

## MEET ROSA

### Pre-Reading Question

- *What are some supports or accommodations that students may need to advocate for?*
- *How have you utilized various supports and partnerships to help students successfully transition into their postsecondary life?*
- *How would you handle a situation where student, parent, and teacher expectations for transition do not align?*

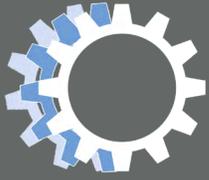
Rosa is a high school student with Down Syndrome. Results of the recently administered Career Interests, Preferences, & Strengths Inventory, informal observations, and collaborative input from her IEP team showed her interest in the hospitality and tourism field. Knowing that Rosa needs community-based experience, her teacher sets up an internship with a local hotel. Rosa enjoys her job at the hotel and has become proficient on her room service and front desk duties. She still requires support from a job coach, but she is good at asking questions and asking for help from other staff member when she needs to. Her teacher is excited to see the progress she has made at her job site and is impressed by her display of self-advocacy skills at work. When it comes time to talk with Rosa and her parents about postsecondary support options, her teacher does not consider self-advocacy or independence to be needed skills. She feels that Rosa already embodies these skills quite well, and focuses her attention on Vocational Rehabilitation and other employment agencies to try and secure Rosa a great job after graduation.

### What's the Problem?

While it is great to see Rosa successfully advocating for her needs at work, this should be a skill that she continues to improve. Self-advocacy will be important as she holds new jobs, forms relationships with others, increases her independence, and lives her life.

### What's the Solution?

Rosa's parents express that employment agencies will be a great resource for Rosa as she enters the job market. However, they are worried that Rosa still needs to develop independence in her daily living skills and want her to be able to advocate for what she wants and needs in all settings. Rosa also voices a desire to be on her own. Knowing this, her teacher decides to get Rosa and her family in contact with their local Arc and Center for Independent Living. The Arc can be a good resource for Rosa to develop her self-advocacy skills as she attends community events aimed at empowering young people with disabilities. The Center for Independent Living could be of help to Rosa as she looks for ways to expand her independence after high school. Rosa and her parents are



# Transition

T E N N E S S E E

excited for the future ahead!

## Post-Reading Questions

- *What other community supports might Rosa's teacher have suggested?*
- *How early do you think students and their families should contact advocacy organizations in their area?*
- *How have you advised families on the supports available to them upon their student's graduation?*