**Adulting Shorts: The Tea on IEPs Part 3**

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**

Close up of Ms. Simmons’ face.

**Ms. Simmons (looking encouraging):** Okay Mateo, last time we met you realized that you have a lot of skills. Have you thought more about what career you might be interested in?

**Panel 2**

Thought bubble over Mateo’s head with an image of him at a computer.

**Mateo (interested):** Yeah, I love video games and I think I could learn how to make a really cool one.

**Panel 3**

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.

**Ms. Simmons:** That’s a great idea! Now, we should try to come up with some steps to help you achieve that goal.

**Mateo (confused or apprehensive):** How do we do that?

**Panel 4**

Ms. Simmons sitting down on a blue chair.

**Panel 5**

Ms. Simmons standing next to her desk holding a blank SMART Goals worksheet. Mateo is seated looking at her.

**Ms. Simmons:** Let’s start with this. It’s called a “Creating SMART Goals worksheet”

**Mateo (looking discouraged or worried):** I’m not sure what my goals are, though. Is that something I should already know?

**Ms. Simmons (smiling kindly/reassuringly):** No, it’s okay if you don’t have any yet. Why don’t we start with some questions and see if they spark any ideas?

What is something you want to be able to accomplish by the time you graduate?

**Panel 6**

Ms. Simmons hands Mateo blank Creating SMART Goals worksheet.

**Mateo:** Some of my friends have taken a computer programming class here. Maybe I should take that.

**Ms. Simmons:** Okay, great, we can enroll you in that class for your senior year. Why don’t you fill out this SMART Goals sheet, and we can go from there?

**Panel 7**

A closeup of the SMART Goals sheet. Mateo’s hand with a pencil is in the corner. Written on the worksheet is:

Draft Goal 1: Create cool video game

Specific: I’m going to enroll in a computer programming class my senior year. I’ll also look into community college courses that will prepare me for video game design.

Measurable: I’ll go to the area CTE in my senior year to take 2 credits in computer programming. I’ll graduate high school next year, and then enroll in a 2-year community college program.

Achievable: Ms. Simmons will help me enroll in my area CTE programming courses. I will look for a video game design major in community colleges I can go to.

Relevant: Taking these classes will prepare me for a career in video game design.

Time-bound: I will use the next 6 months to enroll in my senior year.

Possible obstacles: I might have a hard time focusing on my schoolwork. If the class is difficult, I might get frustrated.

Solutions: I’ll keep Ms. Simmons updated on how I’m doing so that she can help me if I start to feel overwhelmed.

Revised/Final Goal #1: I will prepare for a career as a video game designer by taking 2 credits in computer programming during my senior year.

**Panel 8**

Ms. Simmons and Mateo sitting together at the tan table with the worksheet between them. Mateo is showing her the worksheet. There is also a callout head of Mateo thinking.

**Ms. Simmons:** This looks great, Mateo. Now, what’s something you can start doing now in order to get closer to achieving this?

**Mateo (noticeably thinking):** Find out how to get compute programming classes in my senior year-

**Ms. Simmons:** That’s a good first step. I can help you with the application process.

**Panel 9**

Ms. Simmons standing up from the table. Mateo is already standing looking relived and confident.

**Mateo:** This actually isn’t as hard as I thought it would be.

**Ms. Simmons:** I’m so glad! Now that you’ve created this goal, do you feel prepared to share this at your IEP meeting?

**Panel 10**

A closeup of Mateo who is smiling and excited.

**Mateo:** Yeah, I think I’m ready!