











## Deafblind Resources

A. STATE	Contact Info:	Services to Whom?
<p><b>Washington Sensory Disability Services (Washington Deaf-Blind Project)</b></p> <p>c/o Puget Sound Educational Service District</p>  	<p><a href="http://www.wsdsonline.org">www.wsdsonline.org</a>            1-800-572-7000            425-917-7827            800 Oakesdale Ave. SW            Renton, WA 98057            Nancy Hatfield - Administrative Director            Kathee Scoggin - Program Co-Director            Katie Humes – Educ. &amp; Distance Learning Consultant            Sandy Honeycutt – Program Coordinator            Mikaela O'Brien – Program &amp; Technology Specialist            Irene Fournier - Library Coordinator            Danielle Pospical, Family Consultant</p> <p><a href="mailto:nhatfield@psed.org">nhatfield@psed.org</a>  <a href="mailto:kscogginwsds@gmail.com">kscogginwsds@gmail.com</a>  <a href="mailto:khumes@psed.org">khumes@psed.org</a>  <a href="mailto:shoneycutt@psed.org">shoneycutt@psed.org</a></p>	<p>Birth to 21 years of age. Washington State Services for Children with Deaf-Blindness (a program of Washington Sensory Disabilities Services) is our federally-funded State Deaf-Blind Project. We provide support and training to agency/school teams and families regarding the specialized needs of children/youth with combined hearing loss and visual impairment (deaf-blindness).</p>
<p><b>Helen Keller National Center (Northwestern Region)</b></p> 	<p><a href="http://www.hknc.org/">http://www.hknc.org/</a>            1620 18th Ave., Suite 201            Seattle, WA 98122</p> <p>(206) 324-9120 (Voice/TTY)            (206) 452-0049 (VP)            (866) 971-4533 (VP Toll Free)</p> <p>Dorothy Walt - Regional Rep.  <a href="mailto:dorothy.walt@hknc.org">dorothy.walt@hknc.org</a>            Taryn Hill - Administrative Assistant  <a href="mailto:taryn.hill@hknc.org">taryn.hill@hknc.org</a></p>	<p>The Center provides services to youth and adults who are deaf-blind according to the definition of deaf-blindness in the Helen Keller Act.</p> <p>The Northwestern Region is responsible for assessing the needs of individuals, communities and states within their regions; developing strategies of collaboration, coordination and cooperation to help meet those needs; advocating for those who are deaf-blind in local, state, national and international forums.</p>
<p><b>Deaf-Blind Service Center (DBSC)</b></p> 	<p><a href="http://www.seattledbssc.org">www.seattledbssc.org</a>            1620 18<sup>th</sup> Avenue, Suite 200            Seattle, WA 98122            Videophone: 206-455-7932            Hearing Callers: 866-238-8216</p> <p><a href="http://www.seattledbssc.org">www.seattledbssc.org</a></p>	<p>DBSC offers services to residents of the state of Washington, over the age of 16, who experienced an initial severe loss of hearing and/or vision prior to the age of 65 and who are now deaf-blind or have a condition which will result in deaf-blindness.</p> <p>WSDS has worked with DBSC on family learning weekends (e.g., Usher Family Weekend).</p>
<p><b>Department of Services for the Blind</b></p> 	<p><a href="http://www.dsb.wa.gov">www.dsb.wa.gov</a></p> <p>Go to the link: Learn About Resources Available to Families:  <a href="http://www.dsb.wa.gov/services/LearnaboutResourcesAvailabletoFamilies.shtml">www.dsb.wa.gov/services/LearnaboutResourcesAvailabletoFamilies.shtml</a>  <a href="mailto:info@dsb.wa.gov">info@dsb.wa.gov</a></p> <p>Phone: 1-800-552-7103</p> <p>DSB has offices in: Lacey, Seattle, Tacoma, Vancouver, Yakima, and Spokane.</p> <p>Use their online referral form.</p>	<p>DSB serves children and youth who are blind or have low vision from birth through high school graduation.</p> <p>For students, ages 14 through high-school graduation, DSB offers:</p> <ul style="list-style-type: none"> <li>ÿ Career Counseling.</li> <li>ÿ Assessments to help students determine their interests for their future careers.</li> <li>ÿ For ages 14 to 15, summer programs for youth who would want to explore careers, complete community service.</li> <li>ÿ For ages 16 to high-school graduation, summer programs for youth who would like paid-work experience.</li> <li>ÿ For high-school youth or recent graduates of high school, summer programs to explore learning at a university.</li> </ul>
<p><b>Washington State School for the Blind (WSSB)</b></p> 	<p><a href="http://www.wssb.wa.gov/">http://www.wssb.wa.gov/</a>            2214 E. 13th Street            Vancouver, WA 98661            360-696-6321</p>	

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<p><b>Washington Talking Book &amp; Braille Library</b></p> 	<p><a href="http://www.wtbbl.org">www.wtbbl.org</a>                  2021 9<sup>th</sup> Avenue                  Seattle, WA 98121                  206-615-0400                  1-800-542-0866</p> <p><a href="mailto:wtbbl@sos.wa.gov">wtbbl@sos.wa.gov</a></p>	<p><b>Yes! Books for Kids in School</b>                  The WTBBL collection includes fiction and non-fiction books on cassette, in braille, and in large print for school-aged readers. Books and cassette machines are available for both home and classroom use. Our children's librarian can help parents and students find books.</p> <p><b>The Orrico Children's Room</b>                  Visit the showcase children's room and sample the services it holds for your infant/toddler with vision loss: a rotating collection of accessible toys and baby books with braille added, and toddler books on tape. They can be used here at the Library or checked out for use at home.</p>
<p><b>DSHS/ Office of the Deaf and Hard of Hearing</b></p> 	<p><a href="http://www.dshs.wa.gov/hrsa/odhh/">www.dshs.wa.gov/hrsa/odhh/</a>                  ODHH PO Box 45301 Olympia, WA 98504                  (360) 902-8000 Voice/TTY                  (800) 422-7930 Voice/TTY                  Email Address: <a href="mailto:odhh@dshs.wa.gov">odhh@dshs.wa.gov</a>                  Video Phone IP Address: 65.113.246.110                  VP200 Phone Number: 360-339-7382</p>	<p>ODHH is a small dynamic office, serving Washington State deaf, hard of hearing and deaf-blind communities for 30 years. ODHH provides telecommunication-related services for eligible students who are deaf-blind.</p>
<p><b>Washington School for the Deaf (WSD)</b></p> 	<p><a href="http://www.wsd.wa.gov/">http://www.wsd.wa.gov/</a>                  611 Grand Blvd.                  Vancouver, WA 98661                  360-696-6525 V/TTY                  800-613-4228 V/TTY</p>	
<p><b>Hearing Speech and Deafness Center</b></p> 	<p><a href="http://www.hsdc.org/aboutus/">http://www.hsdc.org/aboutus/</a>                  1625 19th Avenue                  Seattle, WA 98122                  206.323.5770</p>	<p>Provides information/referral service, advocacy, community education. HSDC is the leading nonprofit in Western Washington providing a full continuum of services for individuals who are Deaf, Deaf-Blind, hard of hearing, or facing speech-language and learning challenges.</p>
<p><b>Washington State Hands &amp; Voices</b></p> 	<p><a href="http://www.wahandsandvoices.org">http://www.wahandsandvoices.org</a>                  Washington State Hands &amp; Voices                  PO Box 4022                  Bellevue, WA 98009</p> <p><a href="mailto:info@wahandsandvoices.org">info@wahandsandvoices.org</a>  <a href="mailto:join@wahandsandvoices.org">join@wahandsandvoices.org</a></p>	<p>Washington State Hands &amp; Voices is a great parent resource. Check out the "Guide By Your Side" Program on their website home page.</p>
<p><b>Gallaudet University: DB Program</b></p> 	<p><a href="http://www.gallaudet.edu/">http://www.gallaudet.edu/</a>                  800 Florida Avenue NE                  Washington, DC 20002                  202-651-5000</p>	
<p><b>B. NATIONAL</b></p>		
<p><b>Helen Keller National Center (HKNC)</b></p> 	<p><b>Contact Info:</b>  <a href="http://www.hknc.org/">http://www.hknc.org/</a>                  Helen Keller National Center                  141 Middle Neck Road                  Sands Point, NY 11050                  Phone/TTY 516 944-8900 Ext. 253                  Admin Asst. Janet Gilmore:  <a href="mailto:janet.gilmore@hknc.org">janet.gilmore@hknc.org</a></p>	<p><b>Services to Whom?</b>                  The Center provides services to youth and adults who are deaf-blind according to the definition of deaf-blindness in the Helen Keller Act.</p>
<p><b>National Family Association for Deafblind (NFADB)</b></p> 	<p><a href="http://www.nfadb.org/">http://www.nfadb.org/</a>                  141 Middle Neck Road                  Sands Point, NY 11050                  Tel 800.255.0411                  Fax 516.883.9060</p>	<p>All ages. The National Family Association for Deaf-Blind (NFADB) is the largest nonprofit national organization of families of individuals who are deaf-blind.</p>


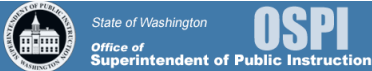
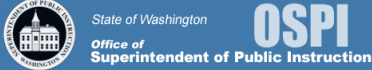


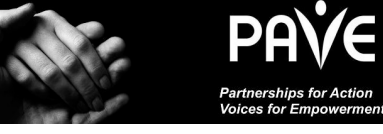


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<p><b>Perkins School for the Blind: DeafBlind Program</b></p> 	<p><a href="http://www.perkins.org/inside-perkins/deafblind-program/">http://www.perkins.org/inside-perkins/deafblind-program/</a></p> <p>Barbara Mason 617-972-7502 <a href="mailto:Barbara.Mason@Perkins.org">Barbara.Mason@Perkins.org</a></p>	<p>Perkins Deafblind Program offers a variety of curriculum options to both day and residential students from age three to 22 who are deafblind with or without additional disabilities as well as students who are deaf with additional disabilities.</p>
<p><b>American Association of the Deafblind (AADB)</b></p> 	<p><a href="http://www.aadb.org/">http://www.aadb.org/</a></p> <p>American Association of the Deaf-Blind 8630 Fenton Street, Suite 121 Silver Spring, Maryland 20910-3802 Phone: 301-495-4403 <a href="mailto:aadb-info@aadb.org">aadb-info@aadb.org</a></p>	<p>All ages. The American Association of the Deaf-Blind (AADB) is a nonprofit national consumer organization of, by, and for deaf-blind Americans and their supporters. "Deaf-Blind" includes all types and degrees of dual vision and hearing loss. Our mission is to ensure that all deaf-blind persons achieve their maximum potential through increased independence, productivity, and integration into the community.</p>
<p><b>C. SUPERIOR WEBSITES</b></p>		
<p><b>National Consortium on Deafblindness (NCDB)</b></p> 	<p><b>Contact Info:</b></p> <p><a href="http://www.nationaldb.org/">http://www.nationaldb.org/</a></p> <p>The Teaching Research Institute 345 N. Monmouth Ave Monmouth, OR 97361</p> <p>Voice: 800-438-9376 TTY: 800-854-7013 Fax: 503-838-8150</p>	<p><b>Services to Whom?</b></p> <p>Focuses on Birth to 21 years of age. This is an excellent resource for all, families and service providers alike. It is FULL of information, videos, tools. . .you name it—including resources in Spanish and other languages.</p>
<p><b>Literacy for Children with Combined Vision and Hearing Loss</b></p> 	<p><a href="http://literacy.nationaldb.org">http://literacy.nationaldb.org</a></p>	<p>Designed to give children and youth with deaf-blindness, multiple disabilities and complex challenges expanded learning opportunities.</p>
<p><b>Deafblind Info</b></p> 	<p><a href="http://www.deafblindinfo.org">www.deafblindinfo.org</a></p>	<p>Website on Deaf Blind Education—causes, FAQ, Tools for Independence, Parents/Families, History, and more.</p>
<p><b>Deafblind International (DBI)</b></p> 	<p><a href="http://www.deafblindinternational.org">http://www.deafblindinternational.org</a></p>	<p>DBI is the world association promoting services for deafblind people. Dbi brings together professionals, researchers, families, and deafblind people to raise awareness of deafblindness. DBI supports the development of services to enable a good quality of life for deafblind children and adults of all ages.</p>
<p><b>D. RESPITE CARE</b></p>		
<p><b>Washington State Medical Home</b></p> 	<p><b>Contact Info:</b></p> <p><a href="http://www.medicalhome.org/resources/spd_se_ccr.cfm">http://www.medicalhome.org/resources/spd_se_ccr.cfm</a></p>	<p><b>Services to Whom?</b></p> <p>Families, health care providers and communities working together for children and youth with special health care needs and disabilities. State site working to connect families with caregivers.</p>



## Deafblind Resources

<p><b>Washington State Child Care Resource and Referral Network</b></p> 	<p><a href="http://www.childcarenet.org">www.childcarenet.org</a></p> <p>Ryan Pricco: ryan@childcarenet.org Executive Assistant &amp; Program Manager</p> <p>1-800-446-1114 1551 Broadway Suite #300 Tacoma, WA 98402-3332</p>	<p>Eighteen community-based, non profit child resources and referral networks help families and child care providers find each other.</p> <p>The Network is currently beginning a pilot project in the Wenatchee, Yakima and Pasco areas to see how to best connect respite providers and families. The pilot project is seeking to 1) assemble a comprehensive list of respite providers and find a way to successfully and consistently track their services to families; 2) be able to provide families with a list of local or state agencies that may be able to support respite funding; and 3) develop a drop-in or emergency respite care system of some sort. In the mid-to-late spring they would like to coordinate with some willing families to see if their new system is working. Participation would include at least one complimentary respite appointment for your child with a goal of achieving a long-term respite arrangement to be made for the family and provider with other agencies or private payment of respite services.</p>
<p><b>Care.com</b></p> 	<p><a href="http://www.care.com/special-needs">http://www.care.com/special-needs</a></p> <p>877-227-3115</p>	<p>This is a for-profit company connecting those who need care with those desiring work in the care giving field. It is not exclusive to special needs but there are providers in Washington who do offer respite care. Though the company does background checks on caregivers they caution it is only base on information the caregiver provides, they stress they are a “match-making” service only and families especially, those with loved ones with special needs, should take time to also research any provider hired from the site. The site also contains a wealth of articles and resources for members to enjoy. Membership costs \$40/mo, \$75/3mos. Or \$125 for a year, this is to be allowed full access to the site and to post or apply for jobs, not for the cost of the respite care.</p>
<p><b>E. RECREATION</b>      <b>Contact Info:</b>      <b>Services to Whom?</b></p>		
<p><b>Skiforall</b></p>	<p><a href="http://seattle.citysearch.com/profile/10729694/bellevue_wa/skiforall_ski_school_foundation.html">http://seattle.citysearch.com/profile/10729694/bellevue_wa/skiforall_ski_school_foundation.html</a></p> <p>1621 114th Ave SE Ste 132 Bellevue, WA 98004 (425) 462-0978</p>	<p>Skiforall works with disabled children to help them ski, bike, hike, rock climb, and do a lot of things they or their parents may not have thought possible.</p>
<p><b>Rush-Miller Foundation</b></p>	<p><a href="http://rush-millerfoundation.ning.com/">http://rush-millerfoundation.ning.com/</a></p>	<p>Helps families acquire tandem bikes and funds all or part of the tandem bike costs. The website is cumbersome and you must sign up to become a member.</p>
<p><b>F. STATE NEEDS PROJECTS</b>      <b>Contact Info:</b>      <b>Services to Whom?</b></p>		
<p><b>Autism Outreach Project</b></p> 	<p><a href="http://www.nwesd.org/autism">http://www.nwesd.org/autism</a></p> <p>Autism Outreach Project Coordinator Carol Taylor: ctaylor@nwesd.org 360-299-4012</p>	<p>Provides technical assistance and training.</p>
<p><b>Sound Options</b></p> 	<p><a href="http://www.soundoptions.com/">http://www.soundoptions.com/</a></p> <p>3518 6th Ave. Suite 300 Tacoma, WA 98406 800.628.7649</p>	







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<p><b>Bates E-Learning for Educators</b></p> 	<p><a href="http://www.k12.wa.us/SpecialEd/stateneeds/bates.aspx">http://www.k12.wa.us/SpecialEd/stateneeds/bates.aspx</a></p> <p>Carole Brewer: cbrewer@bates.ctc.edu Elaine Kurlinski: ekurlinski@bates.ctc.edu</p> <p>Bates Technical College 1101 S. Yakima Ave. Tacoma, WA 98405 (253) 680-7230 or (888) 872-7221</p>	<p>The eLearning courses are offered continuously for college credit at a reasonable cost. Educators statewide can register and take courses at any time.</p>
<p><b>Special Education Technology Center (SETC)</b></p> 	<p><a href="http://www.k12.wa.us/SpecialEd/stateneeds/SpecEdTechCtr.aspx">http://www.k12.wa.us/SpecialEd/stateneeds/SpecEdTechCtr.aspx</a></p> <p>(509) 963-3350 (Main Office) Jerry Connolly: connolly@cwu.edu Sue Wright: wrightsu@cwu.edu</p>	<p>In the state of Washington, the Special Education Technology Center is designed to assist school districts with the special technology needs of special education students. It provides technology resources that are otherwise difficult to find or access.</p>
<p><b>Washington State Special Education Training for All (Staff and Parents) (WSSETA)</b></p> 	<p><a href="http://www.k12.wa.us/SpecialEd/stateneeds/WSSETA.aspx">http://www.k12.wa.us/SpecialEd/stateneeds/WSSETA.aspx</a></p> <p>(253) 765-7074 (800) 622-3393, Ext. 7074 Mark Anderson <a href="mailto:manderson@washingtonea.org">manderson@washingtonea.org</a></p>	<p>The WSSETA project is dedicated to enhancing the relationship between school staff and families. Classes are designed to meet the needs of both families and educators.</p>
<p><b>G. OTHER: STATE RESOURCES</b></p>		
<p><b>The Arc of Washington State</b></p> 	<p><a href="http://arcwa.org/">http://arcwa.org/</a></p> <p>Susan Atkins, Parent to Parent State Coordinator 2638 State Avenue NE Olympia, WA 98506 360-357-5596</p>	<p>Serving people with intellectual and developmental disabilities, includes P2P Programs</p>
<p><b>Northwest Lions Foundation</b></p> 	<p><a href="http://www.nlfoundation.org/">http://www.nlfoundation.org/</a></p> <p>221 Yale Avenue N, Suite 450 Seattle, WA 98109-5490 (206) 682-8500 or 1-800-847-5786</p> <p><a href="mailto:info@nlfoundation.org">info@nlfoundation.org</a></p>	<p>Offers free health programs to prevent blindness, restore sight and hearing, and provide help to low-hearing and low-vision individuals.</p>
<p><b>Washington PAVE</b></p> 	<p><a href="http://www.wapave.org/about/whoware.asp">www.wapave.org/about/whoware.asp</a></p> <p>6316 So. 12th St. Tacoma, WA 98465 (253) 565-2266 (v/tty) 1-800-5-PARENT (v/tty) <a href="mailto:pave@wapave.org">pave@wapave.org</a></p>	<p>A non-profit organization, exists to share information and resources with people whose lives are linked to children and adults with disabilities.</p>
<p><b>Washington Assistive Technology Act Program</b></p> 	<p><a href="http://watap.org/">http://watap.org/</a></p> <p>University of Washington Box 357920 Seattle, WA 98195-7920</p> <p>1-800-214-8731 Toll-Free 1-866-866-0162 TTY</p>	<p>Providing Assistive Technology resources and expertise to all Washingtonians with disabilities to aid in making decisions and obtaining the technology and related services needed for employment, education and independent living.</p>
<p><b>Washington State Father's Network</b></p> 	<p><a href="http://fathersnetwork.org/">http://fathersnetwork.org/</a></p> <p>Greg Schell <a href="mailto:greg.schell@kinding.org">greg.schell@kinding.org</a> 425.653.4286</p>	<p>A Powerful Voice for Fathers and Families of Children with Special Needs</p>

# Deafblind Resources

<p><b>DSHS/ Division of Developmental Disabilities</b></p> 	<p><a href="http://www.dshs.wa.gov/ddd/index.shtml">www.dshs.wa.gov/ddd/index.shtml</a></p> <p>For contact info, go to:  <a href="http://www.dshs.wa.gov/ddd/contacts.shtml">http://www.dshs.wa.gov/ddd/contacts.shtml</a></p> <p>For eligibility, go to:  <a href="http://www.dshs.wa.gov/ddd/eligible.shtml">www.dshs.wa.gov/ddd/eligible.shtml</a></p>	
<p><b>H. OTHER: WEBSITES</b></p>		
<p><b>NICHCY</b></p> 	<p><b>Contact Info:</b>  <a href="http://nichcy.org/">http://nichcy.org/</a></p> <p>1825 Connecticut Ave NW, Suite 700          Washington, DC 20009</p> <p>800.695.0285 (Toll-free, Voice/TTY)          202.884.8200 (Voice/TTY)  <a href="mailto:nichcy@fhi360.org">nichcy@fhi360.org</a></p>	<p><b>Services to Whom?</b></p> <p>NICHCY is very pleased to offer you a wealth of information on disabilities! We serve the nation as a central source of information on disabilities in infants, toddlers, children, and youth.</p>
<p><b>Lions Club International</b></p> 	<p><a href="http://www.lionsclubs.org/EN/about-lions/fast-facts.php">http://www.lionsclubs.org/EN/about-lions/fast-facts.php</a></p> <p>300 W. 22nd Street          Oak Brook, IL 60523-8842          630-571-5466</p>	
<p><b>I. SCHOOL-TO-WORK TRANSITION:</b></p>		
<p><b>DSHS/ Division of Vocational Rehabilitation</b></p> 	<p><a href="http://www.dshs.wa.gov/dvr/">www.dshs.wa.gov/dvr/</a></p> <p>4565 7th Avenue SE          Lacey, WA 98503          (360) 725-3636 or 1-800-637-5627</p>	
<p><b>Work Opportunities</b></p> 	<p><a href="http://www.workopportunities.org">www.workopportunities.org</a></p> <p>Main Office: Lynnwood          Other offices: Mountlake Terrace, Everett, Whatcom County</p> <p><u>Carrie Morehouse, Director of Vocational Services</u></p> <p>Carrie is herself the mother of a young adult son who is deaf-blind. She says: "Please feel free to mention to families that we have two staff who work with folks who are deaf-blind. Families are welcome to give me a call for more information or to chat about anything."          425-778-2156</p>	<p>For families who live in north King, Whatcom, and Snohomish counties, we participate in the "School To Work" county/DVR program and can come in during the student's last year of school.</p>
<p><b>Able Opportunities</b></p> 	<p><a href="http://www.ableopportunities.com/">http://www.ableopportunities.com/</a></p> <p>Jennifer L. White  <a href="mailto:Jennifer@AbleOpportunities.com">Jennifer@AbleOpportunities.com</a>          360-638-0881 V/TTY</p>	
<p><b>The Seattle Lighthouse for the Blind</b></p> 	<p><a href="http://seattlelighthouse.org/">http://seattlelighthouse.org/</a></p> <p>(206) 322-4200          (800) 914-7307</p> <p>2501 South Plum Street          Seattle, Washington 98144-4711</p>	<p>Offer employment &amp; training opportunities for adults who are blind, deaf-blind, or blind with other disabilities. They also offer contracted services in various areas including Orientation &amp; Mobility, Supported Living and Employment and Braille Literacy to name a few. All are welcome to tour the facility, the spring and summer seasons are an especially wonderful time to enjoy the sensory garden.</p>

## *Deafblind Resources*

J. SUPPORTED LIVING	Contact Info:	Services to Whom?
<p><b>L'Arche Homes</b></p>  	<p><a href="http://www.larcheseattle.org/">http://www.larcheseattle.org/</a>  <a href="http://www.larchethc.org/">http://www.larchethc.org/</a>            12303 36th Avenue East            Tacoma, WA 98446</p> <p>(253) 535-3178  <a href="mailto:info@larchetahomahope.org">info@larchetahomahope.org</a></p>	
<p><b>Puget Sound Residential Services</b></p> 	<p><a href="http://gopsrs.org/">http://gopsrs.org/</a></p> <p>149 Park Ave North Ste. A            Renton, WA 98057            206-772-5700</p> <p>Chad Higman  <a href="mailto:chigman@gopsrs.org">chigman@gopsrs.org</a></p>	
<p><b>Volunteers of America: Western Washington</b></p> 	<p><a href="http://www.voaww.org/Get-Help/Developmentally-Disabled-Services/Supported-Living.aspx">http://www.voaww.org/Get-Help/Developmentally-Disabled-Services/Supported-Living.aspx</a></p> <p>Program Director            Duane Davis  <a href="mailto:ddavis@voaww.org">ddavis@voaww.org</a></p> <p>425.259.3191</p>	<p>Encouraging personal choices, self-directed living</p> <p>Both agencies provide: Housing, Independent Living Services provided in Western Wa only, will consider other areas as need arises.</p> <p>Supported living: Individuals receive monies via: DDD, work, private-pay, trust-fund etc. Those monies are used to provide for all of their living needs at the level the client can afford. Need a DDD assessment called a "Core Waiver" if they qualify they can look for placement. You can request a list of residential providers, DDD may also send out placement orders to agencies. If client is in the home already time is relative, if the child is in a care facility there will be a set time line given. If private pay Service Alternatives would do an assessment and quote an hourly price.</p>
<p><b>Cornerstone Community</b></p> 	<p><a href="http://www.uvmend.org/programs/cornerstone-community">http://www.uvmend.org/programs/cornerstone-community</a></p> <p>Margaret Marson: 509-548-5643            Terri Anderman: 509-548-2168</p>	<p>To provide a loving home and gathering place for people with developmental disabilities.</p>
<p><b>Service Alternatives</b></p> 	<p><a href="http://www.servalt.com/contact.php">http://www.servalt.com/contact.php</a></p> <p>Chris Breece: 425-322-9888            Training Administrator/TA Provider            Lindy 206-228-5717            Transition contact person</p>	

\*This list of resources does not represent a complete list of all services available to schools and families.



# Transition



Finding a job, learning to live independently, and obtaining further education are important goals for all young adults as they leave high school. But achieving these goals is often extremely difficult for students who are deaf-blind. Limited or absent hearing and vision, difficulties with communication, and the frequent presence of additional disabilities make the transition from school to adult life very challenging. Extensive, thoughtful transition planning is essential.

Excellent transition planning isn't just a good idea. It is required by federal law for all students with disabilities. By age 16 at the latest, a student's individualized education program (IEP) must include annual goals and transition services that are:

- coordinated,
- measurable, and
- designed to reasonably enable a student to meet post-secondary (after high school) goals.

These are the standards measured by Indicator 13, one of 20 indicators that the U.S. Department of Education requires states to use to assess how well they are meeting the requirements of the Individuals with Disabilities Education Act.

Surveys have shown that after high school, most youth who are deaf-blind live at home with their families, are unemployed, have few friends, participate in few community activities, and are unlikely to obtain further education. To change this situation and improve the lives of youth who are deaf-blind, students need services while still in school that meet the requirements of the law and are tailored to their unique needs.

In this publication, we introduce three young adults—Noah, Laura, and Patrick. Their stories illustrate important components of transition goals and services and show how creative, individually tailored assessment and planning can be used to promote employment, further education, and independence.

## Life After High School For Youth Who Are Deaf-Blind

### Employment

- employed
  - 30% (NFADB, 2008)
  - 18% (Petroff, 2001)
- unemployed
  - 82% (Petroff, 2001)

### Living Situation

- living at home
  - 57% (NFADB, 2008)
  - 61% (Petroff, 2001)
- living independently
  - 11% (NFADB, 2008)
  - 5% (Petroff, 2001)
- other
  - 19% in group homes (NFADB, 2008)
  - 34% in residential care (Petroff, 2001)

### Education

- any type of educational program (e.g., vocational rehabilitation, community college)
  - 17% (Petroff, 2001)
  - 40% (NLTS2, 2005)
- 2-year college
  - 5% (Petroff, 2001)
  - 10% (NLTS2, 2005)
- 4-year college
  - 0% (Petroff, 2001)
  - 3.5% (NLTS2, 2005)

(Note: The NLTS2 survey combined results for students with deaf-blindness and students with multiple disabilities)



### Components of transition services:

- Post-secondary goals for training, employment, education, and independent living
- Annual transition goals to help students meet post-secondary goals
- Age-appropriate assessments to guide the development of transition goals
- Courses of study and services that promote functional skills and academic achievement
- Inclusion of representatives from adult service agencies in IEP meetings

Source: *NSTTAC Indicator 13 Checklist Form A*  
([www.nsttac.org](http://www.nsttac.org))

### Needs of students who are deaf-blind:

- A communication system that works (students use a variety of communication methods—gestures, objects, pictures, speech, ASL, Braille)
- Access to knowledge of the world at a distance
- Training in skills outside of the regular curriculum (e.g., independent living, orientation and mobility, and social skills)
- Accommodations for learning that maximize residual hearing and vision
- Job training during high school to improve chances of employment success
- Preparation and planning for educational opportunities after high school

### Noah: Planning for Employment

Noah, a junior in high school, volunteers at the Boys and Girls Club in his home town. He enjoys greeting and shaking hands with arriving members and visitors and likes to travel around the building delivering materials and equipment (his wheelchair makes an excellent delivery vehicle). Noah is friendly and enthusiastic, in spite of physical and sensory challenges caused by cerebral palsy, cortical vision loss, and hearing loss.

To guide the development of IEP goals related to employment, Noah's IEP team used an assessment process called "discovery" (Callahan & Condon, 2007) to identify Noah's interests, strengths, and needs. Discovery is a component of the customized employment approach to job development. The team learned that Noah loves being with people and likes to travel around his community. He also likes art and bold colors. And, as is true for all individuals who are deaf-blind, Noah has very unique communication needs. The best way to communicate with him is to pair words with objects, symbols, or gestures. To communicate with others, he uses a voice-output device, three signs, and vocalizations.

The discovery process provided a structured way to conduct an assessment focused on Noah's employment needs and to develop this post-secondary goal:

*After finishing high school, Noah will work in a microenterprise—his own small business—developed with family assistance and related to his interests in art, travelling in the community, and interacting with a variety of people.*

The team also developed annual transition goals and planned a number of related activities to help Noah achieve his goal. For example, while still in high school, Noah will work with a vocational rehabilitation counselor and a business consultant to develop a work goal and an individual plan for employment.





### Laura: Promoting Independence

Laura is a young woman with a great smile who loves chocolate, swimming, and being understood. She also happens to be profoundly deaf, visually impaired, and developmentally delayed.

Laura's mom, Jackie, knew that Laura would need continued support and training after she left school and decided that a process called personal futures planning (PFP) was the best approach to planning for Laura's future. PFP helps to identify a person's hopes, dreams, preferences, and interests, as well as the supports that will be needed to make life easier. Jackie invited school staff members who knew Laura well to a dinner at their home and began the planning process. Representatives from agencies that would provide services to Laura following high school were invited to participate at later meetings.

It took many gatherings and a great deal of discussion to formulate a plan for Laura. Personal futures planning was used to identify Laura's adult service support and training needs and served as the source for her transition-related IEP goals. Several years after graduation, Laura is preparing to move into a place of her own, an apartment to be shared with a peer and with staff support. This setting will allow Laura to independently do the things she is able to do and enjoys doing—taking showers, obtaining meals and snacks, and arranging her environment to suit her preferences (she loves putting lots of pillows on the couch). At the same time, she will have support to accomplish tasks she cannot accomplish on her own.

Successful transitions may take many years to accomplish. But, when people share a vision and work together, the rewards can be great. Just ask that young woman sitting on the couch eating chocolates.

### Patrick: Higher Education

Patrick, 21, is a bright, dedicated college student with a wide variety of interests, including computer science, information technology, Deaf studies, education, and the law. Like other college students who are deaf-blind, Patrick faces many daily challenges such as using mass transit, finding his way around campus, accessing information in the classroom, and communicating with fellow students and faculty in a fast-paced environment. Success in college requires more than academic preparation. It also requires a high level of independence and the ability to be a self-advocate.

Patrick's experiences highlight the importance of involving adult-service agencies in transition planning. Representatives from the Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) in New York, located near Patrick's high school, attended his IEP meetings and worked with the team to plan activities that would help him develop the skills he would need to be successful in college. His transition experiences included participating in HKNC summer programs, where he received training in orientation and mobility, communication skills, independent living, and self-advocacy.



The training also helped Patrick determine the types of support personnel (e.g., American Sign Language interpreters and note takers) and technology he would need in college to accommodate his hearing and vision loss. Although getting the accommodations he needs is an ongoing process, Patrick believes that his transition experiences helped prepare him for college. He recommends that all students with disabilities participate in their IEP meetings and receive skill training related to self-advocacy, self-determination, and self-support.

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## Key Points

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- Transition planning while still in high school is essential and required by law.
- Students who are deaf-blind have complex needs that must be considered during transition planning.
- Transitions for students who are deaf-blind often require creative approaches to assessment and planning.
- Successful transitions begin early in life and may take many years to accomplish.

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## Other Resources

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NCDB DB-LINK Info Services ([www.nationaldb.org](http://www.nationaldb.org)).  
Click on Selected Topics and choose:

- Person-Centered Planning
- Postsecondary Education
- Transition

National Secondary Transition  
Technical Assistance Center  
([www.nsttac.org](http://www.nsttac.org))

Helen Keller National Center  
Regional Representatives  
(<http://hknc.org/FieldServicesREGREPADD.htm>)



**National Consortium  
on Deaf-Blindness**

The Teaching Research Institute  
Western Oregon University  
345 North Monmouth Avenue  
Monmouth, OR 97361

Voice: 800.438.9376  
TTY: 800.854.7013  
Fax: 503.838.8150

E-mail: [info@nationaldb.org](mailto:info@nationaldb.org)  
Web: [www.nationaldb.org](http://www.nationaldb.org)

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## David

David is a 16 year old male with severe multiple mental and physical disabilities. He receives specially designed instruction with an alternate curriculum in a self-contained setting throughout the school day. He receives the following related services: occupational therapy, physical therapy, and nursing care. David's medical needs require the assistance of a nurse daily. He has a tracheotomy and uses a ventilator with oxygen to breathe. He is fed through a G-tube. He also has a severe seizure disorder which has resulted in a dependence on medication and 24 hour supervision.

David is an inquisitive individual. He stays awake and alert throughout most of the school day and seems to always want to be a part of the conversations that take place around him. He enjoys receiving verbal and tactile attention from his peers and teachers. He is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. He is also able to activate a variety of devices (i.e., radio, computer) using a switch with assistance.

David has limited functional communication skills. His primary mode of communication is facial gestures. He offers a smile when he enjoys an activity and is content with his current state and a blank stare when he is displeased or wants to discontinue an activity. Attempts to use augmentative communication devices have been unsuccessful; however, he is beginning to use a prerecorded switch during class activities with a moderate level of physical prompts.

David relies on a manual wheel chair to navigate his surroundings. He requires assistance to maneuver his wheel chair in and out of classrooms and in small spaces. He is able to push his chair using one hand but takes a long time to get from point A to point B. He requires a 2-person lift or mechanical device for all transfers. He has limited fine motor skills and requires hand-over-hand assistance for all activities. He is dependent on a personal care attendant to care for all of his personal care needs (i.e., toileting, brushing teeth, combing hair).

Formula for writing a post secondary goal:

□      □      □      □  


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*(After High School)*    *(Student)*    will    *(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@peer tutoring)* / *((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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After graduation, David will participate in a center-based program designed to teach daily living skills along with community and social integration.</p> <p><i>This goal <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in training is the focus of the goal.</i></li> <li>b) <i>“Participation” is an observable behavior.</i></li> </ul> <p>(Employment 1) Immediately after graduation, David will receive job development services from vocational rehabilitation staff at the Occupational Training Center.</p> <p><i>These goals <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>It is stated that the goal will occur after graduation from high school.</i></li> <li>b) <i>Goal are stated measurably: “receive services” can be observed as occurring or not, within 1 year of graduation.</i></li> </ul> <p>(Independent Living 1) After graduation David will use an augmentative communication device at home and the center-based program to communicate his wants, needs, and desires and to interact with his environment more independently.</p> <p><i>The above goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goal are stated in a manner that can be observed (i.e., “will use”, “communicate”</i></li> <li>b) <i>Goals are stated as outcomes for David after high school, not activities or processes toward outcomes.</i></li> </ul>	<p>(Education and Training 1) After leaving high school, David plans enter an adult day care center.</p> <p><i>This goal <b>does not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>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></li> </ul> <p>(Employment 1) Upon completion of high school, David will apply for services through vocational rehabilitation to support his participation in a vocational center program.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i></li> </ul> <p>(Independent Living 1) David will rely on family members and staff to communicate his needs and wants.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Relying on families is not an independent living skill</i></li> <li>b) <i>It is not clear goals will be obtained after high school</i></li> </ul>

2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;"><b>Example</b></p> <p>(Education and Training 1; Employment 1; Independent Living 1) Three postsecondary goals were included in the IEP and the IEP was updated within 12 months, as indicated by comparing documentation of “date of last review” and “signature dates on the current IEP”.</p> <p><i>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.</i></p>	<p style="text-align: center;"><b>Non Example</b></p> <p>No postsecondary goal was identified for Education or Training.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Absence of a 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 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.</p> <p><i>“Strengths: Anecdotal records for an observation period of 10 days indicate that David has an inquisitive individual. He stays awake and alert throughout most of the school day and seems to always want to be apart of the conversations that take place around him. He enjoys receiving verbal and tactile attention from his peers and teachers. He is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. He is also able to activate a variety of devices (i.e., radio, computer) using a switch with assistance.</i></p> <p><i>“Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that David accesses the general education curriculum through extension activities. He benefits from sensory stimulating activities and activities to improve his independence and communication.</i></p> <p>A speech evaluation concludes that David uses facial gestures to communicate his likes and dislikes. He offers a smile to show content and a blank stare to indicate disinterest. He 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 David uses a manual wheelchair dependently. He requires a 2-person lift or mechanical device for all transfers. He tolerates positioning on a mat table and a wedge. He is dependent on others for meeting all of his personal care needs.</p> <p>Signed examination summary from David’s pediatrician, dated during the current year indicated that He is: fed via G-tube, has a tracheotomy and uses a ventilator with oxygen to breathe, and needs 24 hour nursing care to monitor feeding, breathing, and seizure disorder.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>It includes information gathered over time.</i></li> <li>○ <i>It reflects student strengths, interests, and preferences.</i></li> <li>○ <i>The information is from multiple sources and places.</i></li> <li>○ <i>The data sources are age-appropriate.</i></li> </ul>	<p>David has severe limitations in fine and gross motor skills.</p> <p><i>This information <b>does not</b> meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>There is no indication of the source of information (i.e., name or type of assessment).</i></li> <li>○ <i>There is no link to postsecondary goals</i></li> <li>○ <i>It does not reflect assessment data gathered over time</i></li> </ul>

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"> <li>• Participation in the adapted academic and functional curriculum</li> <li>• Self-care skill instruction</li> <li>• Instruction in use of augmentative device</li> </ul> <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Instruction is related to postsecondary goals</i></li> <li>• <i>Services can be provided by the school</i></li> </ul> <p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Community-based vocational training</li> <li>• Community-based independent and community living instruction</li> </ul> <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Instruction is related to postsecondary goals</i></li> <li>• <i>Services can be provided by the school</i></li> </ul> <p>(Related Services)</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 post school environments</li> <li>• Occupational therapy for use of assistive technology</li> <li>• 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 David's ability access to community environments</li> <li>• Visits to recreational agencies/facilities in the community</li> </ul> <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Instruction is related to postsecondary goals</i></li> <li>• <i>David has documented deficits in the areas of speech and fine motor skills</i></li> <li>• <i>David is medically fragile and requires nursing assistance</i></li> <li>• <i>Due to the nature and severity of David's disability financial assistance may be needed</i></li> <li>• <i>Services can be provided by the school</i></li> </ul> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Refer to Vocational Rehabilitation for non-verbal,</li> </ul>	<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction in word processing</li> <li>• Instruction in Anatomy and Physiology</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>The severity of David's disability does not allow him the ability to take a traditional word processing course</i></li> <li>• <i>Services do not match David's postsecondary goals</i></li> </ul> <p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Class field trip to the mall to go Christmas shopping</li> <li>• Class trip to Disability Services at the local college</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Christmas shopping and going to community college is not related to David's postsecondary goals</i></li> </ul> <p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Speech therapy to improve David's verbal communication skills</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>David is nonverbal</i></li> <li>• <i>Services do not match David's postsecondary goals</i></li> </ul> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Apply for college disability support services</li> </ul>



<p>modified assessments of adaptive behavior, career interest, and career skills</p> <ul style="list-style-type: none"> <li>• Picture Career Interest Inventory</li> <li>• Ecological Assessment</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Instruction is related to postsecondary goals</i></li> <li>• <i>Services can be provided by the school</i></li> </ul> <p>(Postschool living)</p> <ul style="list-style-type: none"> <li>• Leisure and recreational interest survey through student response to different leisure opportunities in the community</li> <li>• Meeting with SSI representative to determine possible financial benefits</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Activities are related to postsecondary goals</i></li> <li>• <i>Services can be provided by the school</i></li> </ul>	<ul style="list-style-type: none"> <li>• Complete application for job at local mall</li> <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><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Services are not aligned with David's postsecondary goals</i></li> <li>• <i>Pre-school assessments are not age-appropriate</i></li> <li>• <i>David is nonverbal, a verbal assessment would not be appropriate</i></li> </ul> <p>(Post school Living)</p> <ul style="list-style-type: none"> <li>• Apartment hunting</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>• <i>Services are not aligned with David's postsecondary goals</i></li> </ul>
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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
<ul style="list-style-type: none"> <li>• Algebra I&amp;II, using extended State content standards</li> <li>• Life Science, using extended State content standards</li> <li>• English Language Arts II &amp; III, using extended State content standards</li> <li>• Art (2 credits)</li> <li>• Adapted PE (1 credit)</li> </ul> <p>After completion of course requirements for a certificate of completion during the next two to three years, David's courses of study will include:</p> <ul style="list-style-type: none"> <li>• Career/Technical (2 credits)</li> <li>• Life Skills (3 credits)</li> <li>• Math for Living (2 credits)</li> <li>• Adapted PE</li> </ul> <p>during his final two years while receiving education in his LEA</p> <p><i>These courses of study meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>The courses reflect David's plan to complete a general course of study and extended postsecondary courses, as his family plans for him to access education in the LEA until the year in which he turns 21</i></li> <li>○ <i>The extended course of study reflects David's postsecondary goals</i></li> </ul>	<p>The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.</p> <p><i>This example <b>does not</b> meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> <li>○ <i>David's present levels of academic and functional performance do not indicate success in the general education environment</i></li> <li>○ <i>Coursework for standard diploma does not align with David's postsecondary goals</i></li> </ul>

<b>6. Is (are) there annual IEP goal(s) related to the student's transition services needs?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) Given a board displaying two choices of classroom and community topics (e.g., instructional activities, work-based instruction activities), David will use a switch associated with each item to select the activity or item in which he wants to engage with 80% accuracy by December of 2009.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>David is not able to use an augmentative communication device effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program after high school.</i></li> <li>a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul> <p>(Employment 1) Given multiple vocational tasks in the classroom, David will increase his productivity by 10% as measured by time on task during a 20-minute training session during one school semester.</p> <p><i>This annual goal <b>meets</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Data from completion of the annual goal may provide David's IEP team with information regarding future employment options for him.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul> <p>(Independent Living 1) Given daily opportunities for choice making, and a verbal prompt, David will use a switch to express his preference on 80% of occasions for the duration of the IEP.</p> <p><i>This annual goal statement <b>meets</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Developing the skills necessary to meet this goal will prepare David for his postsecondary goal communicating his wants and needs.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe</i></li> </ul>	<p>(Education and Training 1) David will actively engage in daily activities.</p> <p><i>These goal statements <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>There are no criteria stated for the time by which David should engage in activities</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul> <p>(Employment 1) David will complete a picture career interest inventory.</p> <p><i>This annual goal <b>does not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>This is an activity or transition service rather than goal</i></li> <li>b) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul> <p>(Independent Living 1) David will participate in adapted music.</p> <p><i>This goal statement <b>does not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goal statements do not indicate any skills that David will be gaining.</i></li> <li>b) <i>Adapted Music is a related service, not a statement of an annual goal.</i></li> </ul>

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
Example	Non Example
<p>Box checked on IEP indicating that the student was sent an invitation to the IEP conference</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><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 documented.</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><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"> <li>• A consent form signed by David’s father indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to invite them to the IEP meeting for the purpose of making a referral for services</li> <li>• A consent form signed by David’s father indicating that the LEA may contact Social Security Administration (SSA) inviting them to the IEP meeting to pursue a discussion regarding David’s benefits</li> <li>• A consent form signed by David’s father indicating that the LEA may contact Medicaid to invite them to the IEP meeting to pursue coordinating referrals to outside agencies for therapy services</li> </ul> <p><i>These examples <b>meet</b> 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"> <li>• An invitation to conference to the VR agency representative without consent on file</li> <li>• Notes from a phone call with outside PT provider by the LEA PT (without consent on file)</li> </ul> <p><i>These examples <b>do not</b> 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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## Kevin

Kevin is an 17 year old young man with significant intellectual disabilities who is attending his neighborhood high school. Kevin is following his state's Extended Content Standards which are aligned with the general curriculum Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise and an on-campus work placement in the school library.

Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Kevin's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

Kevin has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin receives speech therapy two times a week for 30 minutes each session.

Kevin has generalized tonic-clonic seizures which are 85% controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery. A functional vision assessment has indicated that Kevin's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative most of the time. Kevin has good hearing.

Kevin and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of services. He lives at home with mother, step-father, 11 year old sister, and a great aunt that helps with his care. Kevin also has one older brother who is in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years, Kevin was recently approved for Medicaid waiver funded services. This funding source will provide Kevin with an array of services based on his individual needs including: augmentative communication devices, case management, one-on-one community and home support, personal care services, respite,

specialized equipment and services and medical transportation. Funds will also be available for supported employment and day support after high school graduation.

His school level transition planning team has consisted of: Kevin and his parents, a special education teacher, a CTE Special Populations Coordinator, Kevin’s case manager, a regular education teacher, Kevin’s one-on-one worker, and a LEA representative (e.g., school administrator or diagnostician). Kevin has not been referred for any services other than those he is receiving from Mental Health through the Developmental Disabilities division.

Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. Everyone who knows Kevin feels that it would be beneficial for him to be involved in postsecondary education. His recently approved Medicaid waiver services will provide one-on-one ongoing daily and adult living skill training but participation in continuing or compensatory education classes at the local community college might be a good option for Kevin. This type of setting would allow Kevin to develop skills in some of his areas of interest as well as provide a social framework.

Two of his classmates have moved into group homes and through classroom discussion and lessons on post-graduate residential options, Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family.

While at home, Kevin’s mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks this is not an expectation for him while in the home. Other than insignificant type choices, all decisions are made for Kevin by his parents. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Kevin is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Kevin’s community-based learning activities. A great deal of Kevin’s one-on-one worker’s time is spent in the home with him. While at home Kevin enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Kevin’s has no understanding of money and does not provide input into his health/medical care. He has been covered under his father’s work insurance policy but his recent approval for a Medicaid waiver program will assist with medical care, equipment, and supplies. Kevin’s parents plan to work with his Mental Health case manager to obtain guardianship since Kevin has now turned 18 years of age. Kevin has never received SSI benefits.

Formula for writing a post secondary goal:

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

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

Given **A** *(condition @ (teaching strategies) @ e.g., direct instruction @ modeling @ peer tutoring)* *I* *(student)* will *A* *(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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) Immediately after graduation, Kevin will participate in functional skill training through Community Alternatives Program services one time per week at his home and in the community to develop his functional communication skills.</p> <p>(Education and Training 2) After high school, Kevin will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Attending courses in a postsecondary education environment is the focus of the goal.</i></li> <li><i>b) Goals reflect Kevin’s interests, strengths and preferences.</i></li> </ul> <p>(Employment 1) Within three months after graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology for at least 10 hours per week.</p> <p>(Employment 2) After high school, Kevin will volunteer for 10 hours per week at the public library checking materials in and out using the electronic scanning system with the ongoing support of a job coach.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Participation in or maintenance of employment is the focus of these goals.</i></li> <li><i>b) Expectation, or behavior, is explicit, as in Kevin continues employment, or does not and Kevin accesses adult agency service (or does not).</i></li> <li><i>c) It is stated in this goal that increased employment and use of adult services will occur after Kevin leaves high school.</i></li> </ul> <p>(Independent Living 1) After graduation, Kevin will attend independent living classes at an adult day program and will participate in his daily care routines to the maximum extent possible at home with his parents.</p>	<p>(Education and Training 1) Kevin will apply for CAP services to work on functional communication.</p> <p>(Education and Training 2) Kevin plans to attend courses the local community college.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) “plans” is not observable</i></li> <li><i>b) It is not clear whether the goals take place after graduation from high school</i></li> </ul> <p>(Employment 1) Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.</p> <p>(Employment 2) Kevin will visit the public library after school to check out movies and books on tape.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) The expectation for learning, or behavior, is not explicitly stated.</i></li> <li><i>b) It is not clear that the activities will continue to occur, or will occur after high school.</i></li> </ul> <p>(Independent Living 1) Kevin will communicate personal needs associate with daily care to Mom using a picture symbols.</p>



(Independent Living 2) Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community-based leisure activities per week related to horticulture, socialization with young adults, animals, and music.

(Independent Living 3) After graduation Kevin will communicate his needs, wants, and desires using an augmentative communication device to familiar and non-familiar individuals at home and in the community.

*These goals **meet** I-13 standards for Item #1 for the following reasons:*

- a) Participation in independent living skill development, specifically community participation, is the focus of this goal.*
- b) The expectation, or behavior, is explicit, as in Jodi performs the required activities or she does not.*
- c) It is stated in this goal that the instruction will occur after graduation.*

(Independent Living 2) Kevin will participate in yoga classes weekly.

(Independent Living 3) Kevin will communicate his wants by grunting and hand waving.

*These goals **do not** meet I-13 standards for item #1 for the following reasons:*

- a) The expectation for learning, or behavior, is not explicitly stated.*
- b) It is not stated that the goal will occur after high school.*

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**2. Is (are) the postsecondary goal(s) updated annually?**

Example	Non Example
<p>Comparison of the previous year's IEP to the current year's IEP indicated that all seven of Kevin's postsecondary goals were new goals.</p> <p><i>These goals <b>meet</b> I-13 standards for item #2 for the following reasons:</i></p> <p><i>a) New postsecondary goals, written since the previous year's IEP indicate that the postsecondary goals were updated with this annual review</i></p>	<p>Comparison of the previous year's and current year's IEP indicated that all seven of Kevin's postsecondary goals were identical to the previous year AND there was no information noted in the PLAAFP statement or transition assessment data summarized in the IEP that reflected new (within the past 12 months) information.</p> <p><i>These goals <b>do not</b> meet I-13 standards for item #2 for the following reasons:</i></p> <p><i>a) A reviewer cannot determine that the postsecondary goals were considered or updated annually, since there is no information available that is current that relates to the identified postsecondary goals</i></p>

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

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>Reports from Informal interviews and observations suggests Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. He responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. These behaviors are important in the development of his postsecondary goals of supported employment and independent living acquisition.</p> <p>Kevin completed the Brigance Employability Skills Inventory. The test reported that Kevin was functioning at grade 5 in reading and at grade 4 in math. His intake assessment suggested that he did not have adequate verbal skills. Using the picture communication board limited his responses to single words. The quick-screen indicated he lacked basic employment literacy skills in math and reading which suggests Kevin will need to have a job specially designed to meet his unique needs.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ It includes information gathered over time.</li> <li>○ It reflects student strengths, interests, and preferences.</li> <li>○ It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</li> <li>○ The information is from multiple sources and places.</li> <li>○ The data sources are age-appropriate.</li> </ul>	<p>Kevin is a student with significant cognitive disabilities. He has severe limitations in cognition, communication, fine motor and gross motor skills.</p> <p>Kevin completed the Brigance Employability Skills Inventory.</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"> <li>○ It is not clear that the information is gathered over time.</li> <li>○ The information does not indicate that it reflects student strengths, interests, and preferences.</li> <li>○ The information does not clearly relate to goals or environments beyond Kevin's current setting.</li> </ul>

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>(Education and Training Instruction) Participation in academic and functional curriculum and self-advocacy training.</p> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instruction is related to postsecondary goals</i></li> <li>b) <i>Services can be provided by the school</i></li> </ul> <p>(Education and Training Related Service)</p> <ul style="list-style-type: none"> <li>• Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments</li> <li>• Speech therapy services for training in use of augmentative communication device</li> <li>• Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments</li> <li>• Occupational therapy consultation for use of assistive technology</li> <li>• Physical therapy to maintain and improve strength and flexibility</li> <li>• Transfer of therapy services to adult service arena</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instruction is related to postsecondary goals</i></li> <li>b) <i>Services can be provided by the school</i></li> </ul> <p>(Employment development of employment and other post school adult living objectives)</p> <ul style="list-style-type: none"> <li>• Meeting with job coach in classroom and community settings</li> <li>• Meeting with SSI representative to determine possible financial benefits</li> <li>• Vocational rehabilitation referral</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instruction is related to postsecondary goals</i></li> <li>b) <i>Services can be provided by the school</i></li> </ul> <p>(Employment Evaluation)</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> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the</i></p>	<p>(Education and Training Instruction) Class field trip to the movies and situational assessment at local hotels</p> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instructional activities do not correspond with postsecondary goals</i></li> </ul> <p>(Education and Training Related Service)</p> <ul style="list-style-type: none"> <li>• Counseling services related to anger management</li> <li>• Instruction related to self-determination</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instructional activities do not correspond with postsecondary goals</i></li> </ul> <p>(Employment development of employment and other post school adult living objectives)</p> <ul style="list-style-type: none"> <li>• Assigned classroom duties such as picking up papers or watering plants.</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instructional activities do not correspond with postsecondary goals</i></li> </ul> <p>(Employment Evaluation)</p> <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><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p>

following reasons:

- a) Instruction is related to postsecondary goals
- b) Services can be provided by the school

(Independent Living Related Service)

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities

These services **meet** the I-13 requirements for item #4 for the following reasons:

- a) Instruction is related to postsecondary goals
- b) Services can be provided by the school

(Independent Living Instruction)

- Instruction on opening and maintaining a bank account
- Instruction on methods of saving money and budgeting
- Safety skills instruction in the community
- Instruction on selecting clothing for different events and weather

These services **meet** the I-13 requirements for item #4 for the following reasons:

- a) Instruction is related to postsecondary goals
- b) Services can be provided by the school

- a) Instructional activities do not correspond with postsecondary goals

(Independent Living Related Service)

- Participation in a school club
- Employment preference survey
- Watching a movie in the classroom
- Calling the movie theater from the classroom to determine movie times

These services **do not** meet the I-13 requirements for item #4 for the following reasons:

- a) Instructional activities do not correspond with postsecondary goals

(Independent Living Instruction)

- Drivers education instruction
- Instruction about anger management

These services **do not** meet the I-13 requirements for item #4 for the following reasons:

- a) Instructional activities do not correspond with postsecondary goals

**5. Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goal(s)?**

Example	Non Example
<p>A statement on Kevin’s IEP indicates that he will complete the following courses:</p> <ul style="list-style-type: none"> <li>• Math II (using State extended content standards)</li> <li>• English IV (using State extended content standards)</li> <li>• Physical Science (using State extended content standards)</li> <li>• Adapted PE/ Health (2 credits)</li> <li>• Career/ Technical (1 credit)</li> <li>• Social Studies (government and civics), using State extended content standards)</li> </ul> <p>It is currently anticipate d that Kevin will access education services until his 21<sup>st</sup> birthday:</p> <ul style="list-style-type: none"> <li>• Applied Literacy</li> <li>• Applied Math</li> <li>• Home Economics (2 credits)</li> <li>• Healthy Living</li> <li>• Career/ Technical (3 credits)</li> </ul> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li><i>a) Kevin currently accesses the State’s general curriculum to meet exit requirements in his state</i></li> <li><i>b) The immediately anticipated and future coursework listed is appropriate for Kevin because his postsecondary goals include continued training in an adult setting with a focus on life skills; therefore, his coursework is intended to include courses that have a functional foundation in instruction and will allow him to meet his IEP objectives.</i></li> </ol>	<p>The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.</p> <p><i>These courses of study <b>do not</b> meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) The courses listed are not appropriate for Kevin because they will not help his meet her postsecondary goals of participating in life-skill &amp; employment focused education program . Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.</i></li> </ol>

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 instruction on how to use the GoTalk20+ augmentative communication device and weekly classroom and community practice, Kevin will independently use the device to present single words to communicate a desire for an item in community settings, including restaurants and ticket counters 4 out of 5 opportunities during the duration of his IEP.</p> <p>(Education and Training 2) Given instruction on the next dollar strategy, Kevin will count out the appropriate amount of money up to \$5.00 to purchase a snack or desired item from community retail store 4 out of 6 opportunities during the duration of his IEP.</p> <p><i>These goal statements <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals focus on Kevin’s acquisition of communication and math skills that will support his postsecondary education goals.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul> <p>(Employment 1) Given multiple vocational tasks in the classroom, Kevin will increase his productivity by 20% as measured by time on task during a 90 minute class period during one school semester.</p> <p>(Employment 2) Given whole task instruction, Kevin will locate appropriate shelf to return books in the school library with no more than 3 verbal prompts from assistant 4 out of 6 opportunities during one school semester.</p> <p><i>These annual goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Preparing for employment is the primary focus of this goal.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul> <p>(Independent Living 1) Given direct instruction and modeling on how to brush his teeth, Kevin will complete 4 out of the 8 steps on a task analysis by partial participation 5 days a week for the duration of his IEP.</p> <p>(Independent Living 2) Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.</p> <p>(Independent Living 3) Given instruction on how to use the GoTalk20+ augmentative communication device and weekly</p>	<p>(Education and Training 1) Kevin will use the GoTalk20+ augmentative communication device 30 minutes each session for the duration of the IEP.</p> <p>(Education and Training 2) Kevin will earn a grade of 80 in the occupational math course in order to obtain a math credit.</p> <p><i>These goal statements <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Reflect activities rather than goals</i></li> </ul> <p>(Employment 1) Kevin will participate in three job shadowing experiences during the year.</p> <p>(Employment 2) Kevin will observe a bagger bag groceries for 30 minutes each week.</p> <p><i>These annual goals <b>do not</b> meet I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b). <i>Goal two does not support postsecondary goals</i></li> <li>c). <i>Goal one is an activity rather than a goal</i></li> </ul> <p>(Independent Living 1) Kevin will brush his teeth each day.</p> <p>(Independent Living 2) Kevin will follow a picture schedule.</p> <p>(Independent Living 3) Kevin will use the GOTALK20+ to make choice regarding his daily activities.</p>

classroom and community practice. Kevin will choose one activity from a choice of 25 with no more than 2 verbal prompts 4 out of 6 opportunities during the duration of his IEP.

*These annual goals **meet** I-13 standards for Item #6 for the following reasons:*

- a) Annual goals primarily focus on supporting independent living skills.*
- b) Goals include a condition, measurable behaviors, criteria, and a timeframe.*

*These annual goals **do not** meet I-13 standards for item #6 for the following reasons:*

- a). Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b). Goals are activities rather than goals*

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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>Copy of letter sent to student attached to the IEP.</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>Teacher reported telling Kevin that he should come to his IEP meeting.</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) A reported conversation does not provide adequate documentation/ evidence that the student was invited to the IEP meeting.</i></p>

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<b>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?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training, Employment, and Independent Living)</p> <ul style="list-style-type: none"> <li>• A consent form signed by Kevin’s mother, indicating that the local education agency (LEA) may contact vocational rehabilitative(VR) services to invite them to the IEP meeting to complete a referral for services</li> <li>• A consent form signed by Kevin’s mother, indicating that the LEA may contact Social Security Administration (SSA) to invite them to the IEP meeting to begin assessing Kevin’s benefits</li> <li>• An invitation to conference sent to the VR agency representative and SSA representative</li> </ul> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></li> <li><i>b) An invitation documents that a representative from VR and SS were invited to attend the meeting</i></li> </ol>	<p>(Education and Training, Employment, and Independent Living)</p> <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><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</i></li> <li><i>b) Statement does not indicate an invitation to conference was sent to VR or SS.</i></li> </ol>

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## Lilly

Lilly is a 20 year old female with severe multiple mental and physical disabilities. She receives specially designed instruction with an alternate curriculum in a separate school setting. She receives the following related services: physical therapy and nursing care. Lilly's medical needs require the assistance of a nurse daily. She suffers from chronic digestive tract problems, requiring a colostomy, as well as a severe cardio-pulmonary condition, which have resulted in dependence on computer monitors and medication requiring 24 hour supervision. Eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range.

Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers. She responds positively to music and voices. She has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. Lilly receives physical therapy, focused on strengthening muscles and bones, as well as stretching her muscles to maintain mobility.

Lilly has limited functional communication skills. Her primary mode of communication combines head movements and some sounds. She turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity. Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency.

Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. A 2-person lift or mechanical device is required for all transfers. Lilly does not initiate any attempt to move to another position, once placed in lying, sitting, or standing. She has limited fine motor skills and requires hand-over-hand assistance for all activities. Lilly is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair).

Formula for writing a post secondary goal:

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

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

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

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**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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.</p> <p><i>This goal meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in training is the focus of the goal.</i></li> <li>b) <i>“Participation” is an observable behavior.</i></li> </ul> <p>(Employment 1) After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.</p> <p><i>These goals meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>It is stated that the goal will occur after graduation from high school.</i></li> <li>b) <i>Goal are stated measurably: “participate” can be observed as occurring or not, within 1 year of graduation</i></li> <li>c) <i>The goal is focused on Lilly’s preparation for employment</i></li> </ul> <p>(Independent Living 1) After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.</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"> <li>a) <i>Goal are stated in a manner that can be observed (i.e., “will use”, “communicate”</i></li> <li>b) <i>Goals are stated as outcomes for Lilly after high school, not activities or processes toward outcomes.</i></li> </ul>	<p>(Education and Training 1) After leaving high school, Lilly plans enter an adult day care center.</p> <p><i>This goal <u>does not</u> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>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></li> </ul> <p>(Employment 1) Upon completion of high school, Lilly will apply for services through vocational rehabilitation to support her participation in a vocational center program.</p> <p><i>These goals <u>do not</u> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i></li> </ul> <p>(Independent Living 1) Lilly will rely on family members and staff to communicate her needs and wants.</p> <p><i>These goals <u>do not</u> meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Relying on families is not an independent living skill</i></li> <li>b) <i>It is not clear goals will be obtained after high school</i></li> </ul>

**2 . Is (are) the postsecondary goal(s) updated annually?**

<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1; Employment 1; Independent Living 1) Three postsecondary goals were included in the IEP and the IEP was updated within 12 months.</p> <p><i>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <p><i>a) Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.</i></p>	<p>No postsecondary goal was identified for Education or Training.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #2 for the following reasons:</i></p> <p><i>a) Absence of a 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 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.</p> <p><i>“Strengths: Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers. She responds positively to music and voices.</i></p> <p>Lilly’s primary mode of communication combines head movements and some sounds. She turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity.</p> <p><i>“Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that Lilly 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><i>Notes in the permanent folder document numerous attempts to use augmentative communication devices since elementary age which have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. Health problems have often interfered with consistent therapy delivery for Lilly.</i></p> <p><i>Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. A 2-person lift or mechanical device is required for all transfers. Lilly does not initiate any attempt to move to another position, once placed in lying, sitting, or standing. She has limited fine motor skills and requires hand-over-hand assistance for all activities. Lilly is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair).</i></p> <p><i>Signed examination summary from Lilly’s pediatrician, dated during the current year indicated that she suffers from chronic digestive and cardio-pulmonary disorders and is completely blind. Her medical needs require 24 hour nursing care to monitor digestion, breathing, and normal heart rate.</i></p> <p><i>This example <b>meets</b> I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) It includes information gathered over time.</i></li> <li><i>b) It reflects student strengths, interests, and preferences.</i></li> <li><i>c) The information is from multiple sources and places.</i></li> <li><i>d) The data sources are age-appropriate.</i></li> </ul>	<p>Lilly has severe limitations in fine and gross motor skills.</p> <p><i>This information <b>does not</b> meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) There is no indication of the source of information (i.e., name or type of assessment).</i></li> <li><i>b) There is no link to postsecondary goals</i></li> <li><i>c) It does not reflect assessment data gathered over time</i></li> </ul>



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**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"> <li>• Self-care skill instruction</li> <li>• Instruction in use of augmentative devise</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction in word processing</li> <li>• Instruction in Anatomy and Physiology</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) The severity of Lilly's disability does not allow him the ability to take a traditional word processing course</i></li> <li><i>b) The instruction in the science course does not match Lilly's postsecondary goals</i></li> </ol>
<p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Community-based independent and community living instruction</li> <li>• Visits to recreational agencies/facilities in the community</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Class trip to Disability Services at the local college</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Christmas shopping and going to community college is not related to Lilly's postsecondary goals</i></li> </ol>
<p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Assistive technology evaluation and selection of appropriate device for school and post school environments</li> <li>• Speech therapy services for training in use of augmentative communication device</li> <li>• Occupational therapy for use of assistive technology</li> <li>• Physical therapy to maintain and improve strength and flexibility</li> <li>• Nursing services to increase Lilly's ability access to community environments</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Lilly has documented deficits in the areas of speech and motor skills</i></li> <li><i>c) Lilly is medically fragile and requires nursing assistance</i></li> <li><i>d) Due to the nature and severity of Lilly's disability financial assistance may be needed</i></li> <li><i>e) Services can be provided by the school</i></li> </ol>	<p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Speech therapy to improve Lilly's verbal communication skills</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Lilly's is nonverbal</i></li> <li><i>b) Services do not match Lilly's postsecondary goals</i></li> </ol>
<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity</li> <li>• Ecological Assessment</li> </ul>	<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Apply for college disability support services</li> <li>• Picture interest inventory</li> <li>• Complete application for job at local mall</li> <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>

*These services **meet** the I-13 requirements for item #4 for the following reasons:*

- a) Evaluations are related to postsecondary goals*
- b) Services can be provided by the school*

(Post school living)

- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

*These services **meet** the I-13 requirements for item #4 for the following reasons:*

- a) Activities are related to postsecondary goals*
- b) Services can be provided by the school*

*These services **do not** meet the I-13 requirements for item #4 for the following reasons:*

- a) Services are not aligned with Lilly's postsecondary goals*
- b) Lilly is completely blind*
- c) Pre-school assessments are not age-appropriate*
- d) Lilly is nonverbal, a verbal assessment would not be appropriate*

(Post school living)

- Apartment search

*These services **do not** meet the I-13 requirements for item #4 for the following reasons:*

- a) Services are not aligned with Lilly's postsecondary goals*

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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
<p>Courses of study listed on the IEP as:</p> <ul style="list-style-type: none"> <li>• Career/Technical (2 credits)</li> <li>• Life Skills (2 credits)</li> <li>• Elective (Chorus) (1 credit)</li> </ul> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li>a) <i>Program is specially designed to meet the academic and functional needs of Lilly</i></li> <li>b) <i>The limited number of courses for her remaining 2 years of school reflect Lilly's needs for a shortened school day</i></li> <li>c) <i>The courses of study support Lilly's postsecondary goals</i></li> </ol>	<p>A list of general curriculum courses, noting use of extended content standards.</p> <p><i>This example <b>does not</b> meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li>a) <i>Lilly's present levels of academic and functional performance and her age do not indicate relevance of the general education courses</i></li> <li>b) <i>Coursework for standard diploma does not align with Lilly's postsecondary goals</i></li> </ol>

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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 two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Lilly is not currently able to use an augmentative communication device effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program after high school, related to all postsecondary goals.</i></li> <li>a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Education and Training 1) Lilly will actively engage in daily activities.</p> <p><i>These goal statements <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>There are no criteria stated for the time by which Lilly should engage in activities</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<p>(Employment 1) Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and comfortable during a 20 minute session during one school semester.</p> <p><i>This annual goal <b>meets</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Data from completion of the annual goal may provide Lilly’s IEP team with information regarding future independent living needs for her.</i></li> <li>b) <i>Master of this goal will assist Lily in manipulating and interacting her environment independently after graduation.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Employment 1) Lilly will complete a picture career interest inventory.</p> <p><i>This annual goal <b>does not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>This is an activity or transition service rather than goal</i></li> <li>b) <i>This goal is inappropriate for Lilly</i></li> <li>c) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<p>(Independent Living) Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.</p> <p><i>This annual goal <b>meets</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>c) <i>Data from completion of the annual goal may provide Lilly’s IEP team with information regarding future employment options for her.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Independent Living 1) Lily will eat lunch with her peers.</p> <p><i>This annual goal <b>does not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>d) <i>This is an activity or transition service rather than goal</i></li> <li>e) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>

**7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

Example	Non Example
<p>Letter to student dated prior to the IEP conference, attached to the IEP.</p> <p><i>This documentation <b>meets</b> 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 documented.</p> <p><i>This documentation <b>does not</b> 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"> <li>• A consent form signed by Lilly’s mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services and invite them to the IEP meeting to for the purposes of a referral for an evaluation</li> <li>• A consent form signed by Lilly’s mother indicating that the LEA may contact Social Security Administration (SSA) to invite to the IEP meeting</li> <li>• A consent form signed by Lilly’s father indicating that the LEA may contact Medicaid to invite them to the IEP meeting for the purpose of coordinating referrals to outside agencies for therapy</li> </ul> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <p><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"> <li>• An invitation to conference to the VR agency representative without consent on file</li> <li>• Notes from a phone call with outside PT provider by the LEA PT (without consent on file)</li> </ul> <p><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <p><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>

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## 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	□	where and how	□
(After High School)		(Student)		(behavior)		(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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<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 <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in training is the focus of the goal.</i></li> <li>b) <i>“Participation” is an observable behavior.</i></li> </ul> <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 <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>It is stated that the goal will occur after graduation from high school.</i></li> <li>b) <i>Goal are stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.</i></li> <li>c) <i>“Volunteer with supports” is observable</i></li> </ul> <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 <b>do not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>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></li> <li>b) <i>There is no indication of how Rolanda will improve her communication skills</i></li> </ul> <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 <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i></li> <li>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></li> </ul> <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 <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Goals focus on Rolanda’s independent living (residential, self-care, community participation, communication skills).</i></li> <li><i>b) Goal are stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.</i></li> <li><i>c) There are criteria for performing the postsecondary goals that make them explicit and observable.</i></li> <li><i>d) Goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.</i></li> </ul>	<p>etc).</p> <p>(Independent Living 2) Rolanda wants to attend community dances sponsored by the local YMCA.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Relying on families is not an independent living skill</i></li> <li><i>b) “wants” is not an observable behavior</i></li> <li><i>c) It is not clear goals will be obtained after high school</i></li> </ul>
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2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;"><b>Example</b></p> <p>(Education and Training 1 &amp; 2; Employment 1 &amp; 2; Independent Living 1 &amp; 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 <b>meet</b> 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;"><b>Non Example</b></p> <p>No postsecondary goal was identified for employment.</p> <p><i>These goals <b>do not</b> 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"> <li>a) <i>It includes information gathered over time.</i></li> <li>b) <i>It reflects student strengths, interests, and preferences.</i></li> <li>c) <i>The information is from multiple sources and places.</i></li> <li>d) <i>The data sources are age-appropriate.</i></li> </ul>	<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"> <li>a) <i>There is no indication of the source of information (i.e., name or type of assessment).</i></li> <li>b) <i>There is no link to postsecondary goals</i></li> <li>c) <i>It does not reflect assessment data gathered over time</i></li> </ul>

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

<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"> <li>• Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills</li> <li>• Picture Career Interest Inventory</li> <li>• Ecological Assessment</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instruction is related to postsecondary goals</i></li> <li>b) <i>Services can be provided by the school</i></li> </ul>	<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Apply for college disability support services</li> <li>• Complete application for job at local mall</li> <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><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Services are not aligned with Rolanda's postsecondary goals</i></li> <li>b) <i>Pre-school assessments are not age-appropriate</i></li> <li>c) <i>Rolanda is nonverbal, a verbal assessment would not be appropriate</i></li> </ul>
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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)?**

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

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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 <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>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></li> <li>b) <i>Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.</i></li> <li>c) <i>Learning to use technology to follow a schedule and make choices supports Rolanda's postsecondary goals</i></li> <li>a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<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 <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>There are no criteria stated for the adequacy by which Rolanda should make choices</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<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 <b>meet</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>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></li> <li>b) <i>Data from completion of the annual goal may provide Rolanda's IEP team with information regarding future employment interests for her.</i></li> <li>c) <i>Meeting the goal stated, indicates acquisition of a new skill for Rolanda of accurately</i></li> </ul>	<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 <b>do not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>These are activities or services rather than goals</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>



<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 <b>meet</b> 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 <b>do not</b> 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 <b>meets</b> 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 <b>does not</b> 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"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Invitations on file to a representative of VR, SSA, and Medicaid</li> </ul> <p><i>These examples <b>meet</b> 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"> <li>• An invitation to conference to the VR agency representative without consent on file</li> <li>• Notes from a phone call with outside PT provider by the LEA PT (without consent on file)</li> </ul> <p><i>These examples <b>do not</b> 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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