**Individualized Education Program**  
**Transition Goals, Page One**

<table>
<thead>
<tr>
<th>Student Name: <em><strong><strong><strong>Stacey</strong></strong></strong></em>______________________</th>
<th>IEP Meeting Date: <strong>05</strong>/<strong>28</strong>/__08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Grade Level:<strong><strong><strong><strong>11</strong></strong></strong></strong>___</td>
<td>Expected Date of Graduation: <em><strong>06</strong>/18</em>_/XX__</td>
</tr>
</tbody>
</table>

**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:**
*Stacey and her family would like for her to improve her communication via assistive technology. The family hopes that with improved access to assistive technology that Stacey’s post school outcomes will improve.*

**Identify Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):**
- Yesjobsearch.com—video based job preference program 4/08
- COPS-PIC Picture inventory of careers 4/08
- Assistive technology consult w/ AT specialist 4/08

**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 Goals (required):**
*Stacey will learn 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 September 2008, Stacey will review a variety of job videos at the online career exploration (video) resource, www.yesjobsearch.com

2) By the end of October 2008, Stacey will meet with the assistive technology specialist. Stacey will explore various switches (Chin, eyebrow, and “sip & puff”) in order to increase vocational options in the job search/development process.

3) By the end of November 2008, Stacey and her team will meet with a job developer to match her available skills to certain vocational tasks she can do with a switch for example: opening, closing, sorting, scanning, labeling.

4) By the end of December 2008, with the support of the job coach and AT specialist, Stacey will explore a vocational/employment task using AT. The job coach will observe and adjust for accuracy and completion of assigned tasks. Personnel will report back to the IEP team.

**VT Framework: Vital Result: Personal Development: Standard 3.15**

**Vocational Training Goal (if needed):** *(think “pre-employment” skills. For example: a)
Disability Category: Multiple Disabilities

A student may need to seek time with a mentor/counselor to develop anger management skills to 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.

Team determined N/A

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

Team determined N/A
## Individualized Education Program

### Transition Goals, Page Two

<table>
<thead>
<tr>
<th>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):</th>
<th>Progress Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Living Goal (if appropriate, if not, indicate with an N/A): NA</td>
<td></td>
</tr>
<tr>
<td>Community Participation Goal (if appropriate, if not, indicate with an N/A): Stacey will take an active role in her community as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:</td>
<td></td>
</tr>
<tr>
<td>Benchmark/ short-term objective:</td>
<td></td>
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<tr>
<td>1) By the end of March 2009, Stacey will identify 1-2 likes and dislikes in non-academic settings. For example: lunch with peers, swimming, type and frequency of music choices. She will demonstrate personal choice by accessing a green light/red light board and switch.</td>
<td></td>
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<tr>
<td>2) By the end of May 2009, Stacey will personally greet the staff at the front desk of the fitness center each time she has a session there. She will be prompted to make eye contact and use her AT for voice output.</td>
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<tr>
<td><strong>VT Framework:</strong> Vital Result: Personal Development: Standard 4.1</td>
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</table>

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

- DAIL/DS case manager- support from job coach
- DVR counselor- support with transition assessments, benefits, connection with NEK DD intake coordinator.

### Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching their post-secondary goals. (Consider the learning opportunities or skills the student may need, including specific general or special education instruction, career or technical education and/or preparation for post secondary outcomes such as vocational training or community college):

- Community skills group

### 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):

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