# Activity 1

**Case Study: Stacy PPP**

## Original Information *(after interview with principal, teacher and school observation)*

Stacy is 18 years old and has an intellectual disability. According to her teacher and principal, she is not a candidate for work because she is lazy, nonverbal, disrespectful, can’t focus on tasks, is consistently late to school and misses a lot of full days. When you go to the school to interview and observe her, she never makes eye contact with you, does not answer any questions, and actually falls asleep during her class. The teacher says she has never completed a career assessment and her homework is sporadic at best. The mom rarely makes an appearance at school.

## New Information *(after interview with Stacy, uncle, observation at home and in the community)*

Stacy lives in a tall tower of a large desolate housing project on the south side of Chicago. She lives with her mother, who has more severe disabilities than she has, and 2 younger siblings and a younger cousin. Their apartment on the 29th floor is spotless once inside, and Stacy runs the show. She prepares all meals, including school lunches for the children and lunch for her mother who has difficulty safely preparing meals (she once started a fire on the stove when home alone). She dresses the kids, packs their backpacks, organizes homework, feeds them breakfast, walks the elementary school kids to their bus stop (there had been recent gang fighting cross fire incidents in that project, so she was afraid to let the kids go alone), walks the middle school kid to his bus stop, packs herself up and gets to school – the entire time barking orders and managing the logistics. If one of the children is sick, Stacy stays home with that child. If her mother is having difficulty with her meds in the morning, Stacy waits until it is managed before leaving for school. This explains her many late and absent days. By the time Stacy headed off to school, she was tired, worried about the kids getting off the bus stop, worried her mom might start another fire, embarrassed about where she lived and wanted nothing more than to be able to move out of that situation, and saw no useful purpose for school in her life. At breakfast, Stacy knew the workers at the restaurant, ordered appropriately, gave the right amount of money and even checked her change. When they sat down at breakfast, Stacy was ready to answer the job developer’s questions and she learned a lot. The job developer could see the change in the way Stacy held her body as she walked into school – at home and in the restaurant, she stood tall and confident; at school she slouched and pulled a hood up over her head.

The one-on-one interview revealed that Stacy really likes kids and enjoys being around them. She does not enjoy reading and has difficulty with it, but can get by. She has an uncle – her mom’s brother – who stops by weekly to check on them and help with money. He sometimes takes her food shopping so she doesn’t have to walk. When she’s not at school, she takes pride in how things look: The apartment is always spotless (there were curtains on all the windows and matching pillows on the furniture), the kids were dressed in cute outfits that she picked out, and underneath her oversized hooded sweatshirt, she actually had on a cute shirt, matching belt and shoes. She is very personable when in comfortable situations, and she exhibited great organizational skills when she ran the household. She also enjoyed sports – particularly basketball and the Chicago Bulls, and she wished she had more time to go out and be with friends, but she was often at home watching the children and her mother.

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| Job Seeker: | Stacy |

Color code: school staff and observations; family members; Stacy; community observations and assessment

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| Dreams & Career Aspirations:  Live in a nicer, safer area; work with kids; work and live in a nice organized environment; live on her own. | Interests:  Children, sports, fashion, social events. |
| Skills & Knowledge:  Organizing and multi-tasking, running a household, making change, caregiving, working under pressure. | Talents:  Communicating with children, making her environment look nice, fashion. |
| Work Experiences:  Taking care of 3 kids, running a household, caregiver for kids and disabled mom, street smart due to her surroundings, not all that successful in school. | Positive Personality Traits:  Nurturing, leadership qualities, effective communicator with children, adaptable. |
| Environmental Preferences:  Nice, organized and stylish environment, working with people she is comfortable with. | Dislikes, Quirks, Idiosyncrasies:  School, the housing project, disorganization, feeling embarrassed, reading. |
| Learning Styles:  Verbal prompts and learn by doing tasks, not good at reading instructions. | Specific Challenges & Support Systems:  Very little, Uncle, scattered friends in the neighborhood. |
| Career Goal #1:  Children’s retail store | Career Goal #2: |
| Employment Possibilities, Ideas & Next Steps:  Children’s retail store | |

## Instructions:

Stacy is applying to a local Children’s retail Store. The manager you talked to is struggling with hiring responsible young ladies (many leave before finishing their duties, talk on the phone a lot, and one even stole from him). This manager also comes from Men’s Retail, so he is struggling with this different kind of customer – families often with young children. In addition, you observe that the displays in the store are boring and not really geared toward children. You feel Stacy could benefit this store in many ways. Use Stacy’s features that are highlighted below to describe to the manager how each asset would benefit him, and be as specific and detailed as possible. Turn in to you instructor.

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| **Features of Stacy** | **Benefits to the Manager of a  Children’s Retail Store** |
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