

Transition Examples

Jason (General Ed/Inclusion)

Post-secondary Goals (these are written on the transition supplement):

(Education) After graduation from high school, Jason will attend college to obtain his undergraduate degree in history and education to become a high school social studies teacher.

(Employment) After obtaining his degree from college, Jason will be a high school social studies teacher.

Annual Vocational Goals (these are written in the IEP goal section):

(Education and Employment)

By the end of 36 instructional weeks, through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career in teaching, including statements of (a) a goal, (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching, and (d) the education required to become a teacher with 80% or better mastery.

Jeremy (Lifeskills)

Post-secondary Goals:

(Education and Training) After high school, Jeremy will participate in daily instruction on social skills, self-advocacy skills, and self-care skills by attending classes at a center-based adult education program.

(Education and Training) After high school, Jeremy will participate in basic employment skills instruction through the occupational skills education program offered at community college.

(Employment) After graduation, Jeremy will obtain a supported employment position that allows him to work at his maximum stamina for at least 20 hours per week.

(Employment) After graduation from high school, Jeremy will work with his job coach to develop and practice appropriate social interactions on the job.

(Independent Living) Upon completion from high school, Jeremy will independently prepare for work each day, including dressing, making his bed, and making his lunch.

(Independent Living) After high school graduation, Jeremy will independently ride the local transit system to and from work each day.

Annual Vocational Goals:

(Education and Training)

By the end of 36 instructional weeks, given group discussions and role-play activities, Jeremy will demonstrate positive and appropriate social interactions with others (e.g. greeting one time, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) while observing or participating in activities and instruction for one hour, four times per week as measured by a teacher-made checklist at 85% accuracy.

(Education and Training)

By the end of 36 instructional weeks, given explicit instruction on appropriate workplace communication skills (e.g. say hello, ask questions or report concerns to supervisor) in a community based vocational training site, Jeremy will demonstrate appropriate workplace communication skills during community-based vocational training in 4 out of 6 opportunities.

(Employment)

By the end of 36 instructional weeks, given staff supervision, Jeremy will rank his preference of career opportunities using a picture symbol rubric through

completion of community-based instruction at two different community sites for three 2-hour sessions every week at 80% mastery.

(Employment)

By the end of 36 instructional weeks, given direct instruction on how to greet customers and guided practice, Jeremy will appropriately greet a customer at a community-based vocational training site by saying good morning or afternoon with no physical contact as measured by response with 60% accuracy.

(Independent Living)

By the end of 36 instructional weeks, given whole task instruction for making a bed and task analysis, Jeremy will appropriately make a bed without assistance 4 out of 5 occasions as measured by the number of completed steps on the task analysis.

Jodi (Lifeskills)

Post-secondary Goals:

(Education and Training)

After graduation, Jodi will participate in education courses at the community college focusing on life skills instruction, functional reading, functional math, productivity, and basic employability skills.

(Employment)

After graduation, Jodi will be competitively employed, working 20 hours or more, in a grocery store with the time limited supports of a job coach.

(Employment)

After high school, Jodi will volunteer for 10 hours per week at the local hospital in the food services department with time limited supports of a job coach.

(Independent Living)

After high school, Jodi will travel to and from work using the public transportation system with support from a job coach or agency service provider.

(Independent Living)

After graduation, Jodi will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Jodi and her parents.

Annual Vocational Goals:

(Education and Training)

By the end of 36 instructional weeks, with daily instruction and use of high-interest reading materials such as the newspaper, teen magazines, and young adult magazines, school-approved websites, and short stories for adults, Jodi will increase her reading comprehension by one grade level in order to promote her success in her post-secondary education and training.

(Employment)

By the end of 36 instructional weeks, given 3 retail job shadowing experiences, Jodi will identify her likes and dislikes of retail employment options by completing a job site interest survey and verbally describing her preferences with 80% mastery.

(Independent Living)

By the end of the school year, given direct instruction and guided practice, Jodi will identify which public bus route she will need to ride in order to get from her house to the grocery store and community college on 4 out of 4 opportunities.

(Independent Living)

By the end of 36 instructional weeks, given explicit instruction on saving money and balancing a checkbook, Jodi will demonstrate how to write a check, make checking deposits and withdrawals on 4 out of 6 opportunities.

John (General Ed/Inclusion)

Post-secondary Goals:

(Education)

Upon completion of high school, John will attend courses at a community college to obtain his associate's degree. After completion of this degree, John will transfer to a four year university and obtain his degree in computer science.

(Employment)

After high school, John will work on-campus part-time in the computer lab at the college he attends.

(Employment)

After graduation from college, John will work as a network manager for a local media company.

Annual Vocational Goals:

(Education)

By the end of 36 instructional weeks, given computer assisted instruction on rights and responsibilities as defined by the Americans with Disabilities Act and 504 of the Rehabilitation law, John will identify who at the college, he must contact for service, when he must provide the information, what accommodations he will need, and what to do if his needs are not being met with 80% accuracy.

(Education)

By the end of 36 instructional weeks, given Community College information, John will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy.

(Employment)

By the end of 36 instructional weeks, given his results on a career interest inventory, small group instruction on reading the classifieds, and the classified sections of the newspaper, John will choose 4 out of 5 possible opportunities for part-time employment that match his interests.

(Employment)

By the end of 36 instructional weeks, given 3 job shadowing experiences in the field of computer science, John will identify his likes and dislikes of each setting by completing a job site interest survey and verbally describing his preferences at 90% accuracy.

(Employment)

By the end of 36 instructional weeks, John will be able to report 3 possible businesses within the community that offer part-time employment, based on his identified post-secondary employment goal. Success will be measured at 85% accuracy.

Jamarreo (Resource)

Post-secondary Goals:

(Education and Training)

Upon graduation from high school, Jamarreo will attend community college and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Certificate.

(Employment)

After high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in automotive repair.

(Employment)

After graduation from college, Jamarreo will obtain a small business license and contract out his services as a welder in his uncle's shop.

(Independent Living)

After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.

Annual Vocational Goals:

(Education and Training)

By the end of 36 instructional weeks, given explicit instruction on entrepreneurial traits and behaviors, guided practice, and self assessment, Jamarreo will list 4 out of 5 personal traits/behaviors associated with successful entrepreneurial performance and verbally describe situations in which these traits can be applied with 80% mastery.

(Employment)

By the end of 36 instructional weeks, given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy.

(Independent Living)

By the end of 36 instructional weeks, given a video enacting legal and illegal activity, Jamarreo will categorize activities with 80% accuracy.

Kevin (Lifeskills)

Post-secondary Goals:

(Education and Training)

Immediately after graduation, Kevin will participate in functional skill training

through Community Alternatives Program services one time per week at his home and in the community to develop his functional communication skills.

(Education and Training)

After high school, Kevin will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities at the community college.

(Employment)

After graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.

(Employment)

After high school, Kevin will volunteer at the public library checking materials in and out using the electronic scanning system with the ongoing support of a job coach.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, given instruction on how to use augmentative communication device and weekly classroom and community practice, Kevin will independently use the device to present single words to communicate a desire for an item in community settings, including restaurants and ticket counters 4 out of 5 opportunities.

(Education and Training)

By the end of 36 instructional weeks, given instruction on the next dollar strategy, Kevin will count out the appropriate amount of money up to \$5.00 to purchase a snack or desired item from community retail store 4 out of 6 opportunities.

(Employment)

By the end of 36 instructional weeks, given multiple vocational tasks in the classroom, Kevin will increase his productivity by 20% as measured by time on task during a 90 minute class period.

(Employment)

By the end of 36 instructional weeks, given whole task instruction, Kevin will locate appropriate shelf to return books in the school library with no more than 3 verbal prompts from assistant 4 out of 6 opportunities.

(Independent Living)

By the end of 36 instructional weeks, given direct instruction and modeling on how to brush his teeth, Kevin will complete 4 out of the 8 steps on a task analysis by partial participation 5 days a week.

(Independent Living)

By the end of 36 instructional weeks, given picture symbols with velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week with a maximum of one physical prompt per activity to place the picture symbol on the schedule.

(Independent Living)

By the end of 36 instructional weeks, given instruction on how to use an augmentative communication device and weekly classroom and community practice, Kevin will choose one activity from a choice of 25 with no more than 2 verbal prompts 4 out of 6 opportunities.

Lily (Lifeskills)

Post-secondary Goals:

(Education and Training)

After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

(Employment)

After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

(Independent Living)

After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy.

(Employment)

By the end of 36 instructional weeks, given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and comfortable during a 20 minute session.

(Independent Living)

By the end of 36 instructional weeks, given physical prompts and picture schedule, Lilly will manipulate a switch with her head to signal to staff it is time for

her to eat lunch or snack with 80% accuracy.

Lissette (Lifeskills)

Post-secondary Goals:

(Education and Training)

After graduation from high school, Lissette will attend the workforce development program and complete a non-degree program in food service at a community college.

(Education and Training)

After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community (a nonprofit organization designed and operated within a local community by individuals with disabilities who provide an array of independent living services, including the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy).

(Employment)

After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

(Employment)

After completion of the Workforce Development Program at the Community College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by DADS (The Department for Aging and Disability Services).

(Independent Living)

Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

(Independent Living)

After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis.

(Education and Training)

By May 2009, Given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 90% accuracy as measured by number of correct steps completed on the task analysis.

(Employment)

By the end of 36 instructional weeks, given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings.

(Employment)

Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.

(Independent Living)

By the end of 36 instructional weeks, given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities

presented to her with 95% or better accuracy.

(Independent Living)

By the end of 36 instructional weeks, given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times.

Paulo (Lifeskills)

Post-secondary Goals:

(Education and Training)

After graduation, Paulo will participate in compensatory education courses at the community college focusing on life skills instruction, employment and social skills training to improve his independent living skills, work stamina, productivity, and basic employability skills.

(Education and Training)

Immediately after graduation, Paulo will participate in functional skill training through CLASS services one time per week at his home and in the community to further develop his functional communication skills.

(Employment)

After graduation, Paulo will work 20 plus hours a week at the local grocery store and provided temporary supports through Vocational Rehabilitation.

(Employment)

Immediately after high school, Paulo will complete light landscaping activities such as raking and cutting grass for pay at home and for willing neighbors.

(Independent Living)

Upon completion of high school, Paulo will play soccer in a recreational soccer

league at the YMCA.

(Independent Living)

Paulo will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Paulo and his parents.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, given explicit instruction on appropriate social skills: say hello, take turns, wait, listen, and stay on topic/reciprocal conversation) in a community vocational training site, Paulo will demonstrate appropriate social skills during community-based vocational training 4 out of 6 opportunities.

(Education and Training)

By the end of 36 instructional weeks, given direct instruction on basic employability skills and modeling, Paulo will list 9 out 10 appropriate work-place behaviors.

(Employment)

By the end of 36 instructional weeks, given a list of jobs at a grocery store and a demonstration of each of the job requirements, Paulo will choose 3 jobs that interest him the most and shadow an employee in each of the jobs.

(Employment)

By the end of 36 instructional weeks, given a whole task instruction and a task analysis for bagging groceries, Paulo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly.

(Independent Living)

By the end of 36 instructional weeks, given the phone number for the YMCA and a YMCA application, Paulo will call to request an application and complete the

application by writing his personal information in the spaces provided with 90% accuracy.

(Independent Living)

By the end of 36 instructional weeks, given explicit instruction on saving money and balancing a checkbook, Paulo will demonstrate how to write a check, make checking account deposits and withdrawals, manage and balance a checkbook, 4 out of 6 opportunities.

Rolanda (Lifeskills)

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.

(Education and Training)

Immediately after graduation, Rolanda will participate in functional skill training through agency services five times per week at her home and the adult day program to develop her functional communication skills.

(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.

(Employment)

The summer after high school, Rolanda will volunteer with supports from agency, for The Performing Arts Center during their summer performance series handing out programs to guests.

(Independent Living)

After graduation Rolanda will live at home and participate, to the maximum extent possible, in her daily routines and environment through the use of assistive technology (e.g. feeding, dressing, bathing, activating small appliances / media devices, choice making, etc).

(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.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, 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.

(Education and Training)

By the end of 36 instructional weeks, given a micro switch properly secured to the headrest of her chair, Rolanda will follow a schedule of her daily routines by selecting the activity that should occur at that scheduled time 3 out of 4 opportunities.

(Employment)

By the end of 36 instructional weeks, 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.

(Employment)

By the end of 36 instructional weeks, given 2 job shadowing experiences, one in each of the following industries: the arts and business, Rolanda will identify her likes and dislikes of each industry by completing a job site picture interest survey and choosing her preferences by selecting from a choice of 3 pictures.

(Independent Living)

By the end of 36 instructional weeks, 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.

(Independent Living)

By the end of 36 instructional weeks, 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.

Stephanie (Lifeskills)

Post-secondary Goals:

(Education and Training)

Upon graduation from high school, Stephanie will attend college and participate in the culinary arts industry certificate program meeting the requirements to attain an Entry Level Food Service Certificate.

(Education and Training)

After high school, Stephanie will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the college.

(Employment)

After high school, Stephanie will access public transportation to get to and from

work each day.

(Employment)

After high school graduation, Stephanie will work 20 hours per week at a local restaurant with temporary supports provided through Vocational Rehabilitation.

(Independent Living)

Upon completion of high school, Stephanie will independently prepare for work each day, including dressing, making her bed, and making her lunch.

(Independent Living)

Upon graduation from high school, Stephanie will live semi-independently with a roommate in an apartment close to her parent's home and supports provided through the local independent living center.

Annual Vocational IEP Goals:

(Education and Training)

By the end of 36 instructional weeks, given small group instruction on food safety skills, a task analysis, and self-monitoring sheet, Stephanie will demonstrate appropriate safety skills in food and nutrition class with 100% accuracy.

(Education and Training)

By the end of 36 instructional weeks, given direct instruction for completing a college application, guided practice, and personal information, Stephanie will complete an application with 100% accuracy.

(Employment)

By the end of 36 instructional weeks, given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.

(Employment)

By the end of 36 instructional weeks, given a whole task instruction and a task analysis for salad prep in the school cafeteria, Stephanie will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly.

(Independent Living)

By December 2011, given whole task instruction for making a bed and a task analysis, Stephanie will appropriately make a bed without assistance 4 out of 5 occasions as measured by the number of completed steps on the task analysis.

(Independent Living)

By the end of 36 instructional weeks, given the equipment and supplies for washing clothes and task analysis, Stephanie will follow the steps to wash a load of clothes with 100% accuracy.