

Writing Annual Goals and Objectives for Transition

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 IEP's!**

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

- Postsecondary Education/Training
- Employment
- 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?

Postsecondary 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 postsecondary, academic environment?

Independent Living:

- Where would you like to live (with your family, on your own, with a friend)?
- 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 pursue 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.

Postsecondary Education

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/herself for his/her postsecondary goal in education and/or training.

- Student will enroll in academic classes such as (list of one or two classes) that will prepare him/her for the educational challenges of postsecondary education.
- Student will meet with guidance counselor/special education teacher (case manager) to discuss academic requirements of pursuing a college degree.
- Student will participate in at least one extracurricular activity in order to develop nonacademic aspects of learning.
- Student will attend college fairs, events, and group sessions provided by the school to explore colleges and/or vocational training opportunities.
- 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.
- Learn whom to ask and when to ask for assistance.
- Develop strategies for seeking assistance.
- Discuss disability needs to his teacher(s) in the context of seeking accommodations.

Student will practice needed postsecondary education strategies:

- Time management
- Test preparation
- Study partner/study group
- Note-taking techniques
- Stress reduction techniques
- Text 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
- Student will submit a resume and postsecondary list of options to their case manager by _____ (provide a deadline).
- 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

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/her for his/her postsecondary goal in Employment.

- 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
 - Psychological Tests
 - Student will define interests and abilities related to potential career and job opportunities.
- Make arrangements to meet with a military recruiter.
- Make arrangements to take the ASVAB test (if interested in the military).
- Explore career areas of interest through web-based programs such as Naviance, Career Cruising, California Career Zone www.cacareerzone.org, or other career search sites.
- Student will develop a career portfolio to compile all vocational-related materials.
- Student will complete an interview with an individual in his/her occupation of interest.
- Student will participate in _____ career trips to area businesses.
- Student will participate in _____ school-based opportunities to hear guest speakers from career fields of their choice.
- Student will research two career interest and the qualifications necessary for success in such occupations.
- Obtain three job applications from desired places of employment and complete them accurately or online.
- Student will develop a personal resume and apply to at least two occupation of choice.
- Practice interviewing skills through mock interviews with an adult.
- 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 complete _____ job-shadowing experiences related to his/her interests.
- Student will successfully complete _____ school-supervised work experiences.
- Student will demonstrate positive work habits and attitudes in his/her school-based (work incentives).
- Student will participate in _____ community-based internships experience in a career field of interest.
- Student will complete _____ hours of community-based volunteer experience.

Self-Advocacy

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/her for his/her postsecondary goal in Education/Training and/or Employment.

- 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/accommodation 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 assess accuracy of assignments and tests by reviewing for errors and making necessary revisions (student will do this with his teachers).
- 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 praise and/or criticism from peers or adults and utilize this to change social and behavioral outcomes.
- Develop social stories or cue cards with the student to aid in the development of appropriate work behaviors regarding social and communication skills.
- With the help of staff, student will develop and practice ways of asking for help and/or clarification on the job.

Organization and Study Skills

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/her for his/her postsecondary goal in Education/Training.

- Student will self-monitor homework by maintaining an assignment notebook 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 work towards effective task completion by remaining on task, ignoring distractions and working independently for a specified period of time.
- Student will demonstrate understanding of concepts presented in class by applying study skills (e.g., note taking, outlining, summarizing).
- Student will actively prepare for tests and quizzes by applying strategies (e.g., mnemonics, visualization, graphic organizers, outlining, attending extra help sessions, etc.).
- Student will demonstrate improved organizational skills by keeping class work and notebooks orderly.
- Student will independently arrange conferences/extra help sessions with teachers.
- Student will accept academic responsibility by attending classes on a regular basis, participating in class discussions and activities, completing assignments according to class criteria, and following class behavioral guidelines.
- Create and use an e-mail address that would be appropriate for the adult world

Independent/Daily Living Skills

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/her for his/her postsecondary goal in Independent Living.

- Student will maintain well-groomed appearance and proper hygiene.
- Student will identify personal medical management needs (prescription, over-the-counter medicine, directions and safety of use).
- 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 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 appropriate 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 relate 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, 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.
- Student will learn the skills to access appropriate medical care (calling doctors to make appointments).

Community Participation

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

Objectives – You can use any of the following as objectives and/or activities that your student can do to prepare him/her for his/her postsecondary goal in Education/Training, Employment, or Independent Living.

- Student will participate in _____ extracurricular activity/clubs in the school and community.
- Student will participate in _____ sports program in the school/community.
- Student will read and follow directions, maps, signs and transportation schedules (mobility).
- Obtain a discounted transit ID card from the Transit store
- Learn how to buy a monthly bus pass at a local store such as Vons or Ralphs
- Create a transportation plan for getting to and from work (mobility).
- Learn how to use the Transit web page (www.sdcommute.com) or phone number (619 233-3004) to determine the trolley/ bus route to get from one location to another (mobility)
- Make an appointment to take the test for a learner's permit.
- When obtaining a driver's permit, request to have the test presented using a sign language video if needed.
- When obtaining a driver's permit, request to have the test presented orally if needed.
- Apply for a CA ID at the Department of Motor Vehicles.
- Obtain a new copy of social security card from the nearest Social Security Administration Office.
- Obtain a copy of birth certificate at County of San Diego, Vital Statistics office /San Diego Recorder/ County Clerk
- Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- Student will register to vote (if age 18) and learn the skills to use the voting machines.
- Student will complete an application for federal/ financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.
- Learn about the Department of Rehabilitation and eligibility for services.
- Contact the Department of Rehabilitation to set up an intake appointment.
- Meet with a representative from the TPP Program (Dept. of Rehab.) to assist student with employment.
- Learn about Regional Center and eligibility for services.
- Contact Regional Center to set up an intake appointment.
- Become familiar with service providers for individuals with development disabilities through agency fairs and tours of agencies.
- Tour community colleges and the DSPS office to determine college of interest.
- Apply for DSPS services at a community or four year college and meet with Disabled Student Services counselor to discuss support services related to needs.
- Participate in Community College DSPS Orientation.
- Student will participate in community-based instruction (CBI) 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