**Adulting Shorts: The Tea on IEPs Part 2**

Comic story board. Comic focuses on two people:

* Mateo, A 16-year-old high school student, Latino male
* Ms. Simmons, teacher, Black woman, middle-aged

**Panel 1**

Illustration of a classroom. There are two characters in the scene. A student, Mateo, and his teacher, Ms. Simmons. Both characters are sitting together at a tan desk. Each has a pen in their hand and the Appendix D Statement of Strengths, Preferences and Needs Worksheet is placed between them on the desk.

**Ms. Simmons:** Today we are going to start planning your post-secondary goal in IEP – planning what you want to do after high school will tell us what courses and help you need to get there while you are in high school.

**Mateo:** (playing with his hands) I don’t know what I want to do after high school, work I guess, maybe go to college.

**Ms. Simmons:** Well one way to start planning is to think about your strengths; the things you think you do well! Plus, we can talk about what your likes, and dislikes are.

**Panel 2**

A closeup of Ms. Simmons. Her pen and the Statement of Strengths, Preferences and Needs Worksheet are in front of her.

**Ms. Simmons:** We are going to use this worksheet to help you write it all down

**Panel 3**

A closeup of Ms. Simmons and Mateo from the shoulders up.

**Mateo:** What if I don’t know what I like to do?

**Ms. Simmons**: That’s okay. Filling out this worksheet is going to help you think through strengths, your interests, and your needs. Even if you don’t have the answer now, we can add it to this worksheet late.

**Panel 4**

Shows Mateo with his blue pen filling in the worksheet. There is an enlarged view of the worksheet.

**Panel 5**

Shows 3 callout boxes. The first is an enlarged view of a portion of the bottom of the worksheet along The second shows Mateo’s hands holding a filled out worksheet. The third shows Mateo’s eyes.

**Panel 6 and Panel 7: Split Panel**

Panel is split and divide into two close ups. One of the worksheet and one of Ms. Simmons and Mateo.

**Ms. Simmons:** Knowing your strengths is a great thing. It can help you understand your likes and dislikes, but also can help you figure out what, education, job or training may be a good fit for you, after High School!

**Mateo:** Wow, I never thought about the things I’m good at before.

**Panel 8**

Closeup of both characters, the back of Ms. Simmons and the front of Mateo

Mateo: I really love playing video games and have so many ideas for cool new games. I work well with others, am creative and know a lot about all types of video games. How will I know, what jobs need these strengths?

Ms. Simmons: Mateo, that’s a great question. The next step is to start goal planning for your career after high school. Together we can look at careers that use your strengths and interests.