

Name _____

Date _____

1. **Setting Up a Class Schedule:** 2 students to role play an adult adviser for the classes and a student who will practice being a self-advocate regarding his favorite classes and the class which is giving him a lot of trouble.
2. **Moving Out of the Home:** 3 students to role play two parents and a teen. The teen has just graduated from HS and is employed in a full-time job. She wants to move in with a friend who already lives independently, and share living expenses.
3. **Asking for Accommodations Needed for a Course:** 2 students to role play a teacher and a student. The student has a processing disability and needs to sit in the front center desk, as well as have the ability to talk with the teacher or a tutor on a regular basis to review the subject matter most recently covered. The student also will inform the teacher that a note taker will be present in the room daily, taking notes for her review of lectures/lessons.
4. **Meeting with a Rehab Counselor or Social Services Caseworker:** 2 students to role play client and rehab counselor. The student is wanting to get training through Voc Rehab for a job opportunity. He needs further skill development with computer programs. He wants VR to assist him with the cost of the classes, and the transportation cost. The rehab counselor reviews the nature of the client's disability, then asks the client to describe how his disability may become an obstacle in the training classes, and the client responds with some evidence that could assist him in being successful.
5. **Meeting with a Medical Provider:** 2 students for the doctor role and the patient role. Patient describes his difficulties with walking related to his physical disability of Cerebral Palsy. The doctor suggests a wheel chair. The patient does NOT have any desire to use a wheelchair, and prefers to talk about other options. One option is to walk less, and learn how to drive a car with modifications. Another option is to

exercise the legs to gain strength and flexibility for walking more without pain. The patient likes both of these options suggested, and asks further questions of the doctor related to the options.

- 6. Working with a Personal Care Attendant:** 2 students for the attendant role and the student role. This is a situation of a student who uses a wheelchair regularly and needs an attendant for personal care at the home. The personal care attendant will assist with the personal bathing, toileting, housecleaning, laundry, and transportation of the student and the wheelchair to various destinations at school and work.
- 7. Interviewing For a Job:** 2 students for employer role and interviewee. The employer will ask the interviewee several questions related to his/her work experience and other life and school experiences. Employer will also ask about the interviewee's strengths for this job as well as challenges. This is an opportunity for the interviewee to state any accommodations that he/she may need for the job, and to also advocate for his strengths and past experiences he can bring to the job.
- 8. Making Choices in an IEP Meeting:** 3-6 students, with 1 student focus for the IEP. The focus is on transition skills that are being developed and any others that are goals before entering the workplace. The focus IEP student may have some suggestions and ideas/goals which are shared, but the focus student also listens to the suggestions of others, and respects the rights of others present (parents, teachers, support personnel) to give input. This is an opportunity for all students to understand the value of being assertive, rather than passive or aggressive.