

## Massachusetts Postsecondary Transition Planning: Goals Example Sheet

<b>Examples of Postsecondary Goals for the Vision Statement on the TPF and IEP:</b>	<b>Examples of Related Measurable Annual Skill-Based IEP Goals:</b>
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EDUCATION/TRAINING	
Thomas plans to enroll in an emergency medical technician training program within a year after graduating from high school.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – MATHEMATICS SKILLS: Thomas will be able to solve word problems involving percentages and decimals with 100% accuracy, 9 out of 10 times, by April 2013.</li> <li>▪ GOAL FOCUS – READING SKILLS: Thomas will correctly identify the main idea in any given non-fiction text by June 2012.</li> </ul>
Following high school, Gabriel intends to pursue a bachelor's degree at a four year college.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – SELF ADVOCACY SKILLS: In order to be successful in college, Gabriel will be able to independently describe his disability and name accommodations that will help him to succeed in his high school courses, providing this information to all of his teachers this year.</li> <li>▪ GOAL FOCUS – SELF REGULATION SKILLS: When angry, Gabriel will independently use appropriate words to express his feelings and act appropriately in the classroom, 4 out of 5 times, by November 2013.</li> </ul>
After graduating from high school, Pilar wants to enroll in a 6-month training course for computer repair at the Acme Computer Technical Institute.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – READING SKILLS: Pilar will interpret information from graphs, charts, diagrams, and/or tables in grade-level texts with 100% accuracy, 8 out of 10 opportunities, by June 2013.</li> <li>▪ GOAL FOCUS – VOCATIONAL SKILLS: Pilar will create accurate electrical circuit schematics using an online program with 100% accuracy by June 2013.</li> </ul>
After graduating from high school, Beatriz hopes to enroll full time at a local community college to obtain an associate's degree in paralegal studies.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – ORGANIZATIONAL SKILLS: When arriving at each classroom this year, Beatriz will have her textbooks, notebook, assignment notebook, and pens ready, 9 out of 10 opportunities, by March 2012.</li> <li>▪ GOAL FOCUS – WRITING SKILLS: Correctly using main ideas and supporting details, Beatriz will independently write a 500-word essay by October 2013.</li> </ul>
After exiting high school, I want to enroll in a culinary arts program.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – CAREER AWARENESS SKILLS: I will work with the career counselor at my local One Stop Career Center to identify at least 5 programs that offer culinary arts courses and be able to identify their similarities and differences with 90% accuracy to my guidance counselor by January 2013.</li> <li>▪ GOAL FOCUS – FINE MOTOR SKILLS: Given a recipe, I will use a peeler and knife in order to prepare a 5-item salad independently over 3 consecutive opportunities, by March 2013.</li> </ul>

**Examples of Postsecondary Goals for the Vision Statement on the TPF and IEP:**

**Examples of Related Measurable Annual Skill-Based IEP Goals:**

**EMPLOYMENT**

<p>Wendell plans to work in his father's automotive business as a mechanic after graduating from high school.</p>	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – VOCATIONAL SKILLS: By May 2012, Wendell will be able to correctly demonstrate his measurement skills to the instructor, using both the American and metric system and at least three types of tools, with 100% accuracy in 9 out of 10 opportunities.</li> <li>▪ GOAL FOCUS – COMMUNICATION SKILLS: By March 2013, Wendell will maintain appropriate eye contact when speaking with others in 4 out of 5 opportunities, as measured by teacher observation.</li> </ul>
<p>After graduating from high school, I hope to work part time in the campus coffee shop while attending college.</p>	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – CAREER SKILLS: When presented with job applications, I-9 and W-4 forms, I will accurately complete these forms, 4 out of 5 opportunities by November 2012.</li> <li>▪ GOAL FOCUS – SELF ADVOCACY SKILLS: By January 2013, I will be able to describe to my teacher the plusses and minuses of self-disclosing my disabilities to future employers.</li> </ul>
<p>After exiting high school, Bao intends to work part time as a volunteer at the community hospital.</p>	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – SOCIAL/EMOTIONAL SKILLS: By January 2012, Bao will appropriately manage his frustration in the cafeteria and hallways, utilizing any of the strategies jointly developed by Bao and his teachers, 2 out of 3 occasions per week.</li> <li>▪ GOAL FOCUS – GROSS MOTOR SKILLS: Bao will increase his ability to stand without support to 30 minutes by April 2013.</li> </ul>
<p>Following exit from the district's Success Program, Thana wants to work part-time in a daycare center.</p>	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – VOCATIONAL SKILLS: Working part-time in the school childcare center this year, Thana will independently prepare and serve a daily snack for the children.</li> <li>▪ GOAL FOCUS – SELF ADVOCACY SKILLS: By March 2012, Thana will be able to state at least 3 of her legal rights under the Americans with Disabilities Act.</li> </ul>
<p>After graduating from high school, I want to get a job in a business in my local area.</p>	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – CAREER AWARENESS SKILLS: I will observe at least 5 jobs in the community and keep a log of jobs observed, stating specific job duties and needed skills, 5 out of 5 observations.</li> <li>▪ GOAL FOCUS – WRITING SKILLS: By February 2013, I will create a formal resume, with correct format and spelling.</li> </ul>

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<b>INDEPENDENT LIVING</b>	
After exiting high school, I plan to use the public bus to get to my job, the supermarket, and the gym.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – TRANSPORTATION SKILLS: By March 2012, I will take the public bus independently every week to go to my job placement.</li> <li>▪ GOAL FOCUS – READING SKILLS: I will read and correctly identify key information on charts, brochures, maps, newspaper flyers, and schedules without assistance by March 2012.</li> </ul>
Vicki intends to live with a roommate in an apartment after graduating from high school.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – FINANCE SKILLS: By October 2012, Vicki will correctly prepare and maintain a realistic personal weekly budget.</li> <li>▪ GOAL FOCUS – HEALTHCARE SKILLS: Under the supervision of the school nurse, Vicki will use a pill packer this year to safely self-administer her medication during the school day.</li> </ul>
Following high school, Mei plans to live with her parents and continue to take part in community activities like bowling, going to church, and visiting family and friends.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – RECREATION AND LEISURE SKILLS: By June 2012, Mei will independently use her cell phone to maintain her schedule and phone contact list, successfully calling friends to arrange at least 3 recreational outings.</li> <li>▪ GOAL FOCUS – COMMUNICATION SKILLS: By October 2012, Mei will ask questions of others regarding topics initiated by self or others, to sustain conversations of at least 3 minutes in length, given 4 out of 5 opportunities to do so.</li> </ul>
After exiting high school, Hassan plans to live in a group home and prepare for each day by independently utilizing a daily schedule.	<ul style="list-style-type: none"> <li>▪ GOAL FOCUS – PERSONAL CARE SKILLS: By February 2013, Hassan will utilize a daily schedule to plan self-care (e.g. eating and dressing), employment, educational activities, and recreation, with a maximum of one prompt per activity to place the picture symbol on the schedule.</li> <li>▪ GOAL FOCUS – COMMUNICATION SKILLS: By April 2013, Hassan will refuse an item or action by pointing to a picture of “no” or “stop,” 4 out of 5 opportunities.</li> </ul>

**Definition of Transition Services:**

(a) Transition services means a coordinated set of activities for a child with a disability that — (1) 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, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes — (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. [34 CFR 300.43(a)] [20 U.S.C. 1401(34)]