

Intellectual Disability

Lissette is a 20 year old student with Down Syndrome. As an adolescent, Lissette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall. She has a number of postsecondary plans.

She plans to attend Miramar College to take courses. In this program, she will be able to continue to gain skills related to functional academics and career preparation. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lissette wants to complete this application herself, without help from her parents. A few other students from her high school Work Study Skills classes also plan to attend this program. Lissette wanted to attend this program because she knows that courses at the college will help her gain skills for work. Also, she wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was "difficult" and reported that she almost fell several times.

Lissette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with other young women in the local community. Lissette has

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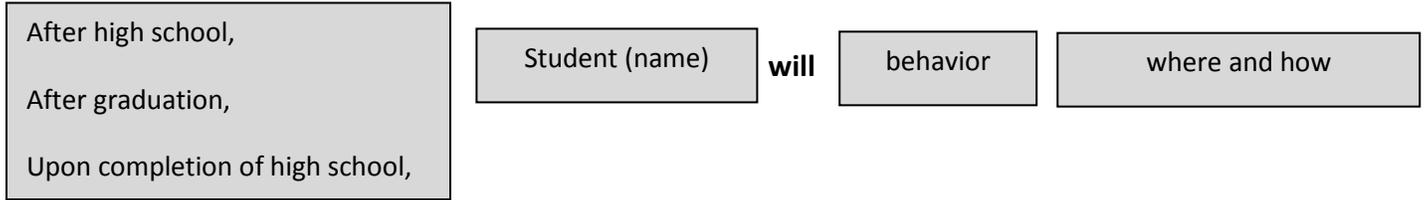
expressed a desire to someday get married and have children but she does not currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well.

Lissette does not currently have a job, but she participated in several unpaid work training experiences in the community through her high school's transition services. She has expressed an interest in jobs related to the food service industry, cleaning, and laundry. She has never had her own bank account, but she has had some experiences managing small amounts of money she received as a gift or for chores around the house. At the job site, she was extremely efficient, but her co-workers had difficulty understanding her requests when she asked for help. In order to better communicate with unfamiliar people, she just received an assistive technology voice output device that is about the size of a palm pilot. Lissette is willing to use the device, but she is still learning to use it effectively.

Lissette's parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lissette protect herself around unfamiliar people. Lissette also has a tendency to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college.

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Formula for writing a postsecondary goal:



Appropriate Measurable Postsecondary Goal Examples:

Education

- After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Miramar College.

Training

- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community (a nonprofit organization designed and operated within a local community by individuals with disabilities who provide an array of independent living services, including the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy).

Employment

- After high school, Lissette will work on campus, part-time in the food court at Miramar College with supports from Vocational Rehabilitation and the staff at the college.
- After completion of the Workforce Development Program at Miramar College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by The Arc (The Arc of the United States).

Independent Living

- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.
- After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services)

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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 community safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self-defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation

Employment

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop