The transition out of high school can be a challenging time for young adults with intellectual and developmental disabilities (I/DD). People with I/DD are eligible for different types of services once they turn 21 years old, and may no longer receive the support they are used to. A comprehensive transition plan can ease the shift from high school to adult life.

You can help prepare a young person to lead a healthier, more independent life after high school by including healthy eating and physical activity goals in the IEP transition plan.

Guiding Questions for Setting Healthy Habit Goals:
• Does the student understand the 5-2-1-0 message?
• Does the student understand the difference between healthy and unhealthy choices?
• Can the student plan a healthy meal?
• Can the student follow simple recipes to make healthy meals?
• Does the student understand how to read food labels?
• Does the student understand how to make healthy choices when grocery shopping?
• Is the student aware of different places to buy healthy food in the community?
• Does the student have basic food handling and kitchen safety skills?
• Can the student identify various places and programs to be physically active in the community?
• Can the student complete a membership application for a local recreation facility?
• Can the student use public transportation to access local recreation facilities?

• Can the student navigate local recreation facilities and communicate with personnel? (e.g. find bathrooms and changing rooms or ask about schedules and fees)

• Can the student inquire about any equipment or activity modifications that he or she needs?

**Everyone Plays a Role!**

• **Educators** can ensure a student has a basic understanding of proper nutrition.

• **Physical Education Teachers** can help a student find opportunities for physical activity outside of school and identify skills a student needs to develop in order to stay active into adulthood.

• **Speech and Language Pathologists or Social Workers** can work with a student to develop the social skills needed to access community resources.

• **Health Care Providers** can work with a student to set personal healthy habit goals.

• **Occupational Therapists** can work with a student to enhance fine motor skills for use in cooking.

• **Case Managers** can align healthy habit goals in the IEP transition plan with goals in the student’s Individual Treatment Plan.

• **Families** can model healthy habits and identify ways their child can become more independent.