

made me feel weird, not like myself, but it did help me focus and complete more of my school work.” SE’s grade began to show improvement and the behavior problems became less significant.

Parent/Student Involvement

Both parents attended all of the IEP meetings. They both said that they felt comfortable in the meeting and with the people there they just didn’t like the options that were given. As SE got older he would sit in on the ARD meetings as well but didn’t input much other than what classes he would like to take. The parents were very satisfied with the concerns of the school and were grateful for all of their help.

Agency Involvement

The parents and SE said that there were no outside agencies involved. The doctors continued to monitor and adjust his medications and his behavior and grades became more controlled. The school was actively involved in his behavior planning throughout his schooling which greatly helped his schooling.

Transition activities related to employment

During summer vacations, SE worked 40 hours a week at Starbucks as a barista, which he has really enjoyed. He owns his own car and is paying for his own gas and small things. He is planning to back off of working full time in order to take classes through the University of Houston – Downtown. He is not sure what he wants to study but will be taking general curriculum classes to begin.