

## Rolanda

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. She has athetoid cerebral palsy that impacts all motoric functioning. Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Choking became a concern after several problems that scared her parents and teachers. Doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. She has branchial cysts that required a tracheotomy procedure when Rolanda was nine years old. Currently, Rolanda breathes with the assistance of a ventilator through her tracheostomy. She is an only child, and both of her parents and a part-time in home nurse have a structured schedule for her care on a daily basis.

Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. She can make choices from three options to select music to listen to, movies to watch, and places to go. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her. Her mother thinks that she feels jealous that she can no longer eat the foods she loved as a child. Rolanda loves to watch American Idol on television. Each summer her family travels to see the contestants on tour in a new city.

Rolanda's parents had her just after they married when they were in their early twenties. They plan that Rolanda will live with them for approximately twenty years. At that point they will seek supported housing in a group home, or Rolanda will move in with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, but it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks. Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.

This is an **example** and **Non example** of items on Indicator 13 Check list for Rolanda. The items under the green column meet the minimum SPP/APR requirements .

<p><b>Example measurable postsecondary goal in the domain of education/training.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>	<p><b>Non-example of postsecondary goal in the domain of education and training</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>
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After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

- o This goal meets I-13 standards for Item #1 for the following reasons:
  - a) Participation in training is the focus of the goal.
  - b) "Participation" is an observable behavior.

After leaving high school, Rolanda's family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.

- o This goal does not meet I-13 standards for Item #1 for the following reason:
  - a) "Plans" does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>
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<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>
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Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

- o This goal meets I-13 standards for Item #1 for the following reasons:
  - a) It is stated that the goal will occur after graduation from high school.
  - b) The goal is stated measurably: "receive services" and "participate" can be observed as occurring or not, within 1 year of graduation.

Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.

- o This goal does not meet I-13 standards for Item #1 for the following reasons:
  - a) Applying to vocational rehabilitative services is an activity not an outcome.
  - b) This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

This is an example of a **measurable postsecondary goal** in the domain of **independent living**.

**ITEM # 1 on indicator checklist**

- After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
  - The above goals meet I-13 standards for Item #1 for the following reasons:
    - a) Each goal is focused on Rolanda’s independent living (residential, self-care, community participation, communication skills).
    - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.
    - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
    - d) The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

This is a nonexample of a **measurable postsecondary goal** in the domain of **independent living**.

**ITEM # 1 on indicator checklist**

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
  - This goal does not meet I-13 standards for Item #1 on for the following reasons:
    - a) While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
    - b) “Practice increasing” is an activity toward an outcome of effective communication skills.

Example of Corresponding IEP Goal for “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” (1.2g) and “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.” (1.4h)and “after graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.”

***ITEM # 2 on Indicator checklist***

Non example of Corresponding IEP for “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” (1.2g) and “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.” (1.4h)and “after graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.”

***ITEM # 2 on Indicator checklist***

Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy.

- o This example meets I-13 standards for Item #2 for the following reasons:
  - a) Rolanda is not able to use a communication board effectively and learning to do so is a skill that will prepare her to participate in a habilitative and vocational training program after high school.
  - b) Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.
  - c) Finally, learning to use technology to select from 4 choices is a step toward preparing Rolanda communicating more effectively with familiar and non-familiar individuals in various settings.

Rolanda will participate in speech therapy two times each week for 30 minutes per session for the duration of the IEP.

- o This goal statement does not meet I-13 standards for Item #2 for the following reason:
  - a) Participation in speech therapy does not indicate what knowledge or skill Rolanda is expected to gain during the upcoming year.
  - b) While it is likely that participation in speech therapy logically supports her postsecondary education/training goal, because there is no skill noted, it is unclear that there is a link.

<p>Example of Corresponding <b>IEP Goal</b> for <u>“immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”</u></p> <p><b>ITEM # 2 on Indicator checklist</b></p>	<p>Non example of Corresponding <b>IEP</b> for <u>“immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation</u></p> <p><b>ITEM # 2 on Indicator Checklist</b></p>
<p>Given a microswitch properly secured to the headrest of her chair, Rolanda will select three activities that she prefers from the school’s work-based curriculum with 90% accuracy by October 15, 2007.</p> <ul style="list-style-type: none"> <li>o This annual goal meets standards for I-13 for Item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) The behavior of indicating preferences in the context of employment preparation instruction is a step toward Rolanda’s goal of participating in supported self-employment or volunteer work.</li> <li>b) Data from completion of the annual goal may provide Rolanda’s IEP team with information regarding future employment interests for her.</li> <li>c) Meeting the goal stated, indicates acquisition of a new skill for Rolanda of accurately making choices from more than one.</li> <li>d) The goal statement includes criteria and a timeframe.</li> </ul> </li> </ul>	<p>Given a Dynavox©, Rolanda will use the device to speak in sentences to her teachers and family members by October, 2007.</p> <ul style="list-style-type: none"> <li>o This annual goal does not meet standards for I-13 for item #2 for the following reason: <ul style="list-style-type: none"> <li>a) The behavior cannot logically be demonstrated during the coming year, given Rolanda’s current level of performance and previous instruction in the area of augmentative communication.</li> </ul> </li> </ul>
<p>Example of Corresponding <b>IEP Goal</b> for <u>“after graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.”</u></p> <p><b>ITEM # 2 on Indicator checklist</b></p>	<p>Non example of Corresponding <b>IEP</b> for <u>“after graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.”</u></p> <p><b>ITEM # 2 on Indicator Checklist</b></p>
<p>Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.</p> <ul style="list-style-type: none"> <li>o This annual goal statement meets I-13 standards for Item #2 for the following reasons:</li> </ul>	<p>Rolanda will receive physical therapy services 3x/ week.</p> <ul style="list-style-type: none"> <li>o This goal statement does not meet I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) The goal statement does not indicate any skills that Rolanda will be gaining.</li> </ul> </li> </ul>

<p>a) Developing the physical skills necessary to meet this goal will prepare Rolanda for her postsecondary goal of maximum participation in her daily routine.</p> <p>b) The goal statement provides conditions, criteria, and a timeframe, so that it is measurable.</p>	<p>b) This is a related service, not a statement of an annual goal.</p>
<p><u>Examples of instruction</u> support the postsecondary <b>education/training</b> goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non examples of instruction</u> support the postsecondary <b>education/training</b> goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Training of family members in use, care and maintenance of technology</li> <li>• Participation in academic and functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Class field trip to the mall to go Christmas shopping</li> <li>• Referral to vocational rehabilitation for assessments</li> </ul>
<p><u>Example of instruction</u> supports the postsecondary <b>employment</b> goal of “immediately after graduation Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non example of instruction</u> supports the postsecondary <b>employment</b> goal of “immediately after graduation Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Participation in the adapted academic and functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction in word processing</li> <li>• Travel instruction</li> </ul>

<p><u>Examples of related service</u> support the postsecondary <b>education/ training</b> goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non examples of related service</u> support the postsecondary <b>education/ training</b> goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Speech therapy services for training in use of augmentative communication device</li> <li>• Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments</li> <li>• Occupational therapy for use of assistive technology</li> <li>• Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment</li> <li>• Physical therapy to maintain and improve strength and flexibility</li> <li>• Nursing services to increase Rolanda’s ability access to community environments</li> <li>• Transfer of therapy services to adult service arena</li> </ul>	<ul style="list-style-type: none"> <li>• Speech therapy to improve Rolanda’s verbal communication skills</li> </ul>
<p><u>Examples of related service</u> support the <b>independent living</b> goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non examples of related service</u> support the <b>independent living</b> goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Visits to recreational agencies/facilities in the community</li> <li>• Leisure and recreational interest survey through student response to different leisure opportunities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in a school club</li> <li>• Job shadowing in a retail environment</li> <li>• Practice using public transportation</li> </ul>

<p><u>Example of employment and other postschool living objectives</u> supports Rolanda’s postsecondary <b>education/training</b> and <b>employment</b> goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non example of employment and other postschool living objectives</u> supports Rolanda’s postsecondary <b>education/training</b> and <b>employment</b> goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Meeting with SSI representative to determine possible financial benefits</li> <li>• Vocational rehabilitation referral</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for college disability support services</li> <li>• Complete application for job at local mall</li> </ul>
<p><u>Example of functional vocational evaluation</u> supports the postsecondary goals for Rolanda in the areas of <b>education/ training</b> (1 goal), <b>employment</b> (1 goal), and <b>independent living</b> (3 goals).</p> <p><b>ITEM #3 on Indicator checklist</b></p>	<p><u>Non example of functional vocational evaluation</u> supports the postsecondary goals for Rolanda in the areas of <b>education/ training</b> (1 goal), <b>employment</b> (1 goal), and <b>independent living</b> (3 goals).</p> <p><b>ITEM #3 on Indicator checklist</b></p>
<ul style="list-style-type: none"> <li>• Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of assessments intended for verbal students</li> <li>• Administration of assessments for preschoolers, not related to employment or adult living skills</li> </ul>
<p><u>Examples of evidence of coordination</u> support Rolanda’s postsecondary <b>education/ training, employment, and independent living</b> goals.</p> <p><b>ITEM #4 on Indicator checklist</b></p>	<p><u>Non examples of evidence of coordination</u> support Rolanda’s postsecondary <b>education/ training, employment, and independent living</b> goals.</p> <p><b>ITEM #4 on Indicator checklist</b></p>

<ul style="list-style-type: none"> <li>• A consent form signed by Rolanda’s mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services</li> <li>• A consent form signed by Rolanda’s mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Rolanda’s benefits</li> <li>• A consent form signed by Rolanda’s mother indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals</li> <li>• Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider</li> </ul>	<ul style="list-style-type: none"> <li>• An invitation to conference to the VR agency representative</li> <li>• Notes from a phone call with outside PT provider by the LEA PT (without consent on file)</li> </ul>
<p><b>Example of age appropriate transition assessment that supports Rolanda’s postsecondary education/training, employment, and independent living goals.</b></p> <p><b>ITEM #5 on Indicator checklist</b></p>	<p><b>Non example of age appropriate transition assessment that supports Rolanda’s postsecondary education/training, employment, and independent living goals.</b></p> <p><b>ITEM #5 on Indicator checklist</b></p>
<p>Summarized on front page of IEP.</p> <p>“<i>Strengths:</i> Rolanda is curious; stays alert and awake throughout the school day; seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer”.</p> <p>“<i>Present Levels of Academic Achievement and Functional Abilities:</i> Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.</p> <p>Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state. She offers a smile to show happiness and a blank stare to indicate disinterest. Picture/symbol augmentative</p>	<p>Rolanda is a non-academic student. She has severe limitations in fine and gross motor skills.</p> <ul style="list-style-type: none"> <li>• The information provided does not meet I-13 standards for Item #5 for the following reasons: <ul style="list-style-type: none"> <li>○ A “non-academic” student is not an informative term, since any student can access the academic curriculum through extension activities, even if they are not performing skills independently on a grade level.</li> <li>○ There is no information regarding the student’s strengths and skills that are currently present.</li> </ul> </li> </ul>

communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.

Rolanda uses a manual wheelchair dependently. She requires a 2-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills which results in her dependency for all care and hand-over-hand assistance for all activities.”

Signed examination summary from Rolanda’s pediatrician, dated during the current year indicated that she is:

18 years old

Is fed via G-tube

Has a tracheotomy and uses a ventilator with oxygen to breathe

- This example meets the I-13 standards for Item #5 for the following reasons:
  - Information regarding the students strengths and needs is provided.
  - Information considers current and future environments.
  - Information is from multiple sources, relevant to Rolanda’s strengths, preferences, and interests.

Example reflecting best practice:

The information in the above example, as well as:  
Summary evaluations from various dates during the previous 3 years by

LEA’s physical therapist

LEA’s occupational therapist

Private occupational therapist

LEA’s contracted nursing services provider

Summary of notes from Person Centered Planning meeting conducted at family’s home, recorded by Rolanda’s aunt.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
  - The information was obtained from multiple sources.
  - The information reflects the input of the student/family regarding strengths, needs, preferences, and interests.

**Example reflects courses of study that support Rolanda’s postsecondary goals for education/training (1 goal), employment (1 goal), and independent living (3 goals).**

**ITEM #6 on Indicator Checklist**

**Non example reflects courses of study that support Rolanda’s postsecondary goals for education/training (1 goal), employment (1 goal), and independent living (3 goals).**

**ITEM #6 on Indicator Checklist**

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
  - Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
  - The curriculum described is relevant to her postsecondary goals
  - The curriculum described includes opportunities to access the standard course of study through alternative methods

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
  - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda’s strengths and needs and her postsecondary goals.