

## MEET ROSA

### Pre-Reading Question

- *How would you handle a situation where a student's interests change?*
- *How can you successfully accommodate for families who speak different languages?*

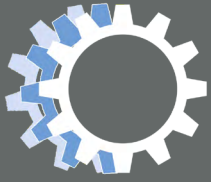
Rosa is a high school student with Down Syndrome. Rosa's career interests have changed as a result of working at a local college cafeteria, but she is still interested in finding a job that allows her to interact with people. Results of the Career Interests, Preferences, & Strengths Inventory revealed Rosa's interest in the hospitality and tourism field. Her teacher considers assessment results, informal observations, and collaborative input from parents, general educators, job coaches, and others when formulating postsecondary goals. During the transition portion of the IEP meeting, her teacher presents goals, supports, and other related information. Rosa's teacher decides that a translator will not be necessary since Rosa speaks enough English and Spanish to translate for her parents. Her teacher has been very good about disseminating information to parents prior to the meeting. She sends home all documents in English because she is working on the English language with Rosa in the classroom, and wants to reinforce this at home.

### What's the Problem?

Rosa's parents are not proficient in English and did not receive any documents about Rosa in Spanish. Since they cannot read the documents, they have come to IEP meetings feeling very unprepared and do not know what to expect. They also have a hard time understanding and participating in the discussion at the meeting, relying only on Rosa as a translator, who struggles to convey messages back and forth in the meeting.

### What's the Solution?

Upon realizing that a language barrier prevented Rosa's parents from being fully informed at meetings, her teacher decides to have all documents translated to Spanish. Before the next scheduled IEP meeting, her teacher is sure to have a translator look over translated copies of projected student goals, assessment results, observation notes, and a draft copy of the IEP. Rosa's parents are able to give input and thoughts beforehand and come to the meeting ready to discuss their ideas. The teacher also arranges for a translator at the meeting to ensure that everyone can communicate and provide input. By the end, they feel satisfied that not only was Rosa's voice heard during the meeting, but that they had the opportunity to meaningfully contribute to her future success.



# Transition

T E N N E S S E E

## Post-Reading Questions

- *Did Rosa's teacher do enough preparation prior to the meeting to ensure that her parents were well informed?*
- *How have you prepared for these types of IEP meetings in the past?*