

Autism

Sheldon is a 17 year old student with autism. He receives special education services in a self-contained classroom in an urban high school. At school, Sheldon receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development. He is diligent and methodical in completing the varied tasks assigned to him. Sheldon reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained an A average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Sheldon works part-time at a local office supply store entering numerical data to keep track of stock and services rendered by store staff. His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food, comic books and movies from the local video rental shop. Sheldon is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Sheldon is intimidated by his boss because he knows that the boss has the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace.

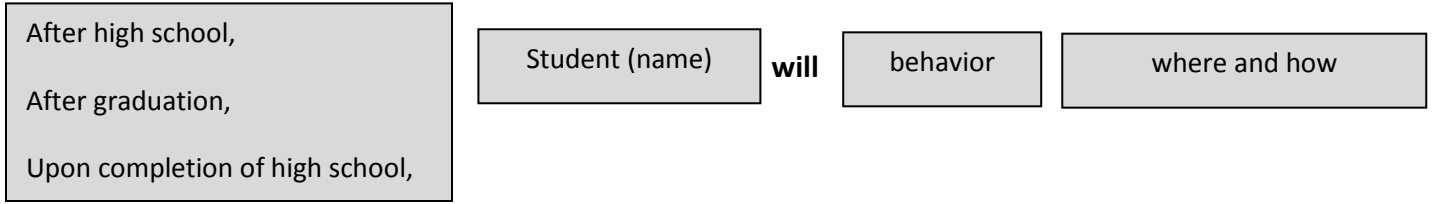
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Sheldon has perseverated on this fact, making him afraid to talk to his boss. Also, Sheldon knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. As a result, instead of speaking to his boss, Sheldon usually tells problems or concerns to his school job coach who visits Sheldon at the job site each week. The job coach is concerned that Sheldon will not ask for help if an emergency occurs, and that a certain level of communication between Sheldon and his boss is necessary to develop a good working relationship. The boss views Sheldon as a valuable employee and is willing to provide opportunities for Sheldon to develop appropriate communication skills. The boss has also expressed an interest in employing Sheldon for more hours per week after graduation, if he continues to develop his business skills.

Sheldon's mother has expressed that she will support her son in his job at the office supply store by helping him work on skills that are needed for the job, but she believes that he will need support to be successful in this employment setting, especially when new tasks are assigned. She knows that after Sheldon graduates, his school job coach will stop visiting him at work so she can't depend on his continued help. Currently, Sheldon has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.

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Formula for writing a postsecondary goal:



Appropriate Measurable Postsecondary Goal Examples:

- Education**
- After graduation from high school, Sheldon will enroll at Colemam College (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.
- Training**
- After graduation from high school, Sheldon will enroll in adult education and participate in the Work Keys Test preparation course to improve his employability skill development and earn a Career Readiness Certificate.
- Employment**
- After finishing high school Sheldon will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.
 - Upon completion of high school, given opportunities from his boss, Sheldon will communicate his wants, needs, and desires to his boss in order to develop more appropriate work place communication skills.

Transition activities tied to Transition Services as listed on page 1 of the IEP that will reasonably enable the student to meet his or her postsecondary goal(s) examples:

<p>Education and Training</p> <ul style="list-style-type: none"> • Self-advocacy skills instruction • Personal banking instruction • Work related social skills instruction • Computer skills (word-processing, data entry) instruction • Speech language services to increase oral language fluency 	<p>Employment</p> <ul style="list-style-type: none"> • Work hours (for credit – work incentive) on school campus • After school paid work experience (Workability) at Office Depot • Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
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