

# Tip Sheet: Transition Goals

Secondary transition is mandated by the [Individuals with Disabilities Education Act](#). Certain components are identified in [Indicator 13](#). **Post secondary goals** (after high school) must be appropriate for the student and included in the transition plan of the IEP. These goals must be measurable and based on transition assessments. Goal areas include career/employment, education/training, and independent living skills/community participation.

**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 attends general education classes and receives special education services due to deficits in social skills, 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/field 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.

*\*In early planning stages, a field of interest could be appropriate, but additional assessments are needed to increase specificity.*

**Ex.** After high school, Jan will work in the medical field.

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 or how the student will engage in the community)

**Ex. (w/ priority deficit: social skills)** After high school, Joe will use his social skills to maintain active involvement in community settings, leading to consistent participation in social and community experiences.

**Ex. (w/ priority deficit: self-advocacy)** After high school, Joe will advocate for appropriate personal healthcare.

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/ additional education/training training desired)

**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.

### 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".

\*Please note that the above goal statements are provided as *examples only*. All transition goals must be individualized to reflect each student's unique strengths, preferences, interests, and needs. Therefore, these examples should be used with caution and adapted accordingly.

# Tip Sheet: Transition Goals for Students w/ Significant Needs

In the examples below: Lilly is just beginning the transition planning process, 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." See the tips recommended on how to further develop her goals.

1

## **Example Postsecondary Career/Employment Goal:**

After high school, Lilly will obtain a part-time position in retail with support from a job coach.

2

## **Example Postsecondary Education/Training Goal:**

After graduation from high school, Lilly will successfully complete an adult continuing education program to actively participate in daily routines and in community settings.

3

## **Example Postsecondary Independent Living Skills/Community Participation Goal:**

After high school, Lilly will participate in daily home routines with caregiver support expressing preferences and engagement using eye gaze.

\*Please note that the above goal statements are provided as examples only. All transition goals must be individualized to reflect each student's unique strengths, preferences, interests, and needs; therefore, these examples should be used with caution and adapted accordingly.

### **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. For example, "After high school, student will live at home with parents," is most likely not a goal. If they desire to continue to live at home, consider a deficit in which they could build skills to achieve more independence.
- ★ Keep in mind that employment goals are required, may include support like a job coach, and may not be based on full-time employment.
- ★ Consider what makes the individual happy or things they enjoy to possibly incorporate into an employment goal.
- ★ 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](#).