

ENSURING SUCCESSFUL TRANSITION TO ADULTHOOD FOR STUDENTS WITH MODERATE TO SEVERE DISABILITIES

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Diagnostic Center

California Department of
Education

- 3 Diagnostic Centers
 - Northern - Fremont
 - Central - Fresno
 - Southern – Los Angeles

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Overview of Services



Individual Transdisciplinary Assessment

Center based
Field based
Follow-up



Professional Development

Trainings/Workshops
Comprehensive Professional Development Projects
Consultation



PENT

Positive Environments,
Network of Trainers

California positive behavior initiative that provides information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. The PENT network is dedicated to increasing academic achievement and overcoming behavioral barriers to success for all students.

- **PENT Forums:**
 - **Southern California Forum**
 - **North/Central California Forum**
 - ***PENT Forums by invitation only***
- Questions? Contact PENT at pent@dcs-cde.ca.gov

PENT
Positive Environments,
Network of Trainers
California Department of Education
Diagnostic Center, Southern California

*Welcome to the California
Positive Environments, Network of Trainers*

Home
BIP Desk Reference
Behavior Planning
Positive Environments and RTI
Accommodations
Mental Health
Forms
Training
Consulting

The Positive Environments, Network of Trainers is a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-based positive practices and helpful information is disseminated statewide through this website.

PENT FORUM 2016
VIDEOS & HANDOUTS

PENT was co-founded by Diana Browning Wright and Deborah Holt, in a joint effort between the Diagnostic Center, Southern California (DCSC) and the Special Education Local Plan Area (SELPA).

Our collaborative PENT network is dedicated to increasing academic achievement and overcoming behavioral barriers to success for all students with and without disabilities.

PENT Website
Behavior
Resources
www.pent.ca.gov

OBJECTIVES OF TODAY'S TRAINING



- 1) Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
- 2) Review developmental expectations and their implications for students with developmental disabilities.
- 3) Review tools for transition planning and assessment.
- 4) Interpret and translate students' developmental profiles into specific postsecondary goals and activities.

Who am i

- Licensed educational psychologist
- Nationally certified school psychologist
- B.A.: U.C. Irvine (Zot!)
- PH.D.: The Ohio State University (Go Bucks!)
- Postdoctoral Training: U. of North Carolina Chapel Hill
- California Native
- Love trying new foods
- Love animals
- Love photography



Handout Tour

- 1) Free Operant Preference Assessment
- 2) Reinforcement Inventory for Adults
- 3) Personal Preference Indicators
- 4) Completed Student Resume Profile Example
- 5) Student Profile Monitoring Form A
- 6) Student Profile Monitoring Form B
- 7) Prompting Data Sheet
- 8) Sample Transition Planner-SOP

WHATEVER
YOU DECIDE
TO DO MAKE
SURE YOU
ANSWER. . .

The So What? Question



FIRST, KNOW THE
STUDENT....DEVELOPMENTALLY

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FIRST, LET'S UNDERSTAND OUR STUDENTS

0-8 Months

8-12 Months

12-18 Months

18-24 Months


2-4 Years


4-7 Years





 Strengths

 Preferences

 Interests

 Makes learning and life meaningful to student

 Encourages student's independence

 Facilitates movement to postsecondary activities

0-8 MONTHS

Cognitive

- ❖ Begin to passively observe their environment
- ❖ Demonstrate awareness of people and/or objects by:
 - Visually attending
 - Mouthing
 - Reaching and grasping
- ❖ Eventually coordinate movements to continue or repeat events that are interesting
- ❖ Begins to develop imitation of familiar actions

Communication

- ❖ Begins to babble and repeat sound combinations
- ❖ Demonstrates skills such as:
 - Responding to sound
 - Tracks stimuli
 - Recognizes familiar people
 - Anticipates familiar experiences

8-12 MONTHS

Cognitive

- ❖ “Puts-In”
- ❖ Immediate imitation is developing
- ❖ Develops understanding of object permanence – looks for objects where last seen
- ❖ Applying established behaviors to solve new problems

Communication

- ❖ Understands prosody and environmental cues more than language
- ❖ Intents (requesting, refusing, commenting) expressed with gestures and vocalizations:
 - Crying
 - Smiling
 - Looking
 - Grabbing
 - Waving
- ❖ Attempts to gain reaction from others (uses voice as a signal, uses eye gaze to request)

12-18 MONTHS

Cognitive

- ❖ Beginning to understand that some objects have functions
- ❖ Displays ability to use trial and error problem solving
- ❖ Imitation of unfamiliar movements or actions
- ❖ Follows simple commands
- ❖ Uses tool to obtain objects

Communication

- ❖ Use vocalizations more frequently during interactions
- ❖ Follows simple commands
- ❖ Identifies familiar objects
- ❖ Imitates and uses some words
- ❖ Asks for “more”
- ❖ Shakes head “no”
- ❖ Points to request

18-24 MONTHS

Cognitive

- ❖ Delayed imitation is developing
- ❖ Begins to use foresight
- ❖ Beginning to understand words as symbols
- ❖ Will continue elaborate searches for objects hidden from view

Communication

- ❖ Frequency of word use increases over preverbal communication.
 - Requesting items and/or information (e.g., juice, cookie, movie, Mickey)
 - Answering questions
 - Acknowledging
- ❖ Leads by the hand to request
- ❖ Starts to differentiate between yes and no
 - Nodding head for “yes”
- ❖ Imitates and uses some phrases
- ❖ Makes needs known
- ❖ Word use increases over pre-symbolic communication
- ❖ Attends to simple picture story

SAMPLE ITEMS FOR UNDER 2-YEARS FUNCTIONING



2-4 YEARS

Cognitive

- ❖ Understanding perceptual relationships
- ❖ Associative reasoners: based on associations; previous experiences, what can visibly be seen
- ❖ Unable to take the view of others
- ❖ Symbolic representation
- ❖ Matchers!
- ❖ Sorts by one variable (e.g., color or size, not both)
- ❖ Rote count, but lacks understanding of math concepts
- ❖ Difficulty generalizing learned skills to new situations
- ❖ Here and now thinkers

Communication

- ❖ Symbolic play
- ❖ Uses plurals
- ❖ Asks what/where questions
- ❖ Recognizes properties (size, quantity, texture, color)
- ❖ Names pictured objects and actions

APPLYING YOUNG REASONING TO REAL LIFE



SAMPLE ITEMS FOR 2-4 YEAR FUNCTIONING

4-7 YEARS

Cognitive

- ❖ Intuitive thought develops
- ❖ Egocentric
- ❖ One-to-one correspondence: sense of quantity
- ❖ Underlying understanding of math; can add and subtract
- ❖ Classify by multiple class membership (color, shape, size considered during groupings of objects)

Communication

- ❖ Able to use verbal and written language to give information
- ❖ Responds to who, what, where, if in the text, but difficulty with why if it isn't in the text



SAMPLE ITEMS FOR 4-7 YEAR FUNCTIONING

7-11 YEARS

Cognitive

- ❖ Beginning logical thinkers
- ❖ Over-rides perception
- ❖ Still relies on concrete objects
- ❖ Combine and recombine information (flexibility of thinking)
- ❖ Conservation
- ❖ Takes the perspective of others
- ❖ Consider multiple variables at once

Communication

EXAMPLE OF
MONITORING
STUDENT'S
PROFILE
(SEE HANDOUT)

**WHAT
DEVELOPMENTAL
LEVEL?**

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps
Matches pictures, objects, words	1:1 correspondence						
Increased engagement when movement built into schedule	Underlying math concepts Reading sentences for understanding						
Hands-on learner	Using rote skills in natural settings						
Music calms him	Listening to and understanding lectures						
Rote counting							
Applying basic skills in class (such as using functional words, concepts, etc)							

YOUR TURN

CHOOSE A STUDENT
AND COMPLETE THE
DEVELOPMENTAL
PROFILE SECTION

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps

TRANSITION PLANNING

INDICATOR 13 MUST ADDRESS



Education/training



Employment



Independent living

PUTTING TRANSITION GUIDELINES TOGETHER

ISBE SPP Indicator 13: Secondary Transition IDEA: Transition Age 14½ and Beyond

Revised June 2015

IDEA 2004 discusses the purpose of transition services as "is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities" (IDEA 2004, Part B, 34 CFR §300.43(a)(1) and 20 U.S.C. 1415 §614(d)(1)(A)(iii)(VIII)).
The Regulation released August 14, 2006 and Statute also clarify the purpose of transition services as being "designed to meet (students') unique needs and prepare them for further education, employment, and independent living" (§300.103). These services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, the acquisition of daily living skills, and a functional vocational evaluation.

Meeting Compliance

In order to meet 100% compliance, answers to the following items must be **yes**.

1. Does the IEP include measurable post-secondary goals that will occur after high school in the areas of education and/or training, employment, and independent living?
2. Are the post-secondary goals in education and/or training, employment, and independent living updated annually?
3. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessments for education and/or training, employment, and independent living?
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her post-secondary goals?
5. Does the IEP/transition plan include a course of study that will reasonably enable the student to meet his/her post-secondary goals?
6. Are there annual IEP goals that are related to the student's transition services needs in education and/or training, employment, and independent living?
7. Is there evidence that the IEP team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?

Post-secondary Goals

Education	Community College University/College Technical/Trade/Vocational School/other
Training	Field Training Apprenticeship On-the-job Training Job Corp
Employment	Paid Employment Competitive (full or part-time) Supported Non-Paid Employment Volunteer Training Capacity Military
Independent Living	Health/Safety Financial/Income Transportation/Mobility Social Relationships Recreation/Leisure Self-advocacy/Future Planning

Transition Services

Instruction
Related Services
Community Experiences
Development of Employment and other post-school objectives
Acquisition of Daily Living Skills or the provision of a functional vocational evaluation.
Linkages to Outside Agencies

Post-secondary Goal Formula from NSTTAC*

Upon completion of high school the student will _____
After high school the student will _____
After graduation the student will _____ behavior _____ where/how

*National Secondary Transition Technical Assistance Center

SMART IEP Annual Goals

Specific: What do you want to accomplish?
Measurable: How will you know when you have accomplished your goals?
Achievable: How can the goals be accomplished?
Realistic/Relevant: Are the goals worth working hard to accomplish?
Time limited: When will the goals be accomplished?

Course of Study

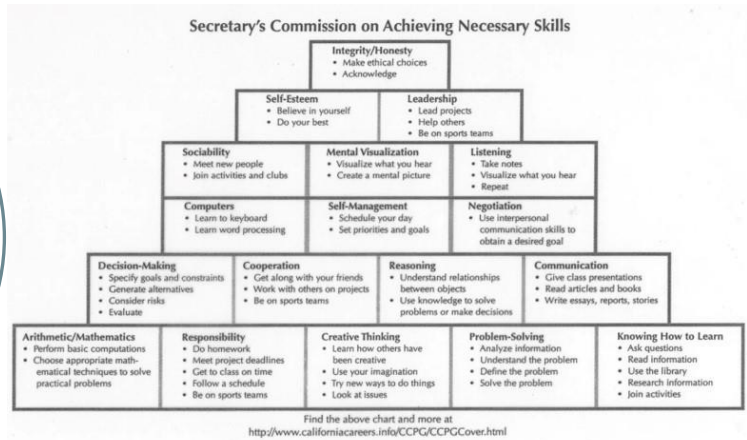
1. Academic courses may be Core, Applied, and/or Functional.
2. Selected courses need to relate specifically to interests/post-secondary goals.
3. Courses that are needed to meet graduation requirements.
4. Course titles are required to be delineated according to the district/school course description manual. Courses should show a progression towards meeting the student's transition goals.

What if students do not know what they want to do at age 14½?

A student aged 14½ to 16 might focus more on assessment and experiences that will assist the student to explore areas of interest and determine/narrow down post-school goals, rather than focusing on services related to specific employment and a post-school living plan. The post-school goals may relate to a general employment category or career cluster (information technology, education/teaching, business, public safety, human services, etc.) rather than a specific career.

A student aged 16 to 18 will identify a tentative career and will create an actionable career plan to attain it.

SCANS REPORT



EXCERPT FROM SCANS REPORT IMPLICATIONS FOR SCHOOLS

Cognitive science strongly implies that people learn best when they are taught in the context of situations, activities, and problems (Sticht, 1984, 1986, 1987; Resnick, 1987b; Lave, 1988). Learning in context provides meaning and therefore motivation to learn. It helps to break down the separation between knowledge (knowing what) and practice (knowing how and when) that has resulted from the formal approach to instruction in schools and the resulting mismatch between school and work.

RESULTS OF FREE OPERANT PREFERENCE ASSESSMENT

Preference	Type	Interest Level			
		None	Low	Med	High
Music	Justin Bieber song "Baby"				X
Music	Justin Bieber song "Never Say Never"			X	
Music	Mickey Mouse "Hot Dog" song				X
Sensory	Ceiling lights				X
Sensory	Shrill noise of bells	X			
Sensory	Fan and music		X		
Sensory	Water tube noise		X		
Sensory	Bubbles (reported)				X
Sensory	Ocean waves crashing into him at beach				X
Animals	Touching dogs (reported)				X
Animals	Dog barking on YouTube—small dog high pitched		X		
Animals	Dog barking on YouTube-typical dog bark				X
Sensory	Flashlight shining light in front of him and on ceiling		X		
Animals	Watching animal planet on pt. (reported)				X
People	Brothers being very animated				X
Objects	Stuffed fake color apples		X		
Music	Cause-and-effect nonspecific tunes	X			
Games	Variety of iPad app games such as racing, spaceship shooting		X	X	

LET'S TRY IT OUT SKILLS FOR A CAREER

1. Leader=bday comes earliest in the year
2. Reporter=bday comes latest in the year
3. Leader thinks of a career but tells no one
4. Groups asks 3 questions each to the leader about characteristics/skills/talents needed for that career
5. Leader answer in one word responses
6. Reporter writes the responses
7. Leader reveals the occupation
8. What skills are necessary to help prepare the student for this career?
9. How do these skills relate to Indicator 13?

THE STUDENTS
MAKING TRANSITION WORK FOR THEM

Mason

Dee

Brian

MASON
WHAT DEVELOPMENTAL LEVEL?

PROFILE

- Matches and sorts
- Here and now thinker
- Experiential learner
- Rote learner
- Increased affect when moving
- Understands first then
- Behavior is related to level of understanding

NEXT STEPS

- Increase functionality and meaningfulness of skills
- Increase engagement with sandwiching preferred tasks
- Learn pictures and individual words that he immediately uses within classroom and school
- Increase opportunities for functional tasks (e.g., office delivery)
- Increase movement during the day
- Transition from rote copying to understanding and application

Answer the **SO WHAT** question

MIX IT UP WITH WRITING

Make it realistic for real life

Make it applicable

If cognitive demand, don't over focus on motor demand

Determine if the goal is idea development or motor development

Name _____ Date _____

Read these words.
bell chicken dog fish flower hill leg pig rabbit sheep

Read the sentences below and fill in the blank with a word from above.

1. The _____ had a curly tail.
2. Ring the _____!
3. The _____ grew from a seed.
4. I hurt my _____ climbing the tree.
5. The _____ was hopping in the grass.
6. The _____ lays eggs.
7. My grandpa was with me when I caught a _____.
8. I was tired after I ran up the _____.
9. My _____ loves to roll over.
10. The _____ ran away from the fox.

www.shapebooks.com

THE WORK SYSTEM





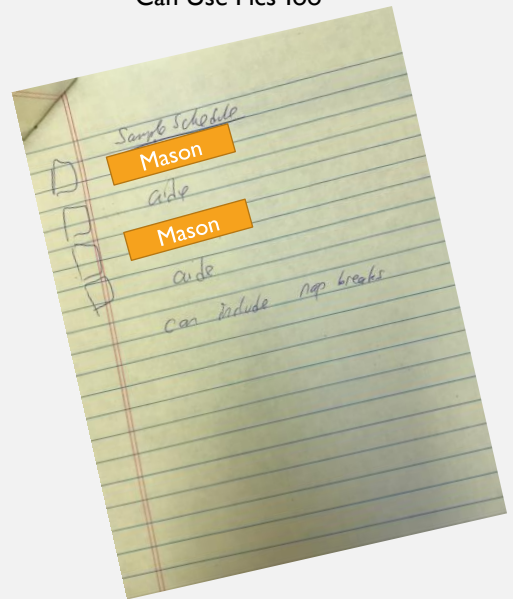
CREATING A WORK SYSTEM
IN THE CLASS:
*HOW DOES THIS RELATE TO
INDICATOR 13/TRANSITION?*

SCHEDULES DON'T NEED TO BE FANCY

- Use pictures
- Use words
- Use pictures with words he's copying

Use it or lose it

Turn Taking Schedule Can Use Pics Too



PUTTING THE SKILLS TOGETHER INTO MEANINGFUL ACTIVITY





- Scheduling
- Reading
- Writing
- Time Management
- Counting
- Organizing
- Independence with external supports
- Problem Solving
- Self-Monitoring
- Self-Esteem (I Can Do It!)
- Pre-Vocational Preparation
- Daily Living Skills

Mason Work Delivery System

1) START

Check In Time	Name

2) WORK

Staff Member	Items	Staff Initials	Check When Done <input checked="" type="checkbox"/>
Ms. A	Pencils 		
Mr. B	Paper clips 		
Mrs. C	Red markers 		
Mr. D	Paper 		

3) FINISH

Check Out Time	Name

WHICH COMPONENTS OF INDICATOR 13 ARE ADDRESSED WITH MASON?



Education/training



Employment



Independent living

MONITORING STUDENT'S PROFILE
(SEE HANDOUT)

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps
Matches pictures, objects, words	1:1 correspondence	Visual work system to help guide him	Having him work on manual writing and copying for 20 minutes				
Increased engagement when movement built into schedule	Underlying math concepts	Breaks	Rewards he receives at end of the day (delayed)				
Hands-on learner	Reading sentences for understanding	Using picture schedule with individual words he's learned	Listening to explanations				
Music calms him	Using rote skills in natural settings	Cloze writing procedures					
Rote counting	Listening to and understanding lectures	Immediate feedback such as praise and preferred items					
Applying basic skills in class (such as using functional words, concepts, etc)							

YOUR TURN

WITH SAME STUDENT,
COMPLETE THE
ACCOMMODATIONS
SECTION

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps

DEE WHAT DEVELOPMENTAL LEVEL?

PROFILE

- Simple matching and sorting
- Knows some colors
- Understands pictures
- Routine bound
- Experiential learner
- Puts in
- Labels
- Likes praise

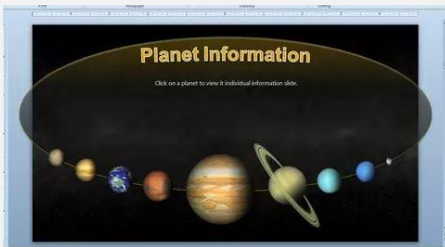
NEXT STEPS

- Meaningful application of functional academics
- Create and follow schedule in school and community
- Apply matching and sorting skill during lesson and around school
- Prompt her to use work system and gradually increase complexity
- Increase active engagement

Answer the SO WHAT question

MATH, COLORS, READING, ORGANIZING, PROBLEM SOLVING

LESSON ON SOLAR SYSTEM



MODIFY FOR DEE

- Find/point to the blues, oranges, etc
- Match same size cards to planets
- Tell me biggest, next biggest or...
- Show me biggest, show me smallest
- Is there a purple circle?
- Tell me what you see (language expression).

DEVELOPMENTALLY APPROPRIATE NEXT STEPS FOR DEE

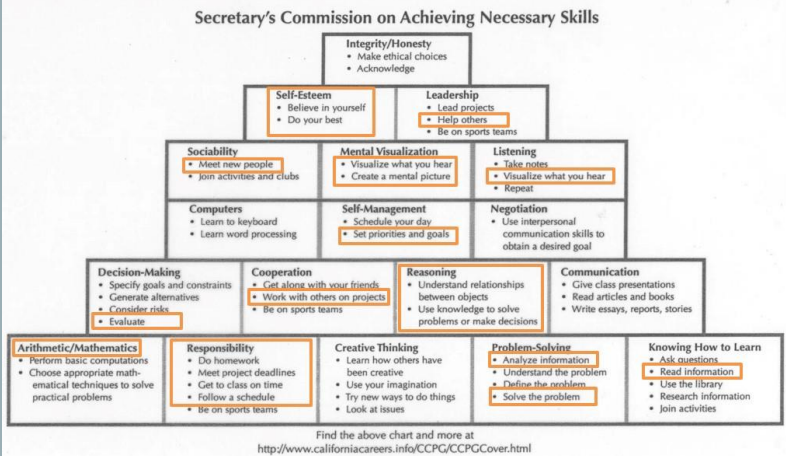
- Count blue coats in room
- Gather 3 red coats and one blue coat
- Have bin for coats (teach and practice before using)
- Collect 2 red markers and deliver to teacher
- Practice what to do in emergency (show me if you need "help," find help signs in school/community such as emergency exit, point to person if you need help, etc)

Math! **Problem Solving!** Independence! **Modified Academics!**

Using Work System! **Application of Lesson!**

Prevocational Training!

SKILLS DEE IS PRACTICING ACCORDING TO SCANS



ACTIVITY-CONVERT OBSERVATIONS TO INDICATOR 13 ITP GOALS

1. Fold a piece of paper in half
2. On the left side list 5 observations of what you see student doing in previous video
3. Now, on the right side jot down how your observations relate to Indicator 13 (career goals or preferences, education, independence)

BRIAN

WHAT DEVELOPMENTAL LEVEL?

PROFILE

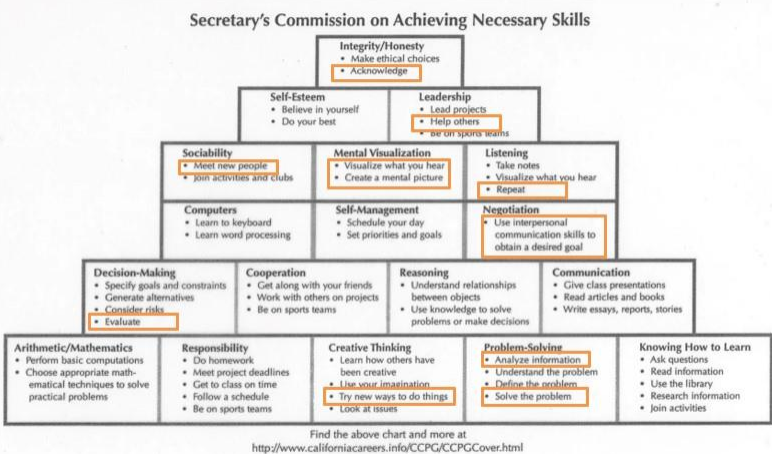
- Conservation
- Reading
- Pre-algebra
- Writes short essays
- Sociable, but lacks skills
- Follows directions
- Wants to interact with others
- Loves video games on phone

NEXT STEPS

- Use and expand academic and work skills in school setting
- Increase soft skills for vocational preparation
- Practice appropriate social interaction skills

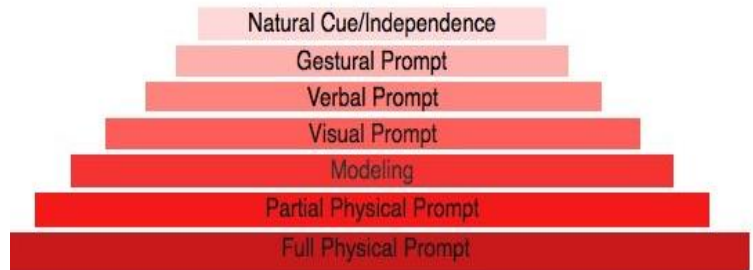
Answer the SO WHAT question

SKILLS BRIAN IS PRACTICING ACCORDING TO SCANS



HOW DO YOU
KNOW WHAT A
STUDENT CAN
DO BY
THEMSELVES?

Prompting Hierarchy



WRAPPING IT UP IN A SUMMARY
OF PERFORMANCE OR PLANNER

MONITORING STUDENT'S PROFILE

(SEE HANDOUT)

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps
Matches pictures, objects, words	1:1 correspondence	Visual work system to help guide him	Having him work on manual writing and copying for 20 minutes	Find specific coats in the room and sort them by color	Problem solving what to do if staff member changes their mind on number of items they want or the actual item	Says "hello" and "goodbye"	Learn scripts of what to say when meeting a person ("Hello, my name is John, what's your name?")
Increased engagement when movement built into schedule	Underlying math concepts	Breaks	Rewards he receives at end of the day (delayed)	Check off items on inventory list (created by staff)	Figure out how many more items staff member needs (e.g., being delivered 5 but wants 3 more...how many more to deliver?)	Looks at person when they're talking about 50% of the time	Continue to look at person talking to him
Hands-on learner	Reading sentences for understanding	Using picture schedule with individual words he's learned	Listening to explanations	Deliver items to staff around campus according to written/picture-based schedule	Introduces himself to staff first, tells them what he's delivering, and ending conversation appropriately.	Stands in vicinity of others during breaks	Approaches others and uses a script to enter a group
Music calms him	Using rote skills in natural settings	Cloze writing procedures					
Rote counting	Listening to and understanding lectures	Immediate feedback such as praise and preferred items					
Applying basic skills in class (such as using functional words, concepts, etc)							

SAMPLE STUDENT SUMMARY MATRIX

("RESUME")

"STUDENT" POST-SECONDARY PROFILE
Relating Individual Developmental Profile to Life Activities
Chronological: 17 years old
Developmental: 3 years

Developmental Profile	Accommodations	Possible Employment Opportunities	Possible Social Opportunities
Likes to listen to music, which helps him remain actively engaged	Reinforce daily responsibilities with music breaks. Play music while working.	Shelving/sorting items, such as books, music items, etc.	Go to concerts with guardian. Listen to music with other people.
Understands simple language	Keep language simple and direct. Questions and prompts should be answerable with visual supports. Instead of "Why do you think the girl ran away?" Ask, "The girl got mad. Where did she go?"	Give short and simple verbal instructions with visual supports. If washing glass items in hospital, provide visual guides of what to do and how.	Taught to ask basic questions to others beyond those requiring "yes" and "no" responses. Taught scripts/salutations/reciprocal language for group talk.
Matches pictures, objects, words	Visual schedule with pictures representing activities of jobs and tasks to complete.	Shelving books or music items to corresponding location based on visual support (checking off items/inventory control).	Memory game, Uno. Chooses games from list of picture/word choices & communicates with others about what to play. Take class attendance. Record lunch order. Follow calendar.
Uses pictures/words to understand rules and to communicate	Build in picture supports during lessons, on-the-job training. Incorporate time schedule throughout his day that he follows.	Uses and is referred to schedule with job broken down into each responsibility that he follows and checks off using pictures and words/sentences at student's independent level of understanding.	Set of picture rules when playing indoor or outdoor games. Prep student before with picture rules and cue student during game about rules. Enables student to play with others based on a shared understanding.
Benefits from movement breaks during the day	Provide frequent movement and walking during the day. Designated as messenger of the day with buddy of his choosing and asking.	Mail room, stock room, disbursement clerk.	Outdoor activities at park such as special needs sports.

YOUR TURN

WITH SAME STUDENT,
COMPLETE THE
EMPLOYABILITY AND
SOCIAL SKILLS
SECTION

STUDENT'S NAME:
POST-SECONDARY PROFILE

Student's Developmental Profile		Which Accommodations are Being Used		Employability Skills		Social Skills	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current	Next Steps

's Transition Planner Date:

<u>Strengths</u>	<u>Career Interests</u>	<u>Learning Preferences</u>
<u>Hurdles</u>	<u>Accommodations</u>	<u>Personality</u>
<u>Instructional Options</u>	<u>Community Options</u>	<u>Employment Options</u>

Developed by Curtis, Esmond, Simons, 97 Diagnostic Center Southern California

Writing Postsecondary Goals



From: National Secondary Transition Technical Assistance Center
www.nsttac.org

ANNUAL IEP GOAL QUESTIONS

- ❖ What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- ❖ What skills and knowledge does the student currently have that support their post-secondary goals?

Annual IEP Goals: Student with Mild Disabilities



JAMARREO



Postsecondary Education/Training Goal:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Annual IEP Goal:

- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

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Annual IEP Goals: Student with Moderate Disabilities



LISSETTE



Postsecondary Employment Goal:

- 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.

Annual IEP Goal:

- 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.

Annual IEP Goals: Student with Severe Disabilities

Postsecondary Independent Living Goal:

- 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 IEP Goal:

- 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 by June 2009.



THANK YOU!

Questions ?

Comments?

Want More?

Let Me Know!

ME: Scott

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