

Emotional Disturbance

Charlie is a 19 year old student identified with emotional and behavioral disabilities. Charlie's interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade. Charlie also has a moderate hearing loss that requires him to wear a hearing aid. His speech is intelligible to others despite his hearing impairment. He knows sign language, but typically communicates with others by lip reading and responding verbally.

During elementary school, Charlie exhibited behavioral outbursts including yelling and cursing loudly when things did not go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn't like school and wanted to earn money like his older relatives. His special education teacher, mother, and uncle worked with Charlie to develop a program that included career-related courses, paid work experiences, and job-specific training so that he could earn the money he sought while gaining skills for a career. He worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school. He enjoyed working with others, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates. One time in the past year, Charlie received criticism from his uncle because he was not consistently wearing appropriate safety gear. Charlie did not accept the feedback well; he walked out of the shop and went home for the day.

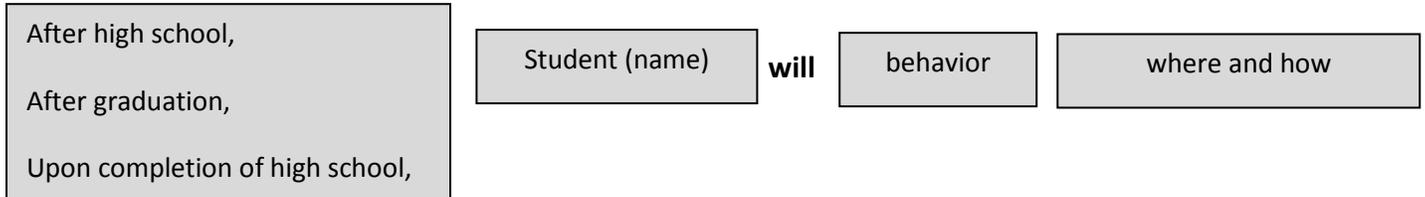
Charlie is most interested in racing cars on the weekends. He has never played sports, and does not have an interest in them other than watching stock car races on television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. They enter local races on the weekends to win cash prizes. Charlie does not race the cars; he does the

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body work on them. He does not always wear the necessary protective gear when welding, which is dangerous. His uncle sometimes helps him with the more detailed welding work in his welding shop. Charlie loves to work on the cars and attend the races on the weekends. This hobby has prepared him with valuable vocational skills related to welding and automotive, but these races are illegal. The local police have begun to pay more attention to these events. Charlie does not express any concern that he will be caught participating in the races. Charlie's uncle and mother are concerned that he will get into trouble with the law, postponing his career plans.

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Formula for writing a postsecondary goal:



Appropriate Measurable Postsecondary Goal Examples:

Education

- The summer after graduation from high school, Charlie will attend BizCamp, a two week, intensive summer program for students who are interested in entrepreneurship sponsored by the National Foundation for Teaching Entrepreneurship sponsored by the National Foundation for Teaching Entrepreneurship (NFTE).

Training

- Upon graduation from high school, Charlie will attend Mira Costa Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Employment

- After finishing high school Charlie will work part-time as a ship helper in his uncle's shop to gain experience in the automotive repair industry.
- After graduation from Mira Costa Community College, Charlie will obtain a small business license and contract out his services as a welder in his uncle's shop.

Independent Living

- After graduation, Charlie will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and other's safety.
- After graduation, Charlie will maintain his hearing equipment by attending annual checkups with audiologist.

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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:

Education and Training

- Social Skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

Related Services

- Interpreter services to increase ability to manage anger
- Audiology for hearing maintenance

Employment

- **Community based instructional experiences related to construction work**
- **Work-based instruction with a local welder**
- **Referral to Medicaid for augmentative communication device coverage (i.e. hearing aid)**

Community Experience

- Mentor program through local YMCA/police department