

MEET JOHN

Pre-Reading Question

- *What do you do for a student who is unsure of what employment she/he wants to obtain after high school?*
- *How much planning for employment do you think is necessary for a student planning to obtain a degree from a 4-year college or certificate of training from postsecondary education program?*

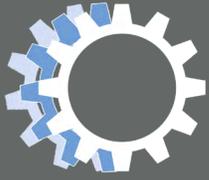
John is a high school student with cerebral palsy. He has some communication deficits and currently reads at a third grade level and is on track to earn a special education diploma. His teacher has implemented use of a high-technology communication device, which he can type on and practice writing with a stylus. In addition, John receives accommodations for reading such as reading aloud with the help of his device and extra time on assessments. His teacher administered the Transition Planning Inventory to assess his interests and abilities related to post school outcomes. Results show that John wants to attend a regular four-year college to earn a bachelor's degree. Since he is not on track to earn the diploma that this degree requires, his teacher prepared a list of information about postsecondary education options for John at local universities. He plans to attend one of these postsecondary education programs after graduating high school. His teacher decides not to write an employment goal since he will attend a postsecondary education program.

What's the Problem?

Although John really wants to go to college, he is unsure of what his career goals are. He is hoping that the postsecondary education program will provide him with opportunities to practice different job skills in different career fields. His teacher ensures him that he will have plenty of time to decide in his postsecondary education program. As his parents are researching different programs, they find that most programs need more information about the career goals of the potential student.

What's the Solution?

During the transition planning meeting, John's teacher presents John and his parents with a list of employment options. His teacher also contacted one of the local postsecondary education programs to find out what types of employment outcomes were common for graduates of their program. John looks through the list and decides that he is interested in an office or preschool setting. He will participate in internships during high school in both of these settings, so that he can begin his postsecondary program with a better idea of his strengths, needs, and career goals.



Transition

T E N N E S S E E

Post-Reading Questions

- *Should John be given employment internships outside of his preferred settings during high school? Why or why not?*
- *How have you approached students who do not have a realistic plan for employment after graduating high school?*