

## Intellectual Disability

Jeremy is a 20 year old student with multiple disabilities including a moderate cognitive disability, visual impairment, and a speech impairment that makes his speech mostly unintelligible to people who are not familiar with him. He receives special education services in a transition-level classroom in an urban public school. Jeremy is currently in his last year of school, as he will turn 21 prior to the end of the school year. Since he will graduate in a few months, his family has been working closely with his special education teachers, related service professionals, and transition coordinators to ensure that his transition to the center-based adult program and part-time employment is seamless.

His grandmother, who does not have a driver's license, is his guardian and primary source of support at home. He has no siblings, and his parents are inconsistently in the picture. His grandmother works full-time as a nurse's assistant and she must continue to work full-time to support herself and Jeremy. She is concerned about Jeremy's schedule after he graduates, because she cannot stay home with him. Jeremy has expressed an interest in working in the community, but he currently does not have the skills necessary to work independently. He also has never expressed any preferences about where he would like to work. His transition coordinator has worked with Jeremy and his grandmother for the past three years to qualify Jeremy to use special public transportation at no charge. These services began last month and Jeremy has successfully used the transportation to get to school on five occasions as a means of practicing the system.

His grandmother is not willing to have Jeremy live in a group home until her health makes it impossible for her to care for him. She believes that Jeremy must be as independent as

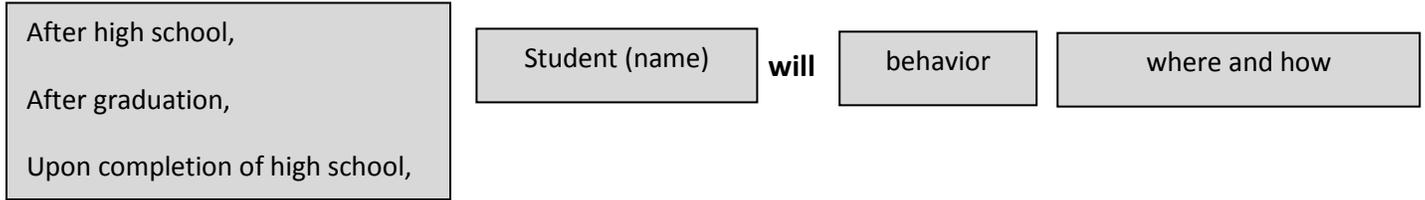
## **Intellectual Disability**

possible each day in order to gain new skills and feel good about himself. Specifically, she would like him to be more independent getting ready for his day each morning. Also, Jeremy has asked for help from staff when showering after swimming class. His classroom staff are confident that given training to safely get around the bathroom and consistent placement of hygiene products given his visual impairment, As a result, Jeremy will be able to effectively shower, shave, and brush his teeth with little assistance.

Jeremy uses large font picture symbols successfully in his classroom to self-monitor his work completion and to make a daily schedule. He can decode approximately 250 picture symbols. Jeremy could start using this strategy at home to complete tasks. Finally, Jeremy's grandmother is also concerned that he exhibits socially inappropriate affection at times. Jeremy tends to hug and kiss people when he gets excited; it is not uncommon for him to hug strangers in community settings.

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## Formula for writing a postsecondary goal:



### Appropriate Measurable Postsecondary Goal Examples:

#### Education

- After graduation from high school, Jeremy will participate in basic employment skills instruction through the compensatory education program offered at Grossmont College.

#### Training

- After high school, Jeremy will participate in daily instruction on social skills, self-advocacy skills, and self-care skills by attending classes at a center-based adult education program.

#### Employment

- After graduation, Jeremy will obtain a supported employment position that allows him to work to his maximum stamina for at least 20 hours per week.
- After graduation from high school, Jeremy will work with his job coach to develop and practice appropriate social interactions on the job.

#### Independent Living

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, and making his lunch.
- After high school graduation, Jeremy will independently ride the local transit system to and from work each day.

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**Transition activities tied to Transition Services as listed on page 1 of the IEP that will reasonably enable the student to meet his or her postsecondary goal(s) examples:**

### **Education and Training**

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies
- Orientation and mobility services to identify storage areas in kitchen
- Occupational therapy services to improve spreading and cutting with knife
- Speech therapy to improve communication through use of picture symbols
- Learning locations of various food items in his kitchen at home
- Determining his preference among five or fewer food choices
- Consumer skills at the grocery store
- Dishwasher loading and unloading instruction
- Sorting items according to temperature need (refrigerator, freezer, pantry)
- Knowledge of healthy food choices

### **Employment**

- Community based instruction related to employability skills
- Community based vocational training