



Disability Category: Multiple Disabilities

*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

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

<p><b>Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page.</b> <i>(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):</i></p> <p><b>Independent Living Goal (if appropriate, if not, indicate with an N/A):</b> NA</p> <p><b>Community Participation Goal (if appropriate, if not, indicate with an N/A):</b> Stacey will take an active role in her community as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives: <u>Benchmark/ short-term objective:</u> 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.  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. <b>VT Framework: Vital Result: Personal Development: Standard 4.1</b></p>	<b>Progress Review Dates</b>			
<p><b>Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):</b></p> <p>DAIL/DS case manager- support from job coach</p> <p>DVR counselor- support with transition assessments, benefits, connection with NEK DD intake coordinator.</p>				
<p><b>Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching their post-secondary goals.</b> <i>(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):</i></p> <p><b>Community skills group</b></p>				
<p><b>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</b>      X Yes      No</p> <p><b>If not, please specify how they were notified):</b></p>				
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