

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 bronchial cysts that required a tracheotomy procedure when Rolanda was nine years old. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy. 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. Their plan is that Rolanda will live with them for approximately 20 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.

Formula for writing a post secondary goal:

□ / □ will □ □
(After High School) *(Student)* *(behavior)* *where and how*
(After graduation)
(Upon completion of high school)

Formula for writing an annual goal that supports the postsecondary goal:

Given / □ *(condition@teaching strategies)@e.g., direct instruction@modeling@peertutoring)* / □ *((student))* will / □ *((behavior))* / □

**NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
Example	Non Example
<p>(Education and Training 1) 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>(Education and Training 2) Immediately after graduation, Rolanda will participate in functional skill training through Community Alternatives Program services five times per week at her home and the adult day program to develop her functional communication skills.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in training is the focus of the goal.</i> b) <i>“Participation” is an observable behavior.</i> <p>(Employment 1) 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>(Employment 2) The summer after high school, Rolanda will volunteer with supports from CAP, for The performing Arts Center during their summer performance series handing out programs to guests.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>It is stated that the goal will occur after graduation from high school.</i> b) <i>Goal are stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.</i> c) <i>“Volunteer with supports” is observable</i> <p>(Independent Living 1) After graduation Rolanda will live at home and participate, to the maximum extent possible, in her daily routines and environment through the use of assistive</p>	<p>(Education and Training 1) After leaving high school, Rolanda’s family plans to apply for habilitative training through Medicaid Community Alternatives Program (CAP) services.</p> <p>(Education and Training 2) Rolanda will improve her functional communication skills after high school.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>“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.</i> b) <i>There is no indication of how Rolanda will improve her communication skills</i> <p>(Employment 1) Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.</p> <p>(Employment 2) Rolanda will attend shows at the Performing Arts Center.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i> b) <i>Attending shows is an activity that could be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.</i> <p>(Independent Living 1) Rolanda will rely on her family to attend to her daily routines (e.g. feeding, dressing, bathing, activating small appliances / media devices, choice making,</p>

<p>technology (e.g. feeding, dressing, bathing, activating small appliances / media devices, choice making, etc).</p> <p>(Independent Living 2) 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><i>The above goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Goals focus on Rolanda’s independent living (residential, self-care, community participation, communication skills).</i> <i>b) Goal are stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.</i> <i>c) There are criteria for performing the postsecondary goals that make them explicit and observable.</i> <i>d) Goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.</i> 	<p>etc).</p> <p>(Independent Living 2) Rolanda wants to attend community dances sponsored by the local YMCA.</p> <p><i>These goals do not meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Relying on families is not an independent living skill</i> <i>b) “wants” is not an observable behavior</i> <i>c) It is not clear goals will be obtained after high school</i>
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2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;">Example</p> <p>(Education and Training 1 & 2; Employment 1 & 2; Independent Living 1 & 2) Review of last year and this year's IEP, indicated modifications to three postsecondary goals and three new postsecondary goals.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) Comparison of the previous and current IEP indicated that the postsecondary goals were updated with the IEP development.</i></p>	<p style="text-align: center;">Non Example</p> <p>No postsecondary goal was identified for employment.</p> <p><i>These goals do not meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) Absence of a measureable postsecondary goal in Education/ Training or Employment would indicate that the postsecondary goal was not considered with the development of the IEP.</i></p>

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3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>Summarized on front page of IEP. <i>“Strengths: Anecdotal records for an observation period of 10 days indicate that 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. She is tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. She likes using a switch (with assistance) to activate a variety of devices, including the radio and computer”.</i></p> <p><i>“Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.</i></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 communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.</p> <p>A physical therapy evaluation and reports from the medical doctor indicate 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.”</p> <p>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</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>It includes information gathered over time.</i> b) <i>It reflects student strengths, interests, and preferences.</i> c) <i>The information is from multiple sources and places.</i> d) <i>The data sources are age-appropriate.</i> 	<p>Rolanda is a non-academic student. She has severe limitations in fine and gross motor skills.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>There is no indication of the source of information (i.e., name or type of assessment).</i> b) <i>There is no link to postsecondary goals</i> c) <i>It does not reflect assessment data gathered over time</i>

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Examples	Non Examples
<p>(Instruction)</p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Services can be provided by the school</i> <p>(Community Experience)</p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Services can be provided by the school</i> 	<p>(Instruction)</p> <ul style="list-style-type: none"> • Instruction in word processing • Travel instruction <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) The severity of Rolanda’s disability does not allow her the ability to take a traditional word processing course</i> <i>b) Rolanda will be unable to travel independently due to the nature and severity of her disability</i> <i>c) Services do not match Rolanda’s postsecondary goals</i> <p>(Community Experience)</p> <ul style="list-style-type: none"> • Class field trip to the mall to go Christmas shopping • Class trip to Disability Services at the local college <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Christmas shopping and going to community college is not related to Rolanda’s postsecondary goals</i>
<p>(Related Services)</p> <ul style="list-style-type: none"> • Speech therapy services for training in use of augmentative communication device • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Occupational therapy for use of assistive technology • Evaluation for determination of devices to increase independence in home and center-based environment • Physical therapy to maintain and improve strength and flexibility • Nursing services to increase Rolanda’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 <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Rolanda has documented deficits in the areas of speech and fine motor skills</i> <i>c) Rolanda is medically fragile and requires nursing assistance</i> 	<p>(Related Services)</p> <ul style="list-style-type: none"> • Speech therapy to improve Rolanda’s verbal communication skills • Assistive Technology support for Keyboarding class <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Rolanda is nonverbal</i> <i>b) Rolanda will not be taking a keyboarding class</i> <i>c) Services do not match Rolanda’s postsecondary goals</i>

<p>d) <i>Due to the nature and severity of Rolanda's disability financial assistance may be needed</i></p> <p>e) <i>Services can be provided by the school</i></p> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills • Picture Career Interest Inventory • Ecological Assessment <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>Services can be provided by the school</i> 	<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Apply for college disability support services • Complete application for job at local mall • Administration of assessments intended for verbal students • Administration of assessments for preschoolers, not related to employment or adult living skills <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Services are not aligned with Rolanda's postsecondary goals</i> b) <i>Pre-school assessments are not age-appropriate</i> c) <i>Rolanda is nonverbal, a verbal assessment would not be appropriate</i>
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5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

Example	Non Example
<ol style="list-style-type: none"> 1. Functional Reading/ Communication (2 Credits) 2. Occupational Skills (3 Credits) 3. Recreation/Leisure (1 Credit) 4. Healthy Living (3 Credits) <p><i>This course of study meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>Program is specially designed to meet the academic and functional needs of Rolanda</i> b) <i>Program support Rolanda's postsecondary goals</i> 	<p>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.</p> <p><i>This example does not meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>A description of a type of program and instructional setting, does not provide an adequate description of courses of study</i> b) <i>As Rolanda enters her final two to three years of educational services, her coursework should strongly support her postsecondary goals</i>

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6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

Example	Non Example
<p>(Education and Training 1) 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 by December of 2009.</p> <p>(Education and Training 2) Given a micro switch properly secured to the headrest of her chair, Rolanda will follow a schedule of her daily routines by selecting the activity that should occur at that scheduled time 3 out of 4 opportunities by October 15, 2007.</p> <p><i>These goals meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>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.</i> b) <i>Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.</i> c) <i>Learning to use technology to follow a schedule and make choices supports Rolanda's postsecondary goals</i> a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<p>(Education and Training 1) Rolanda make choices using a pointer affixed to head piece to participate in daily instructional activities.</p> <p>(Education and Training 2) Rolanda will follow a daily schedule using a switch to choose appropriate activities.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>There are no criteria stated for the adequacy by which Rolanda should make choices</i> b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>
<p>(Employment 1) Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20% as measured by time on task during a 30 minute training session during one school semester.</p> <p>(Employment 2) Given 2 job shadowing experiences, one in each of the following industries: the arts and business, Rolanda will identify her likes and dislikes of each industry by completing a job site picture interest survey and choosing her preferences by selecting from a choice of 3 pictures during the duration of this IEP.</p> <p><i>These annual goals meet standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>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.</i> b) <i>Data from completion of the annual goal may provide Rolanda's IEP team with information regarding future employment interests for her.</i> c) <i>Meeting the goal stated, indicates acquisition of a new skill for Rolanda of accurately</i> 	<p>(Employment 1) Rolanda will be assigned classroom helper and perform classroom jobs once a week.</p> <p>(Employment 2) Rolanda will complete a picture career interest inventory.</p> <p><i>These annual goals do not meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>These are activities or services rather than goals</i> b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>

<p><i>making choices from more than one.</i></p> <p>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></p> <p>(Independent Living 1) 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> <p>(Independent Living 2) Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30 minute session twice a week for the duration of the IEP.</p> <p><i>These annual goal statements meet I-13 standards for Item #6 for the following reasons:</i></p> <p>a) <i>Developing the physical skills necessary to meet this goal will prepare Rolanda for her postsecondary goal of maximum participation in her daily routine.</i></p> <p>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe</i></p>	<p>(Independent Living 1) Rolanda will assist with daily personal care through partial participation.</p> <p>(Independent Living 2) Rolanda will participate in adapted PE.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <p>a) <i>Goal statements do not indicate any skills that Rolanda will be gaining.</i></p> <p>b) <i>Adapted PE is a related service, not a statement of an annual goal.</i></p>
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7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Example	Non Example
<p>Student name included on the invitation to IEP conference as participant.</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No invitation or verbal invitation only.</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>

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8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?

Example	Non Example
<ul style="list-style-type: none"> • A consent form signed by Rolanda’s mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services • A consent form signed by Rolanda’s mother indicating that the LEA may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda’s benefits with the family • A consent form signed by Rolanda’s mother indicating that the LEA may contact Medicaid to invite them to the IEP meeting in order to coordinate referrals to outside agencies therapy referrals and transportation coordination • Invitations on file to a representative of VR, SSA, and Medicaid <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>	<ul style="list-style-type: none"> • An invitation to conference to the VR agency representative without consent on file • Notes from a phone call with outside PT provider by the LEA PT (without consent on file) <p><i>These examples do not meet the requirements for I-13 item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>

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