

MEET ROSA

Pre-Reading Question

- *How have you implemented adaptations and supports for students on the job?*

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's responsibilities will include front desk assistance and room service. Both tasks will allow her to interact with people, practice social skills, and implement daily living skills. Rosa spends some time in the classroom working on these adaptive skills. She is assigned a job coach who provides all of the supports she needs to be successful on the job. He creates task analyses for different work duties and she receives instructions for new tasks ahead of time. Rosa has been in her job placement for 6 months, and she enjoys working at the hotel. Her job coach is always with her at work and has provided the same supports to her since she started the job.

What's the Problem?

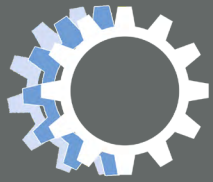
Rosa's job coach does not fade supports over time. While his support has helped Rosa become successful on the job, Rosa should slowly decrease her reliance on her job coach in order that she become more independent in the workplace.

What's the Solution?

After one month working with Rosa, her job coach begins fading supports. He notices that Rosa has become proficient in most of her front desk duties. In addition, Rosa asks coworkers when she has questions, instead of going to her job coach. He begins to fade use of the task analyses she used and then monitors her behavior. Her job coach also observes Rosa performing room service duties. He recommends that supports remain in place because Rosa is still learning different room service duties. Overall, he is optimistic about Rosa's ability to interact with others and her positive display of social skills. He reduces his time at the job site and continues to check-in on her performance over time.

Post-Reading Questions

- *Do you feel that Rosa's job coach successfully faded supports at her job site? Why or why not?*
- *How have you faded supports on the job?*



Transition

T E N N E S S E E