

Multiple Disabilities

David is a 16 year old male with severe multiple mental and physical disabilities. He receives specially designed instruction with an alternate curriculum in a self-contained setting throughout the school day. He receives the following related services: occupational therapy, physical therapy and nursing care. David's medical needs require the assistance of a nurse daily. He has a tracheotomy and uses a ventilator with oxygen to breathe. He is fed through a G-tube. He also has a severe seizure disorder which has resulted in a dependence on medication and 24 hour supervision.

David is an inquisitive individual. He stays awake and alert throughout most of the school day and seems to always want to be a part of the conversations that take place around him. He enjoys receiving verbal and tactile attention from his peers and teachers. He is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. He is also able to activate a variety of devices (i.e., radio, computer) using a switch with assistance.

David has limited functional communication skills. His primary mode of communication is facial gestures. He offers a smile when he enjoys an activity and is content with his current state and a blank stare when he is displeased or wants to discontinue an activity. Attempts to use augmentative communication devices have been unsuccessful; however, he is beginning to use a prerecorded switch during class activities with a moderate level of physical prompts.

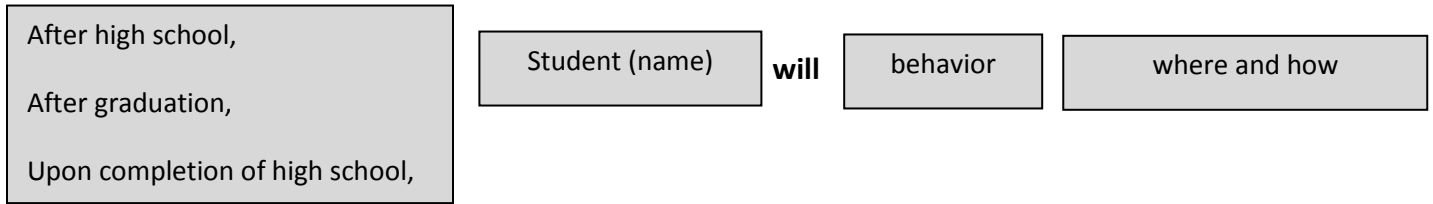
David relies on a manual wheel chair to navigate his surroundings. He requires assistance to maneuver his wheel chair in and out of classrooms and in small spaces. He is able to push his chair using one hand but takes a long time to get from point A to point B. He

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requires a 2-person lift or mechanical device for all transfers. He has limited fine motor skills and requires handover-hand assistance for all activities. He is dependent on a personal care attendant to care for all of his personal care needs (i.e., toileting, brushing teeth, combing hair).

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Formula for writing a postsecondary goal:



Appropriate Measurable Postsecondary Goal Examples:

Training

- After graduation, David will participate in a center-based program designed to teach daily living skills along with community and social integration.

Employment

- Immediately after graduation, David will receive job development services from vocational rehabilitation staff at the Stein Adult Center

Independent Living

- After graduation David will use an augmentative communication device at home and the center-based program to communicate his wants, needs, and desires and to interact with his environment more independently.

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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

- Participation in the adapted academic and functional curriculum
- Self-care skill instruction
- Instruction in use of augmentative device
- Community based independent and community living instruction
- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriated augmentative communication device for school and post school environments
- Occupational therapy for used of assistive technology
- Evaluation for determination of devices to increase independence in home and centered-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase David's ability access to community environments
- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Employment

- Community based vocational training