

Tom Smith Background Information (CASE STUDY)

IEP Meeting Date: 9/23/2014 (Beginning of his Junior Year)

Tom is a 17 year old student (junior), identified with emotional behavioral disability and has received services through the special education program since second grade. Tom's strengths are in his interpersonal skills and work ethic. Academically, he had maintained Cs and Bs in 9th and 10th grade. According to the Woodcock Johnson III, administered on 9/14/13 his academic achievement in reading and written language is below average. Tom was referred to DVR in spring 2014 and a full psychological evaluation was administered through DVR supports to determine eligibility. Results of the report indicated a diagnosis of Chronic Depression. Tom continues to struggle with attending to task and receiving constructive criticism from teachers.

During elementary school, Tom exhibited behavioral outbursts by yelling and swearing when things did not go his way in the classroom as well as other places within the school. At the age of 15, he planned to drop out of high school on his eighteenth birthday because he didn't like school and wanted to earn money like his older cousin who is currently working as a Chef at a local diner. Mom reports that Tom has always been intrigued with cooking. He enjoys watching the reality TV cooking show and is the first to offer help in the kitchen at home. Results from the MATC Career Interest Assessments administered on 9/04/14 show a high interest in the Hospitality & Tourism field; specifically the food and beverage pathway. Tom's long term career goal is to be head manager of the kitchen/breakfast area for a large hotel.

Spring of his sophomore year, Tom participated in a job shadow at the AmericInn Hotel. After the tour, Tom decided he wanted to find a part time job working as a kitchen assistant for a hotel. The IEP team composed of Tom's special education teacher, mother, school counselor, cousin, regular education teacher, and DVR counselor worked with Tom to create an educational program that included career-related courses, paid work experiences, and job-specific training while gaining skills for a career. The IEP team decided a community based work experience, with supports, would be best for him. Tom was placed, part time, as a kitchen assistant at the AmericInn. Since taking care of the breakfast and lounge area was also part of Tom's job duties, he enrolled in a Youth Apprenticeship Program for the Hospitality & Tourism (food & beverage pathway) – kitchen and dining area.

Tom needs supports at work and mentoring from a job coach. The school has agreed to provide a job coach during the school hours Tom is at work. The school will also provide transportation during the school day when regular school is in session, as a related service, to and from the job site through use of the school van. DVR will pay for transportation and job coaching support on non-school days. The employer will be paying for Tom's wages for the 1st semester of his Junior year. The school will meet regularly with the work site manager and Tom to get job related performance updates. At 5 1/2 months a formal review will be held to consider continuation of current employment. After 6 months, the IEP team will reconvene to discuss current placement, need for job coaching and continued services that DVR can provide. Tom is on track and anticipates graduating in June 2016.

*****How will the use of DVR services continue after the first six months of placement? What services will be appropriate? Another Temporary employment or use of an Youth OJT?*****

TWO DIFFERENT ENDINGS

TEMPORARY EMPLOYMENT (TE):

At the 6 month review of the IEP, it was determined that Tom did very well in the kitchen. His interaction with co-workers, supervisors and job coach are going very well. Tom expressed that although he has enjoyed working in the kitchen he would like to have more exposure to guests in the hotel. The IEP team agrees that due to Tom's recent positive behaviors and interactions with others, it may be a good time to explore this interest. The hotel is willing to have Tom try out a 4 week temporary work experience at the front desk to see how he does with guest interaction. DVR has agreed to pay for wages for the temporary employment period as an assessment. The school will continue to provide the job coaching and transportation during the school hours and DVR will pay for these services on non-school days. The IEP team will review how Tom does with the TE and make a decision on what his long term goal will be following graduation: Hospitality: guest services or Hospitality: food and beverage. Once a job goal is chosen, DVR will provide job development services for Tom to find permanent employment.

OR

YOUTH ON JOB TRAINING (OJT):

Following the 1st semester temporary employment, the IEP team decided that Tom did very well and that he should continue to pursue further job exposure in food service the in Hospitality Industry. Tom began working with a contracted job development provider paid for by DVR. In June 2015 (summer before his senior year) he was hired on for a part time position at the Grand Hotel as a prep cook in the kitchen. A Youth OJT was used through DVR to help offset the initial training that was provided to Tom by hotel staff. A timeframe of 500 hours and a wage subsidy of 75% reimbursement was used which lasted until November 2015. The school provided transportation to and from the work site on school days and provide daily follow-up with Tom to ensure that his job was going well. The job developer through DVR did the follow along with the site supervisor at the hotel. He maintained working PT at the Grand Hotel until graduation of 2016 at which point he was hired on full-time by the hotel as a prep cook.

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