

WRITING TRANSITION GOALS AND OBJECTIVES

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought”.

Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

We need to re-think our approach at IEP meetings – **TRANSITION PLANNING MUST GUIDE THE DEVELOPMENT OF THE IEP’S!**

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The post-school outcome areas mandated under IDEA can be consolidated into the domains of:

- Employment/Post-secondary Education
- Independent Living
- Community Participation

QUESTIONS TO ASK STUDENTS:

- Employment:**
- ~What kind of work would you like to do?
 - ~What kind of training will you need for that work?
 - ~What kind of environment would you enjoy working in?
 - ~Will you need any supports on the job?
- Post-secondary Education:**
- ~Are you interested in pursuing higher education after you leave high school?
 - ~Have you investigated the types of colleges/universities that would match your interests/needs/environment?
 - ~What supports will you need to succeed in a post-secondary, academic environment?
- Independent Living:**
- ~Where would you like to live (with your family, on your own, with a friend/roommate)?
 - ~What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
 - ~How will you take care of your health needs?
 - ~How will you manage financially?
- Community Participation:**
- ~Will you be able to travel to work and leisure activities in the community?
 - ~Will you be able to access the services that can help you?
 - ~Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
 - ~How will you be able to find friends and maintain relationships with friends and family?

Once you have the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains an explanation and samples of the **“Age 14 Statement of Transition Service Needs” (completed at the annual review following the student’s 13th birthday)**.

**INFORMAL COMMENTARY ON
“AGE 14 STATEMENT OF TRANSITION SERVICE NEEDS”
(COMPLETED AT THE ANNUAL REVIEW FOLLOWING THE STUDENT’S 13TH
BIRTHDAY)**

The intent of beginning transition planning at an earlier age is as follows:

- At age 13 – 14, many students are making the transition from middle school to high school. During this critical period, the law intends that schools begin to discuss long-term transition goals and the appropriate “courses of study” a child must participate in at the high school level, in order to be prepared to meet these goals.
- Schools should be well prepared to discuss **all** course options that students and parents should consider. This would range from college preparatory course, vocational-technical schools, career academics, school –to-career programs or a more functional program.
- The annual statement of transition service needs should be broad enough to include the major components of study and the program and service needs that a student will need to begin achieving their long-term goals.

An example of a Statement of Transition Service Needs might be:

(The student) expresses an interest in pursuing post-secondary education upon graduation From high school. (The student) needs to enroll in the college preparatory course at high school and receive the necessary academic support in order to maintain passing grades. Specific training should occur in the areas of study skills, time management skills,

organizational skills and self-advocacy skills.

OR

(The student), expresses an interest in seeking full-time competitive employment or technical skills training upon graduation from high school. (The student) needs to investigate the vocational training opportunities available at an area vocational/technical school. (The student's) IEP needs to address how he/she will participate in vocational assessments, career exploration and job training throughout his/her high school career.

OR

(The student) will be entering a supported employment situation upon graduation from high school. (The student's) secondary program must include a wide range of community-based career exploration and training opportunities, independent living skills training, and opportunities for social/recreation activities.

- The age 14 statement of transition service needs will be developed at the IEP meeting before the student enters high school. It would then make sense that specific objectives under the applicable component of the IEP (Employment/Post-secondary Education, Independent Living, and Community Participation) also be developed at this time.

The following section also contains an "Objective Bank" that can assist you in identifying potential areas of skills training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities the student will need in order to enhance their independence as an adult in whatever post-school environment.

OBJECTIVE BANK FOR ADAPTATION

POSTSECONDARY EDUCATION

Goal: Student will acquire the skills to successfully transition to a two-year or four year college/university.

Objectives:

- ___ Student will enroll in academic classes that will prepare him/her for the educational challenges of postsecondary education.
- ___ Student will meet with guidance counselor/special education teacher to discuss academic requirements of pursuing a college degree.
- ___ Student will demonstrate skill in developing a positive school profile and resume that will be used in the college application process.
- ___ Student will participate in at least one extracurricular activity in order to develop nonacademic aspects of learning.
- ___ Student will describe their disability in terms of learning strengths and weaknesses.
- ___ Student will attend postsecondary options, fairs, events, and group sessions provided by the school.
- ___ Student will participate in the traditional standardized tests necessary for acceptance to postsecondary institutions (PSAT's, SAT's. etc.).
- ___ Student will complete the paperwork necessary to take the SAT's with accommodations.
- ___ Student will schedule a visit with the Disability Services Coordinator for at least two colleges/universities to determine the levels of services available.
- ___ Student will describe the accommodations/modifications available to them in postsecondary settings.
- ___ Student will explain the difference between protection under special education law (IDEA) and Sections 504 of the Rehabilitation Act and the American with Disabilities Act.
- ___ Student will ensure that all evaluation data required by postsecondary institutions has been conducted and is within three years of graduation.
- ___ Student will receive direct skills training in becoming a self-advocate:
 - ___ Learn whom to ask and when to ask for assistance.
 - ___ Practice describing what is needed in order to become a successful student.
 - ___ Develop and practice negotiation skills to help get what is wanted/needed.
 - ___ Develop strategies for seeking assistance.
 - ___ Discuss disability needs in the context of seeking accommodations.
- ___ Student will practice needed postsecondary education strategies:
 - ___ Time management
 - ___ Test preparation
 - ___ Study partner/study group
 - ___ Note-taking techniques
 - ___ Special study locations
 - ___ Stress reduction techniques
 - ___ Test anxiety reduction activities
- ___ Student will develop the skills to organize their work with efficiency.
- ___ Student will develop strategies to enhance their study skills.
- ___ Student will determine what testing; evaluation data is required by a postsecondary institution in order to receive needed accommodations.

- ___ Student will research resources within and outside the college to find support:
 - ___ Determine if they are eligible for Vocational Rehabilitation Services.
 - ___ Research private tutoring, if necessary.
 - ___ Research Personal Care Assistance services, if necessary.
- ___ Student will submit a resume and postsecondary list of options to their guidance counselor by September, Grade 12.
- ___ Student will write a personal essay in the fall of Grade 12.
- ___ Student will investigate availability of financial aid and complete paperwork.

CAREER AWARENESS/EMPLOYMENT

Goal: Student will complete a series of activities in order to prepare him/her to transition to competitive or supported employment.

Objectives:

- ___ Student will complete a series of formal and/or informal vocational assessment activities.
 - ___ Career Interest Inventory
 - ___ Learning Style Inventory
 - ___ Student Interview
 - ___ Parent Interview
 - ___ Values/Maturity Inventory
 - ___ Achievement Test(s)
 - ___ Psychological Test(s)
- ___ Student will define interests and abilities related to potential career and job opportunities.
- ___ Student will develop a career portfolio to compile all vocational related materials.
- ___ Student will complete a minimum of two job reports on occupations of interest.
- ___ Student will complete a series of formal and/or informal vocational assessment activities.
- ___ Student will participate in ___ career trips to area businesses.
- ___ Student will participate in ___ school-based opportunities to hear guest speakers form career fields of their choice.
- ___ Student will identify primary and secondary career goals comparing the qualifications necessary for success in such occupations with his/her own abilities.
- ___ Student will increase knowledge of general labor laws re: the employment of minors (e.g. work permits, hours of work, minimum wage and jobs permitted for minors).
- ___ Student will demonstrate skills necessary to effectively locate, apply, interview and maintain employment.
- ___ Student will identify attitudes and behaviors necessary for job success.
- ___ Student will apply decision-making strategies to job-related issues.
- ___ Student will develop a personal resume.
- ___ Student will define transition goals related to competitive or supported employment postsecondary education and training, independent living, and community participation.
- ___ Student will meet with adult service representatives to initiate referral process.
- ___ Student will meet with adult service representatives at least two times per school year to prepare for transition.

- ___ Student will discuss job-related concerns and transition planning issues in vocational counseling sessions.
- ___ Student will complete ___ job shadowing experiences related to expressed interests.
- ___ Student will successfully complete ___ school supervised work experiences.
- ___ Student will demonstrate positive work habits and attitudes in school-based vocational settings.
- ___ Student will participate in ___ community based internships in a career field of interest.
- ___ Student will demonstrate positive work habits and attitudes on community based vocational training.
- ___ Student will complete ___ community based job training experiences.
- ___ Student will self evaluate work behavior in community based vocational settings.

SELF-ADVOCACY

Goal: Student will demonstrate self-advocacy skills in order to communicate learning style, academic and behavioral needs.

Objectives:

- ___ Student will complete a learning style inventory and be able to describe learning style.
- ___ Student will communicate to others the strengths and weaknesses of learning style.
- ___ Student will review the modifications/adaptations page of his/her IEP.
- ___ Student will communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.
- ___ Student will learn skills to begin to facilitate his/her PPT.
- ___ Student will identify impact of behaviors on self and others and how it affects learning.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.
- ___ Student will demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.
- ___ Student will develop and carry out a plan for making up work missed due to absence.
- ___ Student will accept responsibility for utilizing resource period services to meet classroom objectives.
- ___ Student will discuss specific topic behaviors (positive or negative) and their effect on academic classes and/or social performance of self.
- ___ Student will seek guidance/direction when facing new or difficult situations.
- ___ Student will appropriately confront topics/issues which are uncomfortable, with teacher/Para-support.
- ___ Student will plan and implement alternative solutions for school problems as they occur with adult guidance.
- ___ Student will face academic and social situations positively and appropriately and discuss feelings regarding these situations.
- ___ Student will accept praise and/or criticism from peers or adults and utilize this to change social and behavioral outcomes.

ORGANIZATION AND STUDY SKILLS

Goal: Student will demonstrate organization and study skills in order to participate successfully in academic classes.

Objectives:

- ___ Student will self-monitor homework by maintaining an assignment note pad that lists all assignments and dates due.
- ___ Student will monitor long-term assignments by breaking down assignments, setting up blocks of time for completion of each part, recording and monitoring progress.
- ___ Student will show preparation for class by reporting to class on time with necessary materials for class.
- ___ Student will complete assigned tasks by following oral and written directions.
- ___ Student will complete assigned tasks by beginning within a reasonable amount of time and finishing within a specified time frame.
- ___ Student will work towards effective task completion by remaining on task, ignoring distractions and working independently for a specified period of time.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will demonstrate understanding of concepts presented in class by applying study skills (e.g. note taking, outlining, summarizing).
- ___ Student will gain understanding of class content by identifying key words, taking notes and using compensatory devices as needed.
- ___ Student will actively prepare for tests and quizzes by applying strategies (e.g. visualization, graphic organizers, outlining, attending extra help sessions, etc).
- ___ Student will demonstrate improved organizational skills by keeping class work and notebooks orderly.
- ___ Student will demonstrate self-advocacy skills by planning with classroom teachers for academic and behavior needs.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and planning how to avoid such problems in the future.
- ___ Student will improve test-taking skills by acquiring and applying strategies.
- ___ Student will prepare for more active participation in classes by previewing and later reviewing topics of study.
- ___ Student will independently seek assistance in classes by choosing a classmate, checking thoroughness of notes and clarity of assignments.
- ___ Student will increase retention of material read by applying strategies for approaching the reading of content materials (scanning, skimming, note taking, outlining, summarizing).
- ___ Student will accept academic responsibility by utilizing resource periods and working with staff to meet study skills objectives.
- ___ Student will self-monitor assignment completion by prioritizing tasks and breaking down assignments into workable units.
- ___ Student will complete research projects by setting a time line for completions, locating primary and secondary sources, taking notes from these sources, citing sources, organizing by sub-topic and presenting report in oral or written form.
- ___ Student will access the reading component of classes through the use of recorded materials as needed.

- _____ Student will employ compensatory strategies in setting goals in content classes, creating strategy to improve recording of assignments, developing strategy to improve grades, monitoring time spent on specific subjects and following through on the use of these particular strategies.
- _____ Student will improve memory strategies by acquiring and applying a variety of memory techniques.
- _____ Student will improve note taking skills by acquiring and applying strategies for written and oral sources.
- _____ Student will independently arrange conferences/extra help sessions with teachers.
- _____ Student will complete assignments on time and according to designated criteria by recording assignments, budgeting time appropriately, being prepared by having all necessary materials, and by seeking help when necessary.
- _____ Student will earn a passing grade in academic courses by participating in in-class discussions/activities, utilizing various study skills and actively preparing for tests/quizzes.
- _____ Student will accept academic responsibility by attending classes on a regular basis, participating in class discussion and activities, completing assignments according to stated criteria, and following class behavioral guidelines.

INDEPENDENT/DAILY LIVING SKILLS

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational, and community).

Objectives:

- _____ Student will maintain well-groomed appearance and proper hygiene.
- _____ Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- _____ Student will identify personal medical management needs (prescription, over-the-counter medicine, directions and safety of use).
- _____ Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.
- _____ Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.
- _____ Student will maintain a bedroom by making a bed correctly, hanging up and placing clothes neatly in closets/drawers.

- _____ Student will maintain a clean bathroom – based upon specific teacher criteria.
- _____ Student will maintain a clean kitchen – based upon specific teacher criteria.
- _____ Student will maintain a clean living room – based upon specific teacher criteria.
- _____ Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen – based upon specific teacher criteria.
- _____ Student will demonstrate use of household appliances – based upon specific teacher criteria.
- _____ Student will demonstrate appropriate skills in laundering – based upon specific teacher criteria.

- ___ Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- ___ Student will expand time management skills as they related to home, work, and the community.
- ___ Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- ___ Student will apply and expand knowledge of written correspondence including telephone messages, letters, lists, etc., based upon specific teacher criteria.
- ___ Student will, based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- ___ Student will demonstrate proper etiquette, procedure, and social conversation when in a community-based upon specific teacher criteria.
- ___ Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household and personal needs – based on specific teacher criteria.

COMMUNITY PARTICIPATION

Goal: Student will acquire the necessary skills to access the community with independence (and/or specified level of support).

Objectives:

- ___ Student will participate in ___ extracurricular activity/clubs in the school and community.
- ___ Student will participate in ___ sports program in the school/community.
- ___ Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/community.
- ___ Student will read and follow directions, maps, signs and transportation schedules.
- ___ Student will receive additional tutorial support to pass the written driver’s license examination.
- ___ Student will learn the skills to access public transportation.
- ___ Student will participate in community-based training to learn skills related to:
 - ___ Shopping
 - ___ Going to a Restaurant
 - ___ Establishing a checking and saving account and completing transactions at a bank.
 - ___ Utilizing the Post Office
- ___ Student will demonstrate an understanding of proper etiquette in a variety of social/community situation.
- ___ Student will register to vote (if age 18) and learn the skills to use the voting machine.
- ___ Student will learn the skills to access appropriate medical care (calling doctor to make appointments).
- ___ Student will identify leisure activities that they can enjoy in their free time.
- ___ Student will identify appropriate community resources that could support them after high school.
- ___ Student will complete an application for federal/financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.