



## San Benito CISD Special Services Transition Goals

### Measurable IEP self-advocacy goals and self-determination IEP goals

Self-Advocacy Goals: Employment

State ADA rights and responsibilities

Demonstrate an understanding of disclosure and the various ways to disclose to an employer.

Determine when and if it is necessary to disclose his/her disability to the employer.

Describe accommodations/modifications necessary to do the work proficiently and function fully as an employee. Education/Training

Complete a learning style inventory and describe his learning style. • Review the accommodations page of his IEP.

Communicate academic strategies, compensation skills, and assistive technology that work best for him/her.

Demonstrate the ability to ask for accommodations and assistive technology independently.

Demonstrate an understanding of Rehabilitation Act 504 (for students attending college).

Demonstrate an understanding of the goals on the IEP. • Demonstrate understanding of what their disability is and how to disclose it as necessary.

Evaluate the effectiveness of their learning strategies and assistive technology and adjust as needed. • Identify one or two environmental needs (I need to sit in the front of the class, I need a quiet place to work)

Communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.

Identify impact of behaviors on self and others and how it affects learning.

List possible antecedents to their own behaviors (“I get upset when...”) and list possible acceptable alternatives to their negative behavior.

Assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.

Accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.

Demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.

Develop and carry out a plan for making up work missed due to absences.

Discuss positive and negative behaviors and their effect on academic classes and/or relationships.

Accept constructive criticism and utilize it to change social and behavioral outcomes.

Make decisions between two or more choices. • Participate in development of the transition plan.

Participate in school meetings (parent/teacher conference or IEP meeting) and advocate for self with the support of parent and teachers.

Demonstrate understanding of the purpose of the IEP/transition plan.

Contact the disabilities services director at the receiving college to discuss accommodations and use of AT. Self-Advocacy Goals: Community Participation • Demonstrate knowledge of community resources.

Identify accommodations/modifications needed while out in the community.

Describe personal strengths accurately

Through role-play, demonstrate appropriate means of asking for help while out in the community

Ask a DDS rep for the audio version of the written driver’s test.

Set up transportation to various community sites.

Contact a bowling alley to sign up to play on a league.

Make phone contacts for various purposes. Adult Skills

Ask for assistance as needed to/for... (will vary; such as: create a household budget, set up online banking, go shopping, plan excursions, legal assistance, financial assistance, etc.) Related Services

Contact VR counselor to set up at least 3 meetings.

Attend a transition fair and identify at least 2 adult providers who may assist with PS needs.

Contact SSI to inquire about benefits. Daily Living Skills

Take medication as prescribed, independently.

Ask for assistance when needed to complete personal hygiene tasks.

Independently complete 4 household chores a week.

Identify AT needed to aid in controlling the environment at home.

Co-lead annual review and help develop IEP goals.

Communicate academic strategies or compensation skills that work best for him/her.

Demonstrate appropriate skills in asking for a curriculum modification and will negotiate the modification with some adult cuing.

Student will demonstrate appropriate skills in asking for help at appropriate times.

Demonstrate appropriate skills in asking for modification independently.

Student demonstrates skills that they know when or how to ask for help.

Demonstrate knowledge of community resources. (list 3)

Demonstrate knowledge of strengths, weaknesses, personal learning style and their applications in daily school, community life and career options.

Demonstrate an understanding of Rehabilitation Act 504 (for students attending college)

Student can communicate an understanding of the goals on the IEP. (read over with them and discuss)

Demonstrate an understanding of what a learning disability (or other condition if appropriate) is and able to communicate to others how he/she learns best.

Demonstrate an understanding of what their learning disability is and communicate to others what he/she needs to learn successfully.

Describe personal strengths accurately

Evaluate the effectiveness of their learning strategies and make modifications as needed.

Assess the effectiveness of learning strategies and make appropriate modifications

Evaluate the effectiveness of learning strategies and make modifications as needed.

Explain the kind of help needed for a situation. (set the stage for weekly situations)

Identify a strategy for approaching a learning task (self-monitoring skills will not be in place at this time).

Communicate/Identify academic strategies or compensation skills that work best for him/her.

Identify one or two curriculum modifications (I need to have more time to complete work, I need to have directions written on the board)

Explain and communicate one or two environmental needs (I need to sit in the front of the class, I need a quiet place to work)

Identify one or two learning strategies that they use.

Student can identify specific curriculum modifications that are in the IEP and why they are needed (My listening skills are not as strong, so I will need a note taker)

Identify specific environmental modifications and to tell why they are needed.

Lead annual IEP meetings to help develop goals. (YES! I do know of some kids who do this!! It can be done!)

Can demonstrate skills that they can communicate how and when to ask for help in the classroom.

Learn the appropriate skills for negotiating a curriculum modification and will practice these skills in a structured setting.

List possible antecedents to their own behaviors (“I get upset when.....”) and list possible acceptable alternatives to their negative behavior.

Make decisions between two or more choices.

Participate in the development of a post secondary plan.

Initiate or participate in goal setting conferences and help to set own goals.

Participate in school meetings (parent/teacher conference or annual review) and advocate for self with the support of parent and teachers.

Self identify that they need assistance and know who is appropriate to ask for help and ask for help.

Share with the classroom teacher that the IEP is a legal document and what kinds of information can be found on the IEP.

Share work and accept help from an adult (this is a good one for ODD)

## Transition Skills

Use an organizational calendar and checklist of materials

Access supports necessary to become successful in academic classes

Develop organizational skills useful in post-secondary training

Demonstrate the ability to use keyboarding skills and computer programs

Increase functional academics in math, reading, written language and/or oral

Demonstrate the characteristics of an effective worker

Contact guidance counselor to determine most appropriate high school classes to take to reach long-term goal

Work with counselor/instructor to determine needed credits

Develop an assignment book

Demonstrate basic computer operations

Organize notebook around subject matter

Increase survival reading

Become computer literate

Demonstrate the ability to work effectively and efficiently

Develop functional math skills necessary in a post-secondary setting

Take a computer or keyboarding class

Develop and ask \_\_ questions about each assignment

Use a modification check sheet in all classes

Develop organizational skills

Organize and effectively present ideas and information in writing

Determine what modifications may be needed to take SAT/ACT

Use feedback to monitor and improve performance

Demonstrate the ability to receive and relay information clearly and effectively

Take SAT/ACT exam

Contact college counselor to determine post-secondary educational options

Identify post-secondary options

Demonstrate the ability to work with a variety of technologies and equipment

Review three post-secondary catalogs

Contact/visit colleges and vocational schools of choice

Investigate community colleges, trade and vocational school options

Clearly organize and effectively present ideas orally

Organize and effectively present ideas and information in writing

Develop banking skills (checkbooks, debit cards, ATM, etc.)

Develop study skills useful in post-secondary training

Demonstrate ability to maintain checkbook, savings and debit card accounts and budgeting skills

Shadow vocational program of choice

Apply appropriate time to tasks

Complete a job application

Access public transportation and route information

Develop a monthly budget for post-secondary living situations (Rent, Tuition, Entertainment, Clothes, Transportation, Food, etc.)

Use efficient techniques to acquire and apply new knowledge and skills

Successfully complete core academic requirements for college entrance

Develop a career portfolio

Complete and submit financial aid packet

Complete a resume

Generate new and innovative ideas

Manage multiple priorities

Develop a work Portfolio

Deliver a 3 minute speech in front of group