

Case Study #1 – Matthew

Matthew is an 18-year-old high school student who lives at home with his parents and 3 siblings. He comes from a modest middle-class background. He's been included in the general education curriculum for his entire public education career, competing in track and field, the high school band, and music programs. Matthew and his family are very involved in the arts. His dad is involved in music production and his mother is involved in the performing arts. Matthew enjoys math and anything to do with computers. He is autistic and has an Individual Education Plan. He receives occupational therapy and targeted academic supports for his writing assignments, some academic accommodations, and modifications, as well as social supports for managing his anxiety and with social interactions at school. He "walked" with his classmates for graduation and will continue to receive supports and services through IDEA to work on his transition goals. Some of his measurable post-secondary goals include obtaining a part-time job, pursuing his interest in information technology careers, and getting his driver's license. Matthew's long-term goal is to enroll in college to eventually become a computer programmer or sound engineer. His parents are concerned about school ending because the few close contacts he has are leaving for college in August. They are worried Matthew will self-isolate and play video games all day.

Matthew just started receiving Supplemental Security Income (SSI) in the amount of \$841. He pays a 1/3 of the SSI income to his parents for rent, as his parents think it is important for him to understand budgeting and the cost of living. He is also eligible for Medicaid as well as private health insurance through his dad's plan. From Matthew's standpoint, he's "done" with high school and doesn't want to be stigmatized as a "super-senior", but he and his family know that he'll need support both short and long term to pursue his interests and keep him engaged and on the path to greater independence. In the new year he wants to take a class online or attend one in person at the local community college, but the high school is unwilling to pay for the class because they already offer something similar. Recently, he and his family had to consider guardianship. Matthew's parents believe that he would do well with Supported Decision-Making approach rather than legal guardianship but aren't sure how to proceed. Matthew has specific challenges around hyper focusing on activities of interest, i.e. gaming and acting on impulse. They are supporting Matthew with this by serving as his Representative Payee until he learns more about money management, and financial responsibilities as a young adult.

Matthew knows he needs support to accomplish his goals but doesn't want to be in the physical building of the high school anymore. He also doesn't want his parents involved in everything all the time. While it is likely he qualifies for long term supports and services, he is currently on the waiting list for services from the adult developmental services organization. He has met a few times with Vocational Rehabilitation but is not yet in an established Individual Plan for Employment. He needs both financial support and targeted supports and services to help him develop a career pathway and to continue developing his independence. He's heard that an Apple watch might be helpful.