

# SCENARIOS

1. You have a 16-year-old client, Valerie, who needs help finding a summer job. She has been filling out her application for about 30 minutes but she doesn't seem to be making much progress. You noticed some of her letters are transposed and suspect that she may have a learning disability. Valerie then discloses that she has failed most of her classes in school.

***Q1: What could you do if Valerie is not currently receiving special education services?***  
***Q2: How could you work with Valerie's IEP team to help Valerie plan for her future?***  
***Q3: What are some of the laws and services that could help Valerie?***

2. You have been working with Obed, a 20-year-old client who dropped out of school before graduating. He had received Special Education services from his high school because of EBD and dyslexia, and has a history of drug abuse. He is trying to find a job, but he is reluctant to disclose his disability to a future employer. You know that Obed will need accommodations, and unless he tells his employer what his needs are, he may not be able to perform the "essential functions" of the job.

***Q1: How can you help Obed decide whether or not to disclose his disability?***  
***Q2: Do you think Obed could qualify for VR services? Why or why not?***  
***Q3: What other laws, services or strategies could you use to help Obed?***

3. Your 21-year-old client Jon is homeless and you suspect he has schizophrenia. He is undiagnosed but his unusual behavior has you concerned. He has been forbidden to return to the city's homeless shelter because of his behavior.

***Q1: How would you go about getting an assessment for Jon?***  
***Q2: Is the homeless shelter discriminating against Jon because of his disability?***  
***Q3: Is he protected by the ADA?***

4. Jerome is a 19 year old with Down Syndrome who is still receiving special education services. Last summer he worked in a school district program that taught students with disabilities career skills by having them operate a small business in which students assembled and sold Teddy Bears in a variety of cute costumes. Jerome did not like this activity and as a result was very disruptive in class. Jerome is very athletic and found out about your program at the gym from a friend, who he has known since childhood. Jerome's friend participated in a summer employment program your agency sponsored last year. Jerome came to your office because he says he wants to find a "real job" like his friend.

***Q1: What can your program offer Jerome? Do you think you should refer him elsewhere? Why or why not?***

***Q2: How could you work with Jerome's IEP team to help him prepare for future employment?***

***Q3: How do the laws discussed in today's session apply to Jerome's situation?***

5. Tabitha is a 20 year old young woman who went to live with her grandmother nine months ago after serving time in a juvenile correctional facility. Since then has worked hard to turn her life around. Tabitha has been working with your agency to get her GED and is also taking a desktop publishing class in your agency's computer center. Your agency regularly has an open house to which you invite the families of the youth you work with and members of the community. You have worked closely with Tabitha for the past six months and she is eager for her grandmother to see her work and meet you. However, Tabitha's grandmother recently began using a wheelchair and doesn't know how she will be able to attend the open house as she has no accessible transportation.

***Q1: Is Tabitha's grandmother protected by the ADA?***

***Q2: How might the ADA apply to this situation?***

***Q3: How can you help Tabitha's grandmother attend the open house?***