

## Intellectual Disability

Stephanie Dynamite is a 20 year old student with a mild cognitive disability. Stephanie will graduate from public school in less than six months. She is a quiet young woman who works diligently without much interaction with others. Stephanie will engage in conversation with his family and friends at school, but she is rather quiet at work. She currently lives with her mother, father, and younger brother but would like to live with her friend, Pedro in a few years. Stephanie likes to go to hang out with her friends, and she loves to dance.

For the past few years, Stephanie has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels, including preparing the dough, shaping the pretzels, baking the pretzels, and placing them in the glass display case.

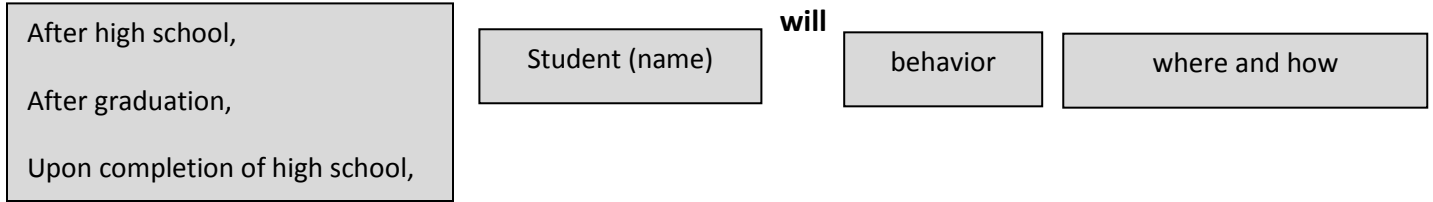
Stephanie enjoyed her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she does not have the skills necessary to be a cook or prep chef. Stephanie needs to acquire new skills to reach her goal of working in a downtown restaurant. Stephanie expressed a desire to apply for jobs at local chain to gain experience in a restaurant setting. Also, her mother and father have taken her to and from her summer job, but after graduation, she will work all year round. Her parents will not be able to transport her regularly to and from work every day. She will need to make other transportation plans, but she has never taken a public bus on her own.

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Stephanie's parents would like some strategies to help Stephanie get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money. Also, Stephanie reads at a third grade level and is unable to read signs that she sees in unfamiliar places. She also has problems reading the time on analog clocks, which are found in most in food service environments.

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## Formula for writing a postsecondary goal:



Appropriate Measurable Postsecondary Goal Examples:
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>➤ Upon graduation from high school, Stephanie will attend Miramar College and participate in the culinary arts industry certificate program meeting the requirements to attain an Entry Level Food Service Certificate.</li> <li>➤ After high school, Stephanie will attend Miramar College to take one introductory course in English in preparation for college prep English.</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>➤ After graduation from high school, Stephanie will enroll at ECC to participate in a training course to improve her work skills to be more effective as a restaurant server.</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>➤ After high school, Stephanie will access public transportation to get to and from work each day.</li> <li>➤ After high school graduation, Stephanie will work 20 hours per week at a local restaurant with temporary supports provided through Vocational Rehabilitation.</li> </ul>

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:	
<p><b>Education and Training</b></p> <ul style="list-style-type: none"> <li>• Travel instruction</li> <li>• Instruction on use of a picture schedule</li> <li>• Instruction in telling and calculating time</li> <li>• Reading instruction</li> <li>• Using the bus schedule during in class instruction and on community outings (CBI)</li> <li>• Functional Reading IV</li> <li>• Work Study (2 Credits)</li> </ul>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Completing a career preference inventory</li> <li>• Completing an adaptive behavior scale</li> <li>• Using computer software to identify likes and dislikes regarding food-preparation jobs</li> <li>• Job shadowing in a food-service environment</li> <li>• Taking the bus to access job shadowing site</li> </ul>