

Tip Sheet: Transition Goals

Secondary transition is mandated by the [Individuals with Disabilities Education Act](#). Certain components are identified in Indicator 13 which states: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Indicator 13 Checklist Item #3: Are there appropriate measurable postsecondary goals in the areas of education/training, employment, and where appropriate, independent living skills?

In the examples below: Joe has a specific learning disability in mathematics and language processing and is enrolled in courses with his peers without disabilities throughout the school day. He receives special education services due to deficits in reading comprehension, written expression, and math computation skills. He will graduate with a high school diploma.

1

Recommended structure for Postsecondary Career/Employment Goal:

After high school _____ (student's name/I) will: (fill in blank with career/job identified by the assessment)

- be a _____.
- work as a _____.
- be employed as a _____.

Ex. After high school, Joe will work as a welder in his community.

2

Recommended structure for Postsecondary Education/Training Goal:

After high school _____ (student's name/I) will: attend _____ to earn a _____ in _____. (fill in blanks according to what is required for the career/job in Goal #1)

Ex. After high school, Joe will attend a technical college to earn a certification in welding.

Note: Receiving on the job training would be appropriate for some careers.

After high school _____ (student's name/I) will: _____ (receive on-the-job training/ receive training as an apprentice, etc.) to fulfill training needs required for _____ (fill in according to what job is).

Ex. After high school, Ryan will receive training as an apprentice to fulfill training needs required to work as an electrician.

3

Recommended structure for Postsecondary Independent Living Skills/Community Participation:

After high school _____ (student's name/I) will: _____. (fill in blank with the skill identified as a deficit that is needed to maximize independence/community participation or how the student will engage in the community)

Ex. After high school, Joe will advocate for appropriate personal healthcare.

Ex. After high school, Joe will volunteer at a local food bank to develop social skills and contribute to his community.

Tip:

For all postsecondary goals, refrain from using the following words/phrases that cause issues with measurability: "and", "or", "if possible", "hope to", "need to", "pursue".

Tip Sheet: Transition Goals for Students w/ Significant Needs

In the examples below: Lila has a cognitive disability and requires significant supports. She will likely further develop her skills at a day program to prepare for future employment and independent living.

1

Example Postsecondary Career/Employment Goal:

After high school, Lila will work part-time with support from a job coach, in a setting she enjoys.

2

Example Postsecondary Education/Training Goal:

After high school, Lila will attend an adult continuing education program to maintain and improve communication and self care skills.

3

Example Postsecondary Independent Living Skills/Community Participation Goal:

After high school, Lila will develop and implement a daily living plan that includes managing her own personal care, household duties, transportation, and mobility needs.

Tips:

- ★ Obtain and use assessment information from a variety of individuals who know and work with the student to set the most meaningful goals.
- ★ Remember that to be considered a goal, it must be a change from what is current. (After high school, student will live at home with parents.)
- ★ Keep in mind that employment goals are required, may include support like a job coach, and may not be based on full-time employment.
- ★ For ILS goals, consider all areas of independent living (budgeting, self-determination, communication, transportation, etc.) and prioritize over the duration of the plan to cover as many deficits as possible.
- ★ Remember to consider healthcare goals for students with chronic illnesses as they will need to be healthy and successful.
- ★ Look at goals as a "crystal ball" of where the student will be as a success in 3, 5, or even 10 years after high school.

Suggested Assessments:

- [Pictorial Interest Inventory](#)
- [Job Tips Environmental Demands Rating Worksheet](#)
- [Healthcare Transition Readiness](#)

Additional assessments can be accessed [here](#).