

Example: Case Study for Rolanda



Student: Rolanda

Disability: Profound Cognitive Disability

Student Direction: Technologically Supported Self-Employment or Volunteer

Work Agency Assistance: Vocational Rehabilitation/Social Security Administration

History:

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. Due to choking concerns 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. 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 daily.

Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. Her family will take her most places, if no food is served there, because Rolanda gets upset when others eat around her. 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. 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 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, it is 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.

Age Appropriate Transition Assessment

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.

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.

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.

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.

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.

Post-Secondary Goals

Education, Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habitative and vocational training with medical and therapeutic supports.

Employment

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.

Independent Living

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.

Transition Services

Instruction

- Participation in the adapted academic and functional curriculum
- Self-care skill instruction

Community Experience

- Community-based vocational training
- Community-based independent and community living instruction

Related Services

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments
- Occupational therapy for use of assistive technology
- Evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda's ability access to community environments
- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Course of Study

2018

- Functional Reading/ Communication
- Occupational Skills
- Healthy Living

2019

- Functional Reading/ Communication
- Occupational Skills
- Recreation/Leisure
- Healthy Living

Annual IEP Goal

- 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 the end of the semester.
- 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.
- 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.
- 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.

Other Agency Involvement

- A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.
- A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family.
- A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting to coordinate referrals to outside agencies therapy referrals and transportation coordination.
- Invitations on file to a representative of VR, SSA, and Medicaid

Present Levels of Academic Achievement and Functional Performance


	PRESENT LEVELS OF ACADEMIC PERFORMANCE	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE
<i>STRENGTHS OF THE STUDENT</i>	<p>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.</p> <p>She enjoys getting verbal and tactile attention from her peers and staff.</p> <p>She likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.</p>	<p>Rolanda is tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities.</p>
<i>EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS</i>	<p>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.</p> <p>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.</p>	<p>It is 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.</p> <p>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.</p>
<i>RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION</i>	<p>A portfolio assessment indicates that Rolanda accesses the general education curriculum through extension activities.</p> <p>She benefits from sensory stimulating activities and activities to improve her independence and communication.</p> <p>Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state.</p> <p>She offers a smile to show happiness and a blank stare to indicate disinterest.</p> <p>Picture/symbol augmentative communication supports have not been successful.</p> <p>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.</p> <p>She requires a 2-person lift or mechanical device for all transfers.</p> <p>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>NEEDS OF THE STUDENT</p>	<ul style="list-style-type: none"> • Roland needs to use an assistive pointer device to make selections and to indicate her wants and needs. • Rolanda needs to increase her amount of time on task. • Rolanda needs to increase her motor coordination by participation in recreational games and adapted physical education. 	<p>Roland needs to give as much assistance as possible in self-care tasks, by lifting her arms to help with transportation from one setting to another.</p>
<p>IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM</p>	<p>Rolanda has a profound cognitive disability. She cannot complete regular education classes without extensive academic modifications. Evaluations have documented much more success in a smaller environment with many supports.</p>	<p>Rolanda is non-ambulatory and has athetoid cerebral palsy that impacts all motoric functioning and functional skills. She would not be able to succeed in the general education curriculum without extensive modification. Evaluations have documented much more success in a smaller environment with many supports.</p>

Examples: IEP DISCUSSION STARTERS

Technical Training / Work

The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are "all-inclusive" of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability needing more intensive support to gain, retain, or prepare for employment.</p>	<ul style="list-style-type: none"> Vocational assessment Supported employment Work adjustment Community-based assessment Job coaching Important skill information Referral to community programs 	<ul style="list-style-type: none"> Tell time Basic skills in reading, writing, and math Complete application with assistance Keep track of hours worked Identify and follow safety/danger signs in work place . 	<ul style="list-style-type: none"> Follow work rules Work for six-eight hours a day given breaks for disability Follow directions Use public transportation Learn new task with specialized instruction Communicate needs effectively Adjust to change in routine Perform tasks at an adequate work pace
 <p>Example: Rolanda Technologically Supported Self-Employment or Volunteer</p>	<p>Rolanda, her parents, or school personnel need help:</p> <ul style="list-style-type: none"> Contacting financial planning and social security income to help them make informed decisions about Rolanda's security in the future. Enrolling her into an appropriate recreational program that will allow social experiences. Finding volunteer programs that would be appropriate for Rolanda's needs. 	<p>Rolanda, her parents, or school personnel need help:</p> <ul style="list-style-type: none"> Finding appropriate assistive devices that may help her to make selections and to indicate her wants and needs. Identifying danger signs in the community. 	<p>Rolanda, her parents, or school personnel need help:</p> <ul style="list-style-type: none"> Discovering technology that will assist Rolanda in being more self-sufficient. Expanding her time on task through practice and verbal and physical cues.

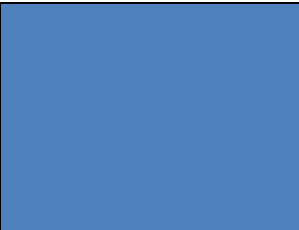
Transition Planning Summary

Example for Rolanda



	Student Direction: Technologically Supported Self-Employment or Volunteer
Age Appropriate Transition Assessment	<p>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.</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.</p> <p>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>
Post-Secondary Goal: Education or Training	<p>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>
Post-Secondary Goal: Employment	<p>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>
Post-Secondary Goal: Independent Living	<p>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>Rolanda's parents want her to live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her.</p>

<p>Transition Services</p>	<p><u>Instruction</u></p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction <p><u>Community Experience</u></p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p><u>Related Services</u></p> <ul style="list-style-type: none"> • Speech therapy services for training in use of augmentative communication device • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Occupational therapy for use of assistive technology • Evaluation for determination of devices to increase independence in home and center-based environment • Physical therapy to maintain and improve strength and flexibility • Nursing services to increase Rolanda's ability access to community environments • Visits to recreational agencies/facilities in the community • Leisure and recreational interest survey through student response to different leisure opportunities in the community • Meeting with SSI representative to determine possible financial benefits 	
<p>Course of Study</p>	<p>2018</p> <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Healthy Living 	<p>2019</p> <ul style="list-style-type: none"> • Work Study II • Business Math II • Community Living Computer
<p>Other Agency Involvement</p>	<ul style="list-style-type: none"> • A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services. • A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family. • A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting to coordinate referrals to outside agencies therapy referrals and transportation coordination. • Invitations on file to a representative of VR, SSA, and Medicaid 	
<p>Annual IEP Goal</p>	<ul style="list-style-type: none"> • 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 the end of the semester. • 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. • 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. 	

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- 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.
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Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM (EXCERPTS)

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: **34 CFR 300.320(b)**

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)
34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)

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.

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.

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.

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.

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.

Parent Input: Rolanda's parents want her to live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her.

Preferences and Interests: Rolanda indicates that she enjoys music, movies, concerts and art exhibits. She prefers indoor and outdoor activities with others.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments **34 CFR 300.320(b)(1)**

Education

After exiting school services, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

Employment

(This should be added as a TRAINING GOAL) Immediately after exiting school services, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer skill building.

(Employment Goal) Within one year of exiting school services, Roland will be in a supported self-employment work in her local community at the art museum.	
Independent living skills (where appropriate)	
After exiting school services, Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art by accessing movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.	
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. 34 CFR 300.43	
<p><u>Instruction</u></p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction <p><u>Community Experience</u></p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p><u>Related Services</u></p> <ul style="list-style-type: none"> • Speech therapy services for training in use of augmentative communication device • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Occupational therapy for use of assistive technology • Evaluation for determination of devices to increase independence in home and center-based environment • Physical therapy to maintain and improve strength and flexibility • Nursing services to increase Rolanda's ability access to community environments • Visits to recreational agencies/facilities in the community • Leisure and recreational interest survey through student response to different leisure opportunities in the community • Meeting with SSI representative to determine possible financial benefits 	
Course of Study: (designed to assist the student in reaching the post-secondary goals) 34 CFR 300.320(b)(2)	
<p>2018</p> <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Healthy Living 	<p>2019</p> <ul style="list-style-type: none"> • Work Study II • Business Math II • Community Living Computer
Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services. 300.321(b)(3)	

- A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.
- A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family.
- A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting to coordinate referrals to outside agencies therapy referrals and transportation coordination.
- Invitations on file to a representative of VR, SSA, and Medicaid.

Annual Academic and Functional Goals and Objectives

Goal Area: Instruction

34 CFR 300.320(a)(2)(i)

**Annual Measurable Goal (including conditions and frequency):
Objectives (if needed):**

- 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 the end of the semester.

Goal Area: Vocation/work

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

- 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.

Goal Area: Daily Routines

34 CFR 300.320(a)(2)(i)

- 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.

Goal Area: Recreation

34 CFR 300.320(a)(2)(i)

- 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.

EXAMPLE OF SOP FOR ROLANDA



Summary of Performance

Student Name: Rolanda Smith Birth Date: 2/4/1995 Student ID#: 266557
Attending School: East End High School Case Manager: Anne Jackson Anticipated Exit Date: 06/2018

Summary of Student's Academic Achievement and Functional Performance:

Rolanda is an 18-year-old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability.

Rolanda is a friendly, alert student who is responsive to music. Her family will take her most places, if no food is served there, because Rolanda gets upset when others eat around her.

Rolanda's parents 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 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.

Student's Post-Secondary Goals:

Education and Training

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.

Employment

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.

Independent Living

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.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the OVRS Office to determine Rolanda's Counselor. Contact should also be made with Community Pathways, Inc to determine her brokerage contract.

Mobility: Rolanda has athetoid cerebral palsy that impacts all motoric functioning

Self-Care: Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns 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. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy.

Although her parents are young and strong right now, 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.

Communication: She communicates desires and needs inconsistently through switches and picture symbols.

Social Security Income: 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.

Name/Title: Freda Krause/Case Manager Phone: 503-123-4567

School: East End High School Date: 3/16/2018

Example Person Centered Plan: Rolanda

My Hopes and Dreams

- I want to live in a group home when I get out of school
- I want to keep learning how to take care of myself
- I want to be able to go to activities in the community like movies and the mall



Feel Free to contact us anytime!

Mom 888.888.8888

Dad 888.888.8888

email@emailaddress.com

My Strengths and Skills

- I can use simple one-button communication devices
- I am able to use facial expressions to show happiness and disinterest.
- I like sensory stimulation activities
- I am curious and can stay awake for the whole day
- I enjoy activity around me



Rolanda Smith

I am 18 and go to East End High School. I live with my Mom and Dad and my Labrador Emma (dog). I don't have any brothers or sisters but I would like to make more friends.



What Works for Me:

- I am very friendly
- Give me time to talk to you through pictures and switches
- You will need to help me get in and out of my wheelchair
- I love music!
- I like to be around people
- I will give you a smile if I am pleased
- I will give you a blank stare if I'm not interested in what you are doing
- I like to use my switch to start the radio
- I like for people to talk to me

