

Kevin Examples

3. MEASURABLE POSTSECONDARY GOALS

MEASURABLE POSTSECONDARY GOALS / Education/Training

Kevin

- Within three months of graduation, Kevin will participate in supported employment training and home and community-based training through the Progressive Employment Services (PES) community-based program

MEASURABLE POSTSECONDARY GOALS / Employment

Kevin

- Within three months of graduation, Kevin will obtain a supported employment position, using assistive technology, which allows him to work a minimum of 20 hours per week.

MEASURABLE POSTSECONDARY GOALS / Independent Living (if appropriate)

Kevin

- Immediately following graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- Immediately following graduation, Kevin will participate in one-two age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and/or music.

Transition services activity areas addressed for Kevin
Instruction, Related Services, Community Experiences, Employment, Post-School Adult Living, Daily Living Skills
TRANSITION SERVICES (Transition services may be developed into measurable annual goals or addressed through other components of the Transition IEP.)
Instruction
<p>Kevin</p> <ul style="list-style-type: none"> • Participate in the access points to the Sunshine State Standards, primarily at the participatory level of complexity • Participate in self-advocacy training to increase choice-making skills • Meet with Progressive Employment Services to discuss program and process for enrollment
Related Services
<p>Kevin</p> <ul style="list-style-type: none"> • Consult with Physical Therapist, Agency for Persons with Disabilities, and Vocational Rehabilitation regarding Motorized Wheelchair • Involve Transition Coordinator and Special Education teacher in annual Support Coordinator plan meetings to coordinate transition • Continue speech therapy with a focus on skills needed to use a high-level communication system and investigating appropriate system for the home
Community Experiences
<p>Kevin</p> <ul style="list-style-type: none"> • Volunteer at the city parks and gardens • Investigate accessible community transportation options • Participate in monthly age-appropriate community-based recreational activities with peers (e.g. movies, bowling, school events) • Participate in art classes at the local Center of the Arts
Employment
<p>Kevin</p> <ul style="list-style-type: none"> • Participate in on-campus clerical job experience in school office and possibly in other school offices • Continue participation in the school-based enterprise or small school business • Begin referral process to obtain Vocational Rehabilitation for rehabilitation engineering consultation and supported employment • Engage in community-based vocational education work experience opportunities in area businesses related to Kevin’s interest

Post-School Adult Living Skills
Kevin <ul style="list-style-type: none"> • Investigate supported living options • Conduct in-home accessibility evaluation to determine issues and assistive technology needs
Daily Living Skills (if appropriate)
Kevin <ul style="list-style-type: none"> • Assess daily living skills to determine if assistive devices can increase independence level in the home, community and at school
Functional Vocational Evaluation (if appropriate)
Kevin <ul style="list-style-type: none"> • Conduct situational assessment during on-campus and off-campus work

<p>MEASURABLE ANNUAL GOALS / Measurable annual goals to support the postsecondary goals may be clearly identified as aligned with the transition services activity areas noted above or they may be incorporated into the basic domains of curriculum/instructional environment, social/emotional development, independent functioning, health care, and communication.</p>
<p>Education/Training</p>
<p>Kevin</p> <ul style="list-style-type: none"> Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate a desire to an item in various community setting, including restaurants and grocery stores.
<p>Employment</p>
<p>Kevin</p> <ul style="list-style-type: none"> Given six work experience options, Kevin will select and participate in four on-campus and off-campus work experiences for a minimum of two days per week, two hours per experience, for up to 120 hours per experience in clerical-related jobs.
<p>Independent Living</p>
<p>Kevin</p> <ul style="list-style-type: none"> Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), work experience, and recreational activities, five days each week for the duration of his IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.

This case study was adapted from the NSTTAC I-13 Training Materials retrieved from <http://www.nsttac.org/>. A PowerPoint presentation developed for the National Council for Exceptional Children, titled “Transition Policy and the Public Agenda: Today, Tomorrow, and for the Future,” developed by Ed O’Leary, Ph.D. for the Colorado Transition Summer Institute, June 20, 2007, was also used as a reference for developing the case study.