering objects from how they feel.

Functional implications:

Bob demonstrates deficits in identifying, discriminating and interpreting the significance of objects from active touch or feel. Bob may confuse different configurations or designs or objects and experience difficulty discriminating minor differences in size or texture. Bob may demonstrate a delay or slower performance in various prevocational and daily living tasks. For example, Bob may have problems tying knots; using back fasteners; performing sorting; assembly or other manipulative tasks; flossing teeth; using certain tools; and performing tasks such as sewing.

Recommendations:

Provide a multisensory approach to lessons.

Permit extra time for manipulative tasks.

Have Bob repeat instructions to ensure understanding before starting a task.

Ensure Bob's attention before giving instructions.

Assess Bob's ability to identify subtle differences in sizes of objects, lengths of objects and fluid volumes.

Do discrimination training using different sizes, shapes, and textures to help increase these skills.

Do functional discrimination training where Bob sorts objects such as coins, nuts and bolts, and various grades of sandpaper.

Consider Velcro-closure or slip-on shoes to promote independence.

Have Bob sort sandpaper, fabric, etc., by texture and shape visually and with vision occluded.

Have Bob describe the texture of balls used in different sports (e.g., football, volleyball, ping pong ball, golf ball, bowling ball, tennis ball, etc.).

Encourage prevocational packaging, sorting, assembly and construction activities that involve shape, size and texture discrimination.

Have Bob feel and label coins.

Provide braille or recorded course syllabus and/or outline to assist in organization.

Use holders that permit sliding objects out rather than picking them up.

Use adaptive devices such as a coin purse with slots for money.

Use functional measuring tasks for crafts, art, math, etc. Allow extra time and practice for activities that involve the use of both hands.

Provide assistance with relief pattern reading and layout of materials in shop, art, and applied consumer science courses.

Provide help with reading maps and completing construction activities.

Use adapted jigsaw puzzles, mazes, and games, etc., which require shape or size discrimination.

Use templates, guides, jigs, adapted tape measure, etc., for hands-on tasks.

Take community outings to practice life skills; i.e., go to a book store and practice selecting, making change, etc.

Avoid art and shop activities that require discrimination and manipulation of very small objects.

Have Bob move hands apart to indicate *one inch*, *six inches*, *one foot*, etc. Measure the distance and give feedback.

Encourage Bob to recheck assignments, especially math calculations, to reduce careless errors.

Allow more time for regular assignments or reduce length of assignments.

Break assignments into smaller units.

UPPER BODY SPEED & COORDINATION: Making fast, accurate and independent movements using the arms, hands and fingers of the right and/or left side.

No relative trait deficits

BIMANUAL SPEED & COORDINATION: Making fast movements or manipulating objects with the preferred hand that require holding or positioning with the non-preferred side.

No relative trait deficits

UPPER BODY STRENGTH: Muscle power of the hands, arms and shoulders.

No relative trait deficits

LOWER BODY STRENGTH: Muscle power of the lower body.

Functional implications:

Bob has less lower body strength than age peers. However, Bob may have sufficient strength for many normal activities. Occasional problems may be encountered in lifting, carrying, pushing and/or pulling moderate to heavy weights or bulky items.

Recommendations:

Consider limited or modified physical activities such as squats, leg lifts, stationary bike, soccer, basketball, tennis, running, yoga, aerobics, etc.

Have Bob wear ankle weights during physical education activities.

Have Bob use a rowing machine or exercise bicycle with a speedometer.

Consider a modified weight lifting program.

Consider a summer fitness program.

Consider use of a wheeled backpack.

Gradually increase length of work periods and allow short rests.

Assign prevocational activities that require light to moderate lifting.

LOWER BODY BALANCE & COORDINATION: Coordinated balance; maintaining balance while moving the body.

Functional implications:

Bob demonstrates deficits in balance and gross coordination. These problems may be more evident under less than optimal lighting conditions or when residual vision is occluded. Bob may appear clumsy and have greater difficulty walking, negotiating stairs, climbing ladders, using stools or performing prevocational or recreational activities.

Recommendations:

Keep aisles open and clear of books to make movement in classrooms easier.

Teach Bob to walk up and down stairs by placing both feet on a step before proceeding to the next step.

Encourage Bob to use caution when walking or climbing, particularly at stairs, curbs or on uneven ground.

A white cane may be needed to ensure safety in unfamiliar, dimly lit or uneven areas.

Place high-contrast tape on edges of each step (or bottom step only) and on edges of drop offs.

Consider use of a wheeled backpack.

Have Bob sit for fine skilled activities (e.g., shop, art, playing musical instruments, lab work, etc.).

Have Bob sit or kneel when engaging in bimanual activities or balance games.

Allow a second set of textbooks for home.

Consider participation in organized group sports.

Consider limited or modified physical activities such as squats, leg lifts, stationary bike, soccer, basketball, tennis, running, yoga, aerobics, etc.

Have Bob practice climbing stairs with supervision.

Have Bob walk on masking tape forwards, backwards and sideways. Use balance beam or balance platform with physical assistance.

Assign prevocational and domestic activities such as sweeping, mopping, etc.

Have Bob perform *step* exercises.

Encourage supervised physical activities such as swimming, bowling, hiking, walking, supervised bike riding, water aerobics, Tai Chi, square dancing, aerobics, etc.

Use a rowing machine or exercise bicycle with an audio feedback speedometer.

Use activities such as woodworking or loom weaving.

Have Bob use spring-loaded hand grippers to increase upper body strength and stamina.

UPPER BODY GROSS COORDINATION: Slow, careful and accurate movement of the arms.

No relative trait deficits

RIGHT SENSORIMOTOR FUNCTIONS: Touch senses, speed, strength and coordination on the right side of the body.

No relative trait deficits

LEFT SENSORIMOTOR FUNCTIONS: Touch senses, speed, strength and coordination on the left side of the body.

Functional implications:

Bob's sensorimotor functions on the left side of the body are mildly depressed in contrast to the right side and below average compared to age peer norms. In the absence of other obvious explanations (e.g., physical injury, restricted range of motion, etc.), this disparity may be associated with a slight increase in risk for problems in spatial orientation, writing (or printing), Braille and specific academic performances in subjects such as math (arithmetic on paper).

Recommendations:

Close monitoring of progress in reading, writing and arithmetic may be indicated.

Allow extra time and practice for math activities requiring the use of both hands (such as drawing angles or constructing geometric figures).

Orient sensorimotor activities to the right side.

If possible, orient some sensorimotor activities to the left side for practice or development.

Position materials to optimize efficiency.

Consider teaching keyboarding skills to improve quality of written work.

Encourage arts and crafts activities involving use of both hands (e.g., clay sculpting, macramé, hand or loom weaving, knitting, needlework, leather lacing, etc.).

Encourage bilateral activities such as using a rowing machine or similar gym equipment.

Have Bob sit or kneel when engaging in bimanual activities or balance games.

Use activities such as sewing, stitchery with large, textured materials, leather lacing, hand or loom weaving, macramé, etc.

Encourage activities where arms and legs cross midline.

Have Bob practice packaging and unpackaging jars with screw lids.

Use templates, guides, jigs, adapted tape measure, etc., for hands-on tasks.

Use hole-punching, leather-punching, shredding, stapling and paper cutting activities.

Encourage supervised bike riding, ballet, karate, skating, gymnastics, swimming, dance, etc.

Use a rowing machine or exercise bicycle with an audio feedback speedometer.

Use adapted board games, jigsaw puzzles and mazes.

Have Bob use spring-loaded hand grippers to increase upper body strength and stamina.

Allow a second set of textbooks for home.

Consider use of a wheeled backpack.