

## Case Study: Mirah

### 12th Grade, Moderate Intellectual Disability

#### **POST-SCHOOL GOALS:**

##### **Education/Training:**

After graduation from high school, Mirah will complete a non-degree program in food service at the Community College

##### **Employment:**

After high school, Mirah will work as a prep cook at a local restaurant near her home with time-limited supports provided by Ministry of Health.

##### **Independent Living:**

After high school, Mirah will live semi-independently with a roommate in an assisted living apartment with supports provided through Ministry of Health)

##### **Student's Strengths:**

- Mirah is a rule-oriented, quiet young woman with strong skills and interests in service employment
- Demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills.
- She has had some experiences managing small amounts of money she received as a gift or for chores around the house.

##### **Parental Concerns/Input:**

- Mirah's family expresses interest in Mirah's living outside of their home as she becomes more financially independent after leaving high school.
- Mirah's parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Mirah protect herself around unfamiliar people.

- Mirah also has a tendency to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college.

#### **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

- Results of performance on state mandated assessments taken during high school indicate Mirah is performing below average in math, reading and written expression. Results of an adaptive behavior checklist completed by the teacher during Mirah's 10<sup>th</sup> grade year and when she was 20 years old indicate that Mirah has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Mirah demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills.
- According to the Making Action Plans [MAPS] (Forest & Lusthaus, 1990), Mirah has expressed an interest in and has demonstrated success in the service industry, including cleaning, laundry, and food preparation. Mirah indicates that her family encourages her to do well in school and in her job experiences.

#### ***Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.***

Due to Mirah's significant academic (math, reading), social, and adaptive needs, she requires specially designed, individualized instruction in the special education classroom in these areas. Even when provided with supplementary aids and services, she cannot make progress at a pace similar to her peers and cannot achieve her goals in the general education classroom

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#### **AREAS NEEDING IMPROVEMENT**

- Mirah had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability for 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.
- Mirah 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. 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 ipod. Mirah is willing to use the device, but she is still learning to use it effectively.

#### **IEP: EDUCATIONAL ACCOMMODATIONS AND SUPPORTS**

##### **Special Education:**

Mirah is included in the 12<sup>th</sup> grade English and Math classes. She also receives intense instruction in Life Skills and employment readiness for 90 minutes per day in a resource classroom.

##### **Supplementary Aids /Assistive Technology**

- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation.

##### **Transition Services**

- 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
- Math instruction related to telling time on a variety of watches and clocks

#### **GOALS AND OBJECTIVES/BENCHMARKS**

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum.

##### **Annual Goal 1**

By May 2017, Given whole task instruction, a task analysis, and independent practice, Mirah will state problem solving strategies when lost in the community independently with 90% accuracy as measured by number of correct steps completed on the task analysis.

##### **Annual Goal 2**

Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Mirah will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.

##### **Annual Goal 3**

Given community-based instruction on grocery shopping and a grocery list, Mirah will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2017.

##### **Annual Goal 4**

Given explicit instruction on proper care and cleaning of a hearing aid, a task analysis, and weekly opportunities to practice, Ahmad will demonstrate the steps of the task analysis with 90% accuracy by the end of the school year.