

# Topic Brief

## 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 PPT 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

Adapted from *Connecticut’s Transition Training Manual and Resource Directory* (September 2004) – 11/3/06

## 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.

The following section 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 students will need in order to enhance their independence as an adult in whatever post - school environment that is appropriate.

A special thanks to Simsbury High School for sharing their 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 Section 504 of the Rehabilitation Act and the Americans 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 positive 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
  - \_\_\_ 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:
  - \_\_\_ Determine if they are eligible for Vocational Rehabilitation Services (BRS)
  - \_\_\_ 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
  - \_\_\_ Psychological Tests
- \_\_\_ 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 from 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 refine transition goals related to 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.

- \_\_\_ 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 and 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.

- \_\_\_ 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., 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 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 completion, 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 & 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 discussions 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).

- \_\_\_ 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 clothing 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 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 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 levels of support).

- \_\_\_ 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 situations.
- \_\_\_ Student will register to vote (if age 18) and learn the skills to use the voting machines.
- \_\_\_ Student will learn the skills to access appropriate medical care (calling doctors 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.