

Individualized Education Program Transition Goals, Page One

Student Name: Manuela IEP Meeting Date: 05/21/XX
 Current Grade Level: 11 Expected Date of Graduation: 06/18/XX

Identify the method for inviting the student to the IEP Transition meeting:

Letter and phone call by case manager to youth and parent

Identify the student's post-secondary preferences and interests, in collaboration with the family, and their desired outcomes for post-secondary education/training, employment and adult living:

Manuela would like to be a journalist for the local newspaper. She would also like to attend the nearby state college and major in journalism. She and her family would also like to her to be able to live, work and function independently.

Identify Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):

- Career Link Inventory 5/07 O*Net online—skills/occupation crosswalk
- Harrington-OShea 5/07 Job accommodation network
- Ansell-Casey Life skills 5/07

Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed above. *(Consider various options such part-time employment, supported job placements, service learning projects, work experience, job shadowing, internships, practice in resume writing and interviewing skills, the use of resource centers and job specific skills regarding customer service or technology):*

Community Employment Goal (required):

Manuela will develop personal knowledge about various careers as evidenced by completion or demonstrated progress in the following benchmarks / short-term objectives:

Benchmarks/ Short-term objectives:

- 1) By the end of January 2009, Manuela will complete a 4 week internship (unpaid) at the local/regional newspaper. Manuela will describe 4 critical responsibilities of an editor via an informative writing piece.
- 2) By the end of February 2009, Manuela will be able to identify her strengths and weaknesses as she navigates the new job environment after participating in an environmental access evaluation.
- 3) After obtaining paid employment with the assistance of a job coach for a minimum of 5 hours per week, for 12 weeks Manuela will write an essay articulating whether she feels this job is a good fit for her by the end of May 2009.
- 4) By the end of May 2009, Manuela will be able to identify and advocate for the accommodations she will need in the workplace as observed by her job coach.

VT Framework: Vital Result: Personal Development: Standard 3.15

Vocational Training Goal (if needed): *(think "pre-employment" skills. For example: a student may need to seek time with a mentor/counselor to develop anger management skills to*

**Progress Review
Dates**

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Disability Category: Orthopedic Impairment

deal with the work related frustrations. A student may need to spend time with an SLP to develop clear, appropriate speech and good eye contact while talking to co-workers. A student may need to acquire the skills to drive a fork lift before applying for a warehouse job. A student may have to practice community mobility in order to get to a job site independently.

Manuela will acquire the skills and behaviors necessary for successful employment as evidenced by completion or demonstrated progress in the following benchmarks / short-term objectives:

Benchmarks/ Short-term objectives

- 1.) By the end of December 2008, Manuela will identify the broad skill set needed to be successful as a journalist by using O*net online. She will share this with her journalism teacher.
- 2) By the end of December 2008, Manuela will identify what job accommodations she may need to be successful by accessing the job accommodation network (JAN).
- 3) By the end of May 2009, Manuela will demonstrate appropriate on-the-job social skills as observed by her job coach.

Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):

Manuela will develop a plan for continued education and training as evidenced by completion or demonstrated progress in the following benchmarks / short-term objectives:

Benchmarks/ Short-term objectives:

- 1) By the end of October 2008, Manuela will meet with the high school guidance counselor to discuss college options. Manuela will identify the courses and skills she still needs to take.
- 2) By the end of Spring 2009, Manuela will take the Intro to College Studies Course at CCV. Manuela will be able to explain what accommodations she will need in a college setting via a podcast.
- 3) By the end of May 2009, Manuela and her parents will meet with the VSAC rep in her high school to discuss financial aid. Manuela will develop an action plan with the necessary steps she needs to complete in order to receive financial aid.

VT Framework: Vital Result: Personal Development: Standard 3.16

Individualized Education Program Transition Goals, Page Two

Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page. (*Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills*):

Independent Living Goal (if appropriate, if not, indicate with an N/A):

Manuela will demonstrate skills associated with living independently as evidenced by completion or demonstrated progress in the following benchmarks/ short- term objectives:

Benchmarks/ short-term objectives

- 1) By the end of February 2009, Manuela will demonstrate knowledge of meal preparation skills, clean up, food storage, and safety as observed by her teacher.
- 2) By the end of March 2009, Manuela will use the public transportation system as observed by her job coach.

VT Framework: *Vital Result: Personal Development: Standard 4.1*

Community Participation Goal (if appropriate, if not, indicate with an N/A):

Manuela will take an active role in the community as evidenced by completion or demonstrated progress in the following benchmark:

- 1) By the end of April 2009 and based on Manual's personal preference and comfort level she will be encouraged to participate in 1 extracurricular activity/club/sport in the school.

VT Framework: *Vital Result: Personal Development: Standard 4.1*

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Manuela and her parents will complete an application for federal/financial assistance (FAFSA), with assistance from the VSAC rep. VR benefits counselor and family.

DVR counselor- for college support and vocational counseling

Progress Review Dates			

If the student will be reaching age 17 during the duration of this IEP, they have been notified that parental rights will transfer to the student upon reaching the age of 18 X Yes No

If not, please specify how they were notified):