

MEET ROSA

Pre-Reading Question

- *How do you encourage your students to develop self-advocacy skills?*
- *How have you handled conflicts or disagreements during IEP meetings?*

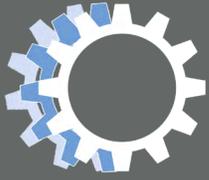
Rosa is a Mexican-American high school student with Down Syndrome. She receives instruction in a community-based classroom. Recently, she began an internship at a local hotel given her interest in the hospitality and tourism industry. Rosa has wanted to live on her own for some time now. When Rosa talks to her parents about this, they are skeptical. Although her parents want Rosa to live on her own someday, they believe it will be a long time before she will be equipped with all of the skills to live on her own. Rosa's teacher knows that Rosa and her parents disagree about this issue. At Rosa's annual IEP meeting, Rosa brings up the issue of living on her own and wants this to be a post school goal. Rosa's teacher quickly switches the topic because she doesn't want to spark conflict amongst the IEP team.

What's the Problem?

Rosa has taken a big step in self-advocating for her desire to live on her own with both her parents and her teacher. Rosa tried to speak up for herself in her IEP meeting, but her teacher did not want to consider bringing the idea up due to possible disagreement and conflict. Understanding how to navigate conflict is an important part of self-advocacy. Rosa's teacher missed an opportunity to help her gain skills in dealing with disagreements, while still speaking up for herself and making sure her voice is heard.

What's the Solution?

Rosa's teacher decides to schedule a meeting a week after the IEP meeting with just Rosa and her parents. She helps Rosa prepare her reasons for why she wants to live by herself, and think about some answers for questions her parents might have. Through the meeting, Rosa, her parents, and her teacher decide she will take independent living classes at the Arc. Rosa's parents also seek out parents whose sons/daughters with disabilities now live on their own. They will continue to assess Rosa's progress throughout the year.



Transition

T E N N E S S E E

Post-Reading Questions

- *How could John's teacher help him practice using his communication device in other ways beyond the IEP meeting?*
- *What are some other ways Rosa's teacher could help her prepare for the meeting with her parents?*
- *What would you do if Rosa's parents continue to be resistant to her living on her own?*