



# **Mike's Path to Community Employment**

Case Study for Blind or Visually  
Impaired (B/VI)

# Case Study of Student Identified as Blind or Visually Impaired (B/VI)

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## Mike's Path to Community Employment and Community Membership

Mike is a student who is receiving supports through an Individualized Education Program (IEP) in his local school district. According to the Evaluation Team Report (ETR), Mike has been identified as a student who is blind or visually impaired (B/VI)<sup>(1)</sup>.

### Brief History

Mike was born prematurely at 28 weeks. He spent the first weeks of his life in the neonatal intensive care unit (NICU) addressing concerns related to breathing and weight gain. An early exam by a pediatric ophthalmologist indicated signs of Retinopathy of Prematurity (ROP) that required follow-up exams to monitor the extent of the vision condition and determine treatment. Mike's family worked closely with the medical team to address overall health concerns and a referral was made to Help Me Grow through the Ohio Department of Health<sup>(2)</sup> for home visits following the hospital stay. Early intervention supports through the Ohio Department of Developmental Disabilities' (DODD) Ohio Early Intervention<sup>(3)</sup> provided Mike's family access to a team of professionals who completed a comprehensive assessment to determine outcomes and develop an Individualized Family Service Plan (IFSP) that would meet their needs. This plan included vision, nutrition, physical, and occupational therapy services.

Through this process, Mike's parents were concerned about their lack of knowledge related to supporting a child who was visually impaired. They made the decision to become members of local chapters of the National Federation of the Blind<sup>(4)</sup> and the American Council of the Blind<sup>(5)</sup> to make connections with other families. This included sharing information and resources about their son's vision loss and how it would impact his functional abilities. Support was provided during real-life activities to encourage Mike to be an active participant at home and through a program at the local County Board of Developmental Disability (CBDD)<sup>(6)</sup> that also included family support group services. Mike's family located a local sibling support group for his brother through the Family Resources Network of Ohio (FRNOhio)<sup>(7)</sup> to better accommodate everyone's needs in the family.

As his overall health became stable, and he was able to engage more with the world around him, Mike's family expressed increased concerns related to his safety. Ongoing consultation from the Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist (COMS)<sup>(8)</sup> helped the family and all other team members understand what should be considered and what supports were necessary to help Mike engage and understand with the world around him. The TVI completed a Functional Vision Assessment (FVA)<sup>(8)</sup> to understand how Mike used his vision.

At age two the early intervention team worked with Mike and his family to develop a plan to transition Mike from the home environment to a preschool within their local school district. The team worked with the local preschool program to make sure Mike had a smooth transition to school when he turned three years old. Key assessments that addressed Mike's vision and informed the planning process included another FVA and the Learning Media Assessment (LMA) which helps teams select appropriate literacy media (e.g., large print, braille, pictures)<sup>(9)</sup>. These were completed by the TVI and shared with the team. Mike's Individualized Education Program (IEP) was developed using Ohio's Learning Standards and Expanded Core Curriculum (ECC)<sup>(10)</sup> for Students who are Blind or Visually Impaired. The ECC provided a framework for assessment and instruction regarding concepts and skills associated with its nine components that often require specialized or explicit instruction for students who are visually impaired. Based on the evaluation it was recommended that the IEP should include related services from a TVI, COMS, and an assistive technology consultant to implement vision technology to support access to the curriculum.

## Early Discussions and In-School Support

Mike and his family worked with the local CBDD to start learning early and then helped the family transition to a local Elementary school for kindergarten. The comprehensive evaluation by district staff included involvement from the TVI and COMS to ensure that Mike's visual needs and supports were addressed. Components of the ECC were also integrated into the evaluation to help the team determine additional skills that may need be addressed using explicit instruction as part of the IEP. These skills included physical therapy interventions designed to increase access to and participation in the learning environment with consultation from the COMS. Mike's team met with the new school team a few months prior to moving to a new classroom. Mike's new educational team discussed his strengths and preferred learning style. Team members also discussed opportunities for increasing Mike social interaction with peers throughout the day including on the bus, in the cafeteria and at recess, as well as ideas for increasing Mike's independence. The TVI worked with Mike to begin building self-advocacy skills. She was a natural role model for him because she too had a visual impairment and worked with him to begin building his self-advocacy skills.

Mike received continual orientation and mobility instruction as part of the expanded core curriculum to become familiar with any changes in the learning environment and to learn how to adapt to new environments. Services from the TVI also included working with teachers to discuss plans for making materials accessible to Mike so that he could participate in activities along with his peers. Along with receiving ongoing vision supports, Mike was registered for the Federal Quota Program through the AT&AEM<sup>(11)</sup> Center at OCALI to be eligible for adapted instructional materials through the American Printing House for the Blind<sup>(12)</sup>. Teachers on the team accessed the Assistive Technology Internet Modules (ATIM)<sup>(13)</sup> to increase their capacity and understanding of AT assessment and specific AT for vision. Mike's elementary years included a lot of exploration regarding a variety of technologies and apps that would help him become even more independent in later grades. The OCALI Lending Library<sup>(9)</sup> offered a variety of AT devices for loan that the team could access at no cost as they worked to determine what worked best for Mike's learning needs. When Mike was in 3rd grade, he borrowed an electronic notetaker. The device worked well and a request to purchase a notetaker using Federal Quota funds<sup>(11)</sup> was made through the AT&AEM Center at OCALI. As his compensatory skills and confidence increased, he found he could more confidently self-advocate with the teachers when explaining his needs and preferences across environments and was empowered to engage frequently with his peers at home and at school. This included involvement in after school and summer extracurricular activities based on Mike's interests. Being able to express his needs and preferences also allowed his team to determine necessary supports for his involvement in community activities.

In middle school, Mike's interests continued to increase as he explored different career opportunities. Mike continued to see opportunities for increased access to the world around him using smartphone and computer apps<sup>(14)</sup>. He attended summer camps<sup>(15)</sup> for students with and without visual impairment to interact and build closer bonds with peers. These included opportunities through his local sight/vision center and the Ohio State School for the Blind. Meeting time was set up prior to these events to make sure the necessary assistive technology was in place for safety and access. Using career exploration tools from OhioMeansJobs<sup>(16)</sup>, Mike determined that he had an interest in computer programming and coding and talked to his parents about his interest in exploring the Middle School Information Technology Education course. This course highlighted possible career technical classes that Mike could pursue when he went on to high school, such as Cyber & Network classes. The team identified specific AT that could support coding Code Jumper<sup>(17)</sup> and this technology was implemented for him. He also used technology to comprehend complex vocabulary terms in many of his classes by using an online notecard system called Quizlet<sup>(18)</sup> that shuffles the vocabulary and makes short assessments as well as practice games in a matter of minutes. Many of his teachers used this program for other students in the classes. In eighth grade, Mike took the lead in holding his own IEP meetings<sup>(19)</sup>. He introduced the team members and gave an agenda of what would be discussed in the meeting. Mike also invited the school counselor to the meeting so he could give further information about the Information Technology Education courses. Mike used a pre-recorded presentation<sup>(20)</sup> that he made in his English class to share at the IEP meeting of his PINS (Preferences, Interests, Needs, and Strengths) which was drafted from a poster he created from past school years. Mike's parents also brought an outline of the Charting the LifeCourse Tools<sup>(21)</sup> to the meeting and used that to drive the discussion around IEP goals.

The discussion around postsecondary transition and preparation for adult life has reinforced the need for planning instruction that integrates components of the ECC into Mike's learning. These areas include independent living skills, career education, assistive technology, etc. to better prepare Mike for his plan to possibly work with computers following graduation. Mike's family found training through the Ohio Coalition for the Education of Children with Disabilities<sup>(22)</sup> which gave them tools to continue to be active partners in the transition planning process. They also

worked with the National Organization of Parents of Blind Children<sup>(23)</sup> and attended the American Council of the Blind annual conventions<sup>(24)</sup> to connect with other families through shared experiences and learn about resources that would help increase Mike's independence along the way.

When Mike transitioned to high school, he started meeting with a vocational rehabilitation counselor through the Ohio Transition Support Partnership<sup>(25)</sup> who was able to help him locate a mentor. His transition team included: school counselor, Opportunities for Ohioans with Disabilities (OOD) counselor<sup>(26)</sup>, along with his mentor, parents, and two schoolteachers he had his classes with, as well as an assistive technology consultant, TVI and COMS. He also applied to work with a Career Mentor through the National Federation of the Blind<sup>(4)</sup>. Mike continued to share his PINS and his life goals through the Charting LifeCourse Tools<sup>(21)</sup> with his team. They decided to continue having additional meetings to talk about his continued path to a career tech program and then for a job that uses coding. The discussion from the team identified the needs Mike still needed to continue working on to reach his goals for the career technical program. Mike continues to grow and advocate for himself when he is in new environments with new people. He has had a lot of practice as an active camp counselor, volunteering at computer repair shop to update old or outdated computers, and as a volunteer at the local library. Since Mike found his volunteer experience on his own through a family friend, the OOD counselor provided some helpful tips and considerations that helped Mike continue to build his self-advocacy and leadership skills. This included a recommendation to apply to the Youth Leadership Forum<sup>(26)</sup>. The OOD counselor shared information with the team from Mike's summer work experience and talked about Services for Pre- Employment Transition Services (Pre-ETS)<sup>(27)</sup>. Mike's transition team met every two months and followed up with email as more skills or topics arose during Mike's transition. At the same time, Mike's parents actively participated in webinars and the annual convention of the National Organization of Parents of Blind Children<sup>(23)</sup> to continue to help prepare themselves for Mike's transition into adulthood.

During the last two years of high school, Mike participated in Cybersecurity & Networking at his local Joint Vocational School (JVS)<sup>(28)</sup>. At the beginning of the course, he asked for a meeting with his school team, mentor, and OOD counselor to make sure the strategies and necessary AT he has been using in the past will continue to support work in this career field. The meeting was planned after Mike was interviewed for the program and met the attendance and GPA requirement. The intervention specialist and career tech teacher worked with Mike to understand his access needs and explain his rights as a student in the program. This provided a great opportunity for Mike to practice sharing what tools he would need to have in place to help him be successful in the situation. Mike also shared materials for his teachers and others to learn about the best way to interact with him and help him navigate through the environment throughout the day<sup>(29)</sup>. The Cybersecurity & Networking Instructor asked questions on how to best support Mike as he advanced through the curriculum. Mike connected with the accreditation license organization, his mentor, OOD counselor, and teacher so he could be prepared for the accreditation test and make sure his AT accommodations would be met ahead of time. After high school, Mike plans to go to a local community college<sup>(36)</sup> to complete a two-year associate degree in Cyber Investigation Technology. He was excited to receive a scholarship from the American Council of the Blind of Ohio<sup>(31)</sup> to support him in his studies.

## Transition Assessment (Age Appropriate Transition Assessment - AATA)

Information was collected by a Multi-Agency Team using the following tools and methods:

### Transition Assessment Tools and Process Include:

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- Certified Orientation and Mobility Specialist (COMS) help Mike access his environments and completes orientation & mobility assessment
- FVA and LMA were completed by the TVI and shared with the team
- LMA to ensure learning media is accessible
- Student interest inventories - AATA assessment library<sup>(32)</sup>
- Self- Determination Assessment<sup>(33)</sup>
- Student interview with Mike about his preferences, interests, needs, and strengths (PINS)
- Job shadows in employment environments identified from interest inventories
- Assessment related to areas under the ECC (e.g., social interaction, independent living, career education, use of assistive technology)
- Community based work assessment<sup>(34)</sup>
- Observations in multiple environments – school, home, community – for skills such as: Independent living skills, social competencies, level of independence, problem solving, communication
- Interview with parents/family members and teachers from previous years
- Discuss Mike’s challenges or barriers regarding his career pathway for adulthood
- Social-emotional screening

### Transition Assessment surfaced the following information (selected items):

#### Preferences/ Interests

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- Playing video games with his brother and peers<sup>(35)</sup>
- Socializing online
- Listening to music
- Working independently
- Learns best through hands-on experiences - kinesthetic learning
- Uses technology throughout his day to be as independent as possible

#### Skills/Strengths

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- Enjoys being part of a team
- Great sense of humor
- Shows good mobility skills
- Critical Thinker
- Enjoys learning about new software and hardware
- Has improved compensatory skills across environments
- Enjoys engaging with people. Active participant in camps and extracurricular activities
- Mike enjoys looking for errors in coding programs.
- Mike knows how look at an operating system and problem solve ways to fix the error.
- Mike really enjoyed the computer projects in all his classes

#### Needs/Challenges

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- Can get disorganized in spaces that are not well organized
- May hold onto negative feelings and begin to shut down
- Benefits from extended time limits in different situations
- Work on independent living skills development needs to be regularly considered depending on the task or environment to build independence vs. dependence
- Needs exposure through training to all new environments prior to the first day of training/classes
- Understanding of how to request accommodations
- Practice implementing self-advocacy skills in a range of environments
- Needs to build in breaks for fatigue when working on computers with assistive technology equipment

Post-Secondary (Adult Life) Goals: Ongoing Transition Assessment and resulting information assisted to develop and confirm the following Post-Secondary Goals

<b>Postsecondary (PS) Goals</b>	<b>Supporting Transition Assessment Data</b> Below are examples of Transition Assessment data that support the identified goals
<p><b>Education Goal</b></p> <p>Mike's Early or Initial PS Education Goal.</p> <p><i>Following graduation from high school, Mike will enroll in a postsecondary certified training program in his preferred career field.</i></p>	<ul style="list-style-type: none"> <li>• Has been accepted into the career technical program at a local JVS, Cybersecurity &amp; Networking</li> <li>• Has consistent attendance at school</li> <li>• Collaborates in study groups to get complete notes from class as well as further his understanding of class content</li> </ul>
<p><b>Refined Education Goal</b></p> <p>As the team and Mike gained more information and insight, the PS Education goal was refined as he moved through high school.</p> <p><i>Following graduation from high school, Mike will enroll full time at a 2-year local college/ university to attend classes and graduate with associates degree in Cyber Investigation Technology.</i></p>	<ul style="list-style-type: none"> <li>• Completed the ELSA- the Employability/Life Skills Assessment<sup>(34)</sup></li> <li>• Is reliable and dedicated to his work</li> <li>• Demonstrates skills to be a self-directed learner</li> <li>• Completes a task prior to when the task is due</li> <li>• Self- Advocates by telling teachers strategies that support his learning needs</li> <li>• Recognizes the need for time management</li> <li>• Motivated to do well in high school, so he can gain entrance into a community college technical program. Partnership agreement between his high school and community college<sup>(36)</sup></li> <li>• Connects with his mentor to look at mobility techniques that could be helpful in different environments</li> </ul>
<p><b>Employment Goal</b></p> <p>Mike's Early or Initial PS Employment Goal</p> <p><i>Following graduation from high school, Mike wants to enroll in a two-year community college in a computer technology program.</i></p>	<ul style="list-style-type: none"> <li>• Mike's stated employment goal is supported by skills, strengths and interests with associated academics in Cybersecurity &amp; Networking</li> <li>• Likes to work with his hands</li> <li>• Does well following a digital print out to solve computer programs</li> </ul>
<p><b>Refined Community Employment Goal</b></p> <p>Following graduation college, Mike will be successfully employed full-time providing technology supports in a competitive work environment.</p> <p><i>Following graduation from associative associate degree program , Mike will be employed full-time in a position for Cyber security.</i></p>	<ul style="list-style-type: none"> <li>• Mike has self- advocated for himself when volunteering at computer repair shop to update old or outdated computers</li> <li>• Mike enjoys looking for errors on operating system and problem solving to fix the error</li> <li>• Able to navigate a variety of electronic devices/gadgets to be independent<sup>(14)</sup></li> <li>• Mike has identified a mentor to help with life changes as well as academic advancement</li> <li>• Works well with others, increased independence at summer camps through his local sight/vision center and the Ohio State School for the Blind<sup>(15)</sup></li> </ul>

Postsecondary (PS) Goals	Supporting Transition Assessment Data
<p><b>Independent Living Goal</b></p> <p><i>Following graduation from high school, Mike will live independently in the local community and continue to use free public resources for, maintaining a healthy lifestyle through continued learning, specifically in the area of money management and budgeting for school loans and monthly finances.</i></p>	<p>Below are examples of Transition Assessment data that support the identified goals</p> <ul style="list-style-type: none"> <li>• Will work with his mentor to identify technology in the home that will address safety concerns</li> <li>• Will connect with mentor about questions around life after high school</li> <li>• Plans to meet with a financial advisor at college to understand the best way to pay for his college degree<sup>(37)</sup></li> <li>• Ohio Stable Account program<sup>(38)</sup> enhance financial independence for people living with disabilities</li> <li>• Plans to attend an informational night at the library to find out about free classes for research and cooking classes offered</li> <li>• Will work with OOD counselor to receive orientation and mobility training for using public transportation<sup>(39)</sup></li> <li>• Will draft a budget for monthly bills with family members and a local bank to set up automatic bill pay<sup>(40)</sup></li> </ul>

**Review the activities, services, and supports included in Mike's Journey to Community Employment.**

	<b>Early Years (Up to 10 years)</b>	<b>Early Middle School Years (11-12 years)</b>	<b>Late Middle School Years (12-14 years)</b>	<b>Early High School Years (14-16 years)</b>	<b>Late High School Years (16+ years)</b>	<b>After Graduation</b>
<b>Help Me Grow</b>	Referral to central intake at the Ohio Department of Health to determine eligibility and receive home visits.					
<b>Ohio Early Intervention</b>	Referred for early intervention services through Ohio DODD to address components of the (IFSP).					
<b>Local Education Agency (School)</b>	<p>Transition from early intervention to early childhood services for assessment and development of the (IEP) to support standards-based instruction.</p> <p>AT Consultant works with IEP team to make sure Mike has access to the curriculum and can fully participate along with peers</p>	<p>Supports to address academic needs and the ECC through the IEP with an emphasis on assistive technology, compensatory skills, self-determination orientation and mobility.</p> <p>Registered for the Federal Quota</p>	<p>Take an active role in his IEP meeting.</p> <p>Researches a JVS in his community to explore the career field of Cybersecurity and Networking.</p> <p>Support from Mentor for transition planning and social engagement</p>	<p>Meets with high school teachers to share learning module for them and answer questions</p> <p>Tour of the Career Classes at JVS</p>	<p>Accepted into Cybersecurity &amp; Networking class for junior and senior year.</p> <p>Member of Business Professionals of America (BPA)</p>	Educational services end at graduation
	Works with his TVI and COMS					
		Completes Career assessment from the AATA library.		<p>Meet with career counselor advisor</p> <p>Support from Mentor for transition planning, prep for college visits, independent living</p>	<p>Guidance counselor assists with accommodations for college placement and other standardized tests.</p> <p>Attends a job fair.</p> <p>Support from Mentor for college/career prep, independent living</p>	

	<b>Early Years (Up to 10 years)</b>	<b>Early Middle School Years (11-12 years)</b>	<b>Late Middle School Years (12-14 years)</b>	<b>Early High School Years (14-16 years)</b>	<b>Late High School Years (16+ years)</b>	<b>After Graduation</b>
<b>Vocational Rehabilitation Agency- Opportunities for Ohioans with Disabilities (OOD)</b>	No Services were accessed	With parent consent, OOD counselor Ohio Transition Support Partnership Services (OTSP) attends  IEP meeting to explain OOD services.	Meets with OOD counselor to explore Pre- ETS.	Summer youth career exploration between 10th and 11th grade	Submit an application for Youth Leadership Forums (YLF) this summer.	Works with Mike to navigate resources on college campus  Provided information about free classes in the community to increase independence
<b>Ohio Job and Family Services- Workforce Development- OhioMeansJobs</b>	No Services were accessed	Completes an Interest Inventory through InfoOhio connected with OMJ, sets up an account	Career assessments are completed	Use online training centers on OMJ test preparation  Practiced Interview questions	Posted resume, research and applied for jobs	→ →
<b>Consumer Groups</b>	Family became members of local chapters of the NFB & ACB.  Introduced with the National Library Service for the Blind(51) receive audio books		Participated in annual conventions of the ACB(24).	Applied to work with a Career Mentor through the National Federation of the Blind	Received a scholarship from the American Council of the Blind of Ohio	→ Becomes a mentor with NFB and works with youth
<b>Family/ Community Organizations:</b>	Located sibling support group through the Family Resource Network of Ohio(7)	Worked with the National Organization of Parents of Blind Children(4)  Attended summer camps through local vision/sight center (in addition to OSSB) (15)	Participated in transition planning training with OCECD(22)	Attended the National Organization of Parents of Blind Children Convention(24) and monthly webinars		→

## Mike's Path to Community Employment

Mike's preparation for employment began even before he formally entered the transition years. The following information discusses Mike's path to community employment through his educational years and is intended to narrate the previous graphics. It was guided by Mike's needs and future aspirations after high school. Based on Mike's profile, referral services were found to be needed from the Early Intervention, Opportunities for Ohioans with Disabilities, and Ohio Jobs and Family Services-Workforce Development. No referral for services were found to be needed for the Mental Health and Addiction Service for Mike's path to employment.

### Early Years (up to age 10)

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Mike's services were primarily focused on vision, orientation and mobility, assistive technology, nutrition, physical, and occupational therapy services. His family also benefited from services that began at birth.

- Help Me Grow<sup>(2)</sup>- Referral to central intake at the Ohio Department of Health to determine eligibility for home visits focused on parent/family support.
- Ohio Early Intervention<sup>(3)</sup>- provides services as part of his IFSP 0-2 years of age. Mike and his family worked regularly with a developmental physical and occupational therapist, nutritionist, teacher of the visually impaired, orientation and mobility specialist to address identified milestones and outcomes. This plan included vision, nutrition, physical, and occupational therapy services.
- Preschool-Transition from early intervention to early childhood services for assessment and development of the (IEP). This plan included support that addressed the Standards- based instruction and the ECC for Students who are Blind or Visually Impaired<sup>(10)</sup> as well as working with COMS to navigate his surroundings though out his school experience.
- Preschool, Mike continues to work on safety and moving independently in his environments both at home and school with the orientation and mobility specialist. Team uses the information provided by a pediatric ophthalmologist and functional vision assessment to better understand how Mike's vision impacts his daily life and develop his plan.
- Preschool TVI was a natural role model for Mike because she too had a visual impairment and worked with him to begin building self-advocacy skills. Using the results from the functional Vision Assessment (FVA) and learning media assessment that she conducted, the TVI was able to identify which learning media was most effective to meet Mike's needs. This information was what team members needed to provide access to standards-based instruction and the curriculum for meaningful instruction.
- IEP team provides an AT assessment to gather more information about potential AT software and devices and makes request from the OCALI Lending Library<sup>(9)</sup> to tryout devices.
- AT consultant works with the team to make sure all technology accessibility features are available and updated on Mike's devices. This helps to ensure that Mike's has access to academic content throughout the school day along with the ability to take notes in all classes and through high school.
- Support from the Mentor for self-advocacy, self-determination and soft skills are an important part of Mike's experience because many of these skills are learned incidentally from watching other people in different situations. Students with visual impairment need explicit instruction in these areas and others associated with the ECC<sup>(10)</sup> to learn about social norms and become more independent.
- Mike was the first person with visual impairment in his family. Early in his development, his family actively looked for supports to help build their understanding and confidence for living with a person with vision loss. They became members and received family support from the NFB<sup>(4)</sup> & ACB<sup>(5)</sup> which allowed them to participate in early childhood initiatives. Mike's parents also located a sibling support group for his brother using the FRNOhio<sup>(7)</sup>.

## Middle School Years

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As Mike continued his transition to **middle school**, he had many more opportunities to practice asking for tools and resources he would need in order to access the curriculum in all his classes. He created a toolkit of AT supports, as well as online and classroom manipulatives that helped him to connect to the standards-based instruction being shared in the classroom, as well as best practice for interacting with others and shared this with his IEP team.

- Mike shared with his IEP team and his teachers the learning styles that support him and his toolkit of AT, which includes Screencastify<sup>(20)</sup> so he can review a class concept if he didn't understand it during the initial instruction.
- TVI works with middle school teachers to make sure Mike has access to content in all his classes, by showing the team JAWS screen reader software<sup>(41)</sup> and apps such as Code Jumper<sup>(17)</sup> and electronic notetaker along with other considerations for adapting content to make it accessible for Mike using his other senses.
- He worked with his orientation and mobility instructor to become familiar with the new building prior to the first day of school. Orientation and mobility instruction continued regularly during the middle school years, where concepts are practiced both inside and outside of the building.
- The middle school team meets with an AT consultant who performs software updates. This also included showing offering Mike and his family trouble-shooting suggestions for when he is using devices at home.
- Registered for the Federal Quota through the AT&AEM Center at OCALI<sup>(11)</sup>.
- Resources from the OCALI lending library<sup>(9)</sup> were obtained to provide hands-on trials of the identified AT.
- Support from Mentor for transition planning, self advocating, and social engagement.
- OMJ<sup>(16)</sup> student account is created.
- Mike and his family were introduced to the Vocational Rehabilitation Agency- Opportunities for Ohioans with Disabilities (OOD)<sup>(26)</sup> during an IEP meeting, the OTSP partnership<sup>(25)</sup>
- The OTSP counselor shared the results from the Photo Career Quiz<sup>(42)</sup> assessment were shared with the IEP team. High indicators continued to reflect that Mike had a strong preference to be a part of the Information Technology Career technical classes. This matched information gained directly from Mike after he saw a Cybersecurity & Networking class presentation.
- Mike completed an Interest Inventory for possible careers on the OhioMeansJobs (OMJ)<sup>(16)</sup> website and the results were shared with his IEP team. The report showed that Mike works well with others and prefers to work using a protocol along with a checklist to complete a task.
- Mike took advantage of opportunities to meet, interact and share experiences with other students who are visually impaired by participating in camps and social events through OSSB and the American Council of the Blind of Ohio<sup>(43)</sup>.
- The family worked with the National Organization of Parents of Blind Children<sup>(4)</sup> to connect with other families and learn about resources to build independence.

In the **later years of middle school**, Mike and his school team identified the need for more individualized support for Mike as he advanced to specific classes that would support his career goals after high school.

- Mike researched Career Technical programs at his local Joint Vocational high School (JVS) with the help of the mentor and TVI. Mike chooses to attend JVS because of the computer program they have. The program is connected directly with the career field he wants to pursue, and the local college has a program connected to the Career Technical program<sup>(36)</sup>.
- Prior to the class trip to the JVS the Intervention specialist worked with Mike to create a list of questions to ask the Cybersecurity & Networking teacher. Following the trip Mike met with the Intervention specialist to see if he has any other questions and to see how the accommodations he needs will be met in the Cybersecurity & Networking classes.
- Mike team worked with the JVS prior to entering high school to make sure the accommodations that he used would be met at the JVS. The team also ensured that Mike's freshman and sophomore classes matched the requirements for his expect graduation path to obtain a 2-year degree in Cybersecurity & Networking.
- Mike takes the lead on his IEP meetings<sup>(19)</sup> and uses his career goal to lead the discussion on his academic goals and services. The team meetings are recorded and shared with team members that are not able to attend<sup>(20)</sup>.

- AT consultant works with a team, as needed, to help with the computer platforms/software and schoolbook files to make sure Mike has access to the materials.
- Career assessments on OMJ<sup>(16)</sup> are completed by Mike, as well as a search on the In-Demand Jobs Reports website, and education needed for careers in Cybersecurity & Networking.
- Information was shared with Mike's team on his career assessments completed on OhioMeansJobs (OMJ) website. Other resources were also shared with the team such as: In-Demand Jobs report to better target and narrow career interests and identify PINS. View videos of careers and career environments<sup>(44)</sup>. Accessed free tools for college and career readiness<sup>(16)</sup>.
- Referral process for OOD services was completed by Mike, his parents, and the school district. Services for Pre-Employment Transition Services (Pre-ETS)<sup>(28)</sup> were discussed in the IEP meeting
- Support from the Mentor<sup>(5)</sup> for transition planning and social engagement continues, with an emphasis on technology that will help Mike work in the Cybersecurity & Networking field.
- Attended annual convention of the American Council of the Blind<sup>(24)</sup> where opportunities existed to engage with others who are visually impaired in the community and learn about resources that are available.
- Mike and his family were connected with the Ohio Coalition for the Education of Children with Disabilities<sup>(22)</sup> that offered training to encourage family participation in transition planning. A parent mentor provided support during the planning meetings for Mike's transition.

## High School Years

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Mike completed middle school with high grades in his STEM classes and kept his attendance at school high. Mike advanced to **high school** with a seamless transition. Thorough planning by Mike's middle school teachers, connecting Mike to his high school teachers in the last month of the school year via google chat<sup>(45)</sup> to share strategies that work for him in his current classes.

- Mike planned a meeting with his new teachers a few days prior to the beginning of a new school year, which helped develop his self-advocacy skills and answer any questions they had about working with a student with visual impairment. During this meeting, he shared his learning strategies, learning styles and AT needs with his teachers. He also shares how much he has to work outside of the classroom to get high grades and that his accommodation allow him to learn their class content in small, understandable chunks.
- Met with the Career Counselor to complete a career assessment and matched Mike's learning preferences to a possible career path. Career counselor showed Mike classes at the local JVS that would align with his learning and career interests, including getting hands-on experience in the Cybersecurity & Networking field.
- Mike toured the Career Technical classes at the JVS his sophomore year to see the lab classroom and learn what tools and equipment would be needed for the classes and possible job opportunities that could be obtained from each career-technical class. Following the trip Mike met with the Intervention specialist to see if he has any other questions and discuss how the accommodations, he asked for would be met in the Cybersecurity & Networking class.
- Mike met with his transition team and with an AT consultant to see if any technology could help him in the Cybersecurity & Networking while he was in the class or doing field experiences.
- Mike received support from his Mentor for college/ career preparation and independent living.
- Mike worked with an (OOD) counselor to set up a summer youth career exploration<sup>(26)</sup> between 10th and 11 grade to learn more in the career fields of the Cybersecurity & Networking that match his PINSs.
- Mike connected with ODJFS counselors to practice the SAT admissions test for college enrollment<sup>(46)</sup>, drafted a working resume and posted the resume to the student side of the OMJ portal. Mike was coached on possible interview questions<sup>(47)</sup> that may be asked during the interview process, and questions that he did not have to answer, if asked in an interview.
- In an effort to build confidence, hone interview skills and learn how to build an individual access technology plan, Mike applied to work with a Career Mentor through the National Federation of the Blind<sup>(4)</sup>.
- Attended the National Organization of Parents of Blind Children Convention<sup>(24)</sup> annually and monthly webinars to add to his transition resource tool kit in preparation for life after graduation

**Later in high school**, Mike meets with his Career Technical Teacher after meeting all the prerequisites for the Cybersecurity & Networking program at the JVS.

- Mike's accepted into the Cybersecurity & Networking program junior and senior year. Works with an AT consultant to consider technology that would assist Mike when he is in different learning environments and what technology could assist him to be a part of the work and training in the class.
- He worked with his orientation and mobility instructor to become familiar with the new building prior to the first day of the program and continued to receive support for the TVI to ensure his learning needs were addressed.
- Mike shares an introductory level, self-paced module for interacting with people who are D/HH, Blind or Visually Impaired, Promoting Access for People who are Deaf, Hard of Hearing, Blind or Visually Impaired, with his new school team<sup>(29)</sup> to increase their understanding about different considerations that might impact learning, communication and navigation in the environment. That information, along with working with Mike and a TVI on an ongoing basis, will help the team to address all access needs as part of the planning process for instruction.
- Orientation and mobility specialist provides training to use public transportation as a way of getting around<sup>(39)</sup>.
- Mike takes the college entrance exam for the local college that has a partnership with career tech program with accommodations set up by the school guidance counselor and TVI<sup>(36)</sup>
- Mike attends a job fair in the local community<sup>(48)</sup> with the support of a sighted guide to navigate the facility. This accommodation was requested from the job fair host when registering for the event along with digital copies of materials.
- Mike adds to his resume awards he has won in Workplace Skills Assessment Program (WSAP) for Information Technology, Computer Programming during a local competition hosted by Business Professionals of America (BPA)<sup>(49)</sup>
- Mentor worked with Mike on prep to live independently and prepare him for college visits on campus and what questions to ask so the college can meet his academic and safety needs. They also visit the disability services office on campus to find out more about resources and support.
- Mike applies in April to be considered for the Summer Youth Leadership Forum<sup>(26)</sup>, through OOD and is accepted! Connects with past attendees that have gone to the forum. To address any accessibility needs while onsite.
- Connects with ODJFS<sup>(50)</sup> and OOD<sup>(26)</sup> to post resumes
- Mike receives a scholarship from the American Council of the Blind<sup>(5)</sup> to support him in his studies.

## Following Graduation

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Mike successfully graduated from high school and met all the graduation requirements by passing all his required classes and end of year exams. **After graduation**, Mike continued to use the services offered through ODJFS-Workforce Development<sup>(50)</sup>.

- Attended Local Community College- to finish his certification for Cybersecurity & Networking and connected with an OOD College2Career counselor to find job in the location and field he wants<sup>(30)</sup>.
- OOD guided Mike to ask his college special services counselor for computer programs he used in high school to assist in his classes while at college as well as schedule classes so he has extended time for tests.
- Connect with the National Library Service for the Blind<sup>(51)</sup> to receive audio books form all genres and categories
- OOD counselor tells Mike about free cooking and finance classes at the local library, while also assisting him with financial planning to calculate<sup>(37)</sup> monthly bills and create a budget for savings while working.
- Mike revisits his Life Trajectory through The Charting the LifeCourse Tools to make sure he is on the right path for adulthood with his mentor, OOD, OMJ team<sup>(21)</sup>.
- Mike posted his professional resume to the adult portal of OMJ and search results were sent to Mike's email for jobs after college, through his connections with the Workforce Development Program<sup>(50)</sup>.
- Mike continued to attend free technology training at Apple<sup>(52)</sup> and Microsoft<sup>(53)</sup> stores to see what new technology could help him throughout his day.
- Mike connects with his OOD counselor for support when addressing his technology and orientation and mobility needs related to work and living independently<sup>(54)</sup>.

- Mike remains an active member of the National Federation of the Blind<sup>(4)</sup> and American Council for the Blind<sup>(5)</sup> at the local and national level and hopes to share his experiences with youth who are visually impaired and their families by becoming a mentor.

## Additional Online Resource Mentioned in Mike's Case Study

1. **MedEd Connections Resources for B/VI:** <https://deafandblindoutreach.org/meded-connections-bvi>
2. **Help Me Grow** <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/help-me-grow/help-me-grow>
3. **Ohio Early Intervention** <https://ohioearlyintervention.org/local-state-national-resources/ohio-hearing-vision>
4. **National Federation of the Blind** <https://nfb.org/>
5. **American Council of the Blind** <https://www.acb.org/>
6. **County Board of Developmental Disability (CBDD)** <https://dodd.ohio.gov/wps/portal/gov/dodd/county-boards/>
7. **Family Resources Network of Ohio:** <https://www.frnohio.org/>
8. **Glossary of Terms:** <https://deafandblindoutreach.org/bvi-guidelines-for-the-assessment-glossary>
9. **OCALI Lending Library Materials** [https://www.ocali.org/project/lending\\_library](https://www.ocali.org/project/lending_library)
10. **Understanding the Expanded Core Curriculum** <https://www.perkins.org/understanding-the-expanded-core-curriculum/>
11. **Obtaining AEM- Federal Quota** <https://ataem.org/obtaining-aem/federal-quota>
12. **American Printing House for the Blind** <https://www.aph.org/>
13. **Assistive Technology Internet Modules (ATIM)** <https://atinternetmodules.org/>
14. **Apps Take 5 apps** <https://www.ocali.org/project/MobileDevicesForPostsecondaryGoalsPT1>  
**Lookout** <https://blog.google/outreach-initiatives/accessibility/lookout-updates/>
15. **Summer Camps** <https://ossb.ohio.gov/wps/portal/gov/ossb/home>
16. **Ohio Means Job Career Exploration & Planning** <https://bit.ly/2RUyeJX>
17. **Code Jumper** <https://codejumper.com/>
18. **Quizlet-** <https://quizlet.com/>
19. **Zarrow Self-Directed IEP skills-** <https://bit.ly/2QtoMNo>
20. **Screencastify-** <https://www.screencastify.com/>
21. **Charting the LifeCourse Tools-** [https://ohioemploymentfirst.org/view.php?nav\\_id=193#block\\_604](https://ohioemploymentfirst.org/view.php?nav_id=193#block_604)
22. **Ohio Coalition for the Education of Children with Disabilities** <https://www.ocecd.org/>
23. **National Organization of Parents of Blind Children** <https://nopbc.org/>
24. **American Council of the Blind annual convention** <https://www.acb.org/convention>
25. **Ohio Transition Support Partnership (OTSP)** <http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development>
26. **OOD-** <https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>
27. **Pre- Employment Transition Services (Pre-ETS)** <https://bit.ly/3iDQ1jH>
28. **Career Pathways** <http://education.ohio.gov/Topics/Career-Tech/Career-Connections>
29. **Promoting Access for People Who are Deaf, Hard of Hearing, Blind, or Visually Impaired-** <https://deafandblindoutreach.org/promoting-access>
30. **Ohio College2Careers-** <https://bit.ly/3om7AWF>
31. **American Council of the Blind's (ACB) Scholarship Program** <https://www.acb.org/scholarships>
32. **Age Appropriate Transition Assessment library-** [https://www.ohioaatalibrary.org/?page\\_id=103](https://www.ohioaatalibrary.org/?page_id=103)
33. **I'm Determined-** <https://www.ohioaatalibrary.org/>
34. **ELSA- the Employability/Life Skills Assessment- Transition Team Professionals-** [https://www.ocali.org/up\\_doc/ELSA-For-Professionals-01052021.pdf](https://www.ocali.org/up_doc/ELSA-For-Professionals-01052021.pdf)  
**Families-** [https://www.ocali.org/up\\_doc/ELSA-For-Families-01052021.pdf](https://www.ocali.org/up_doc/ELSA-For-Families-01052021.pdf)
35. **Microsoft Gaming** <https://coolblindtech.com/microsoft-makes-gaming-more-accessible-with-this-xbox-braille-controller-for-blind-and-low-vision-gamers/>
36. **College Credit Plus FAQ** <https://www.ohiohighered.org/ccp/faqs>
37. **Ohio Budget Calculators-** <https://jobseeker.k-12.ohiomeansjobs.monster.com/FundIt/Home.aspx>
38. **Ohio's STABLE** <https://www.stableaccount.com/>
39. **COTA Travel Training -** <https://bit.ly/3bAkFWW>
40. **OMJ Finances 101-** <https://bit.ly/3wifSLD>
41. **JAWS, Job Access With Speech** <https://www.freedomscientific.com/products/software/jaws/>
42. **Photo Career Quiz-** <https://www.truity.com/test/photo-career-quiz>
43. **American Council of the Blind of Ohio (ACBO)** <https://www.acbohio.org/>
44. **OMJ Career Exploration Videos and Multimedia-** <https://bit.ly/3uYC7MK>

- 45. **Google Chat-** <https://gsuite.google.com/products/chat/>
- 46. **OMJ Test Prep 101-** <https://bit.ly/3fuCW9A>
- 47. **OMJ Practice Interviews and Tips-** <https://bit.ly/2S4OCry>
- 48. **Job Fair-** <https://jobseeker.ohiomeansjobs.monster.com/ExploreIt/Events.aspx>
- 49. **The Workplace Skills Assessment Program- BPA** <https://bpa.org/students/compete/>
- 50. **Ohio Jobs and Family Services- Workforce Development-** <http://jfs.ohio.gov/owd/wioa/map.stm>
- 51. **National Library Service for the Blind** <https://www.loc.gov/nls/>
- 52. **Apple Training-** <https://9to5mac.com/2021/02/25/apple-retail-store-sign-language-interpreter-appointments/>
- 53. **Microsoft Connect and learn-** <https://bit.ly/2X1MKNK>
- 54. **OOD Services for the Visually Impaired:** <https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/services-for-the-visually-impaired>