

## Case Study for Joe

Joe is a junior at Wynnewood high school. He qualifies for special education under the category of specific learning disability in reading. Recent academic testing indicates the following are below grade level: reading comprehension (8.5), reading fluency (8.5), and math problem solving (9.2). He scores on grade level in math calculation (11.3) and spelling (11.0).

Joe attends the general education class for all academic subjects and elective areas. He has a study hall period which he receives direct instruction from a special education teacher daily. He also has supports in his general education math and English language arts class through co-taught courses.

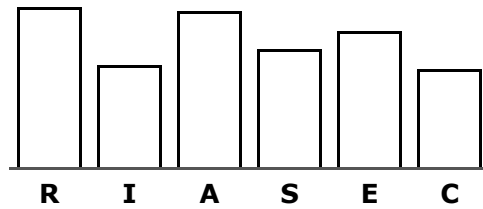
Joe has some mental health issues like anxiety and a mood disorder, but the diagnosis for these was not used to qualify him for special education services.

Joe has expressed he is unsure about going to college, but would like to work with animals. He would also like to continue living in Oklahoma after he graduates from high school with a roommate or two.

# O\*NET Interest Profiler: Score Report

## Your interest results:

<b>Realistic</b>	<b>33</b>
Investigative	21
<b>Artistic</b>	<b>32</b>
Social	24
<b>Enterprising</b>	<b>28</b>
Conventional	20



### Realistic

Your score: 33

People with **Realistic** interests like work that includes practical, hands-on problems and answers. Often people with **Realistic** interests do not like careers that involve paperwork or working closely with others.

They like:

- Working with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work

### Investigative

Your score: 21

People with **Investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people.

They like:

- Searching for facts
- Figuring out problems

### Artistic

Your score: 32

People with **Artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design.

They like:

- Creativity in their work
- Work that can be done without following a set of rules

### Social

Your score: 24

People with **Social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information.

They like:

- Teaching
- Giving advice
- Helping and being of service to people

### Enterprising

Your score: 28

People with **Enterprising** interests like work that has to do with starting up and carrying out

They like:



## First-Line Supervisors of Animal Husbandry & Animal Care Workers

**Also called:** Animal Care Supervisor, Animal Caretaker Supervisor, Cattle Manager, Sow Farm Manager

[Watch Career Video](#)

### What they do:

Directly supervise and coordinate activities of animal husbandry or animal care workers.

### On the job, you would:

- Assign tasks such as feeding and treatment of animals, and cleaning and maintenance of animal quarters.
- Observe animals for signs of illness, injury, or unusual behavior, notifying veterinarians or managers as warranted.
- Monitor animal care, maintenance, breeding, or packing and transfer activities to ensure work is done correctly.

## Knowledge

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### Business

- management
- customer service

### Arts and Humanities

- English language

### Education and Training

- teaching and course design

### Math and Science

- psychology

## Skills

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### Basic Skills

- keeping track of how well people and/or groups are doing in order to make improvements
- listening to others, not interrupting, and asking good questions

### Social

- changing what is done based on other people's actions
- understanding people's reactions

### Resource Management

- selecting and managing the best workers for a job
- managing your time and the time of other people

## Abilities

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### Verbal

- communicate by speaking
- listen and understand what people say

### Ideas and Logic

- notice when problems happen
- make general rules or come up with answers from lots of detailed information

## Personality

People interested in this work like activities that include **leading, making decisions**, and business.

They do well at jobs that need:

- **Dependability**
- **Attention to Detail**
- **Integrity**
- **Self Control**
- **Cooperation**
- **Adaptability/Flexibility**

## Technology

You might use software like this on the job:

### Data base user interface and query software

- Data entry software 🔥
- Valley Agricultural Software DairyCOMP 305

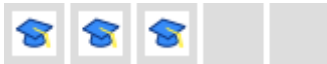
### Spreadsheet software

- Microsoft Excel 🔥

### Accounting software

- Sage 50 Accounting

## Education



**certificate after high school** or  
**bachelor's degree**  
usually needed

## Job Outlook



New job opportunities are **less likely** in the future.



## Explore More

- [Aircraft Cargo Handling Supervisors](#)
- [First-Line Supervisors of Aquacultural Workers](#)
- [First-Line Supervisors of Helpers, Laborers, & Material Movers, Hand](#)
- [First-Line Supervisors of Logging Workers](#)
- [First-Line Supervisors of Production & Operating Workers](#)

You might like a career in one of these industries:

- [Farming, Forestry, Fishing, & Hunting](#)



# MY NEXT MOVE



## Emergency Medical Technicians & Paramedics

Print Share ▼

**Also called:** Emergency Medical Technician (EMT); Emergency Medical Technician, Basic (EMT, B); Flight Paramedic; Paramedic

[Watch Career Video](#)

### What they do:

Assess injuries, administer emergency medical care, and extricate trapped individuals. Transport injured or sick persons to medical facilities.

### On the job, you would:

- Administer first aid treatment or life support care to sick or injured persons in prehospital settings.
- Operate equipment, such as electrocardiograms (EKGs), external defibrillators, or bag valve mask resuscitators, in advanced life support environments.
- Perform emergency diagnostic and treatment procedures, such as stomach suction, airway management, or heart monitoring, during ambulance ride.

## KNOWLEDGE

### Business

- customer service
- management

### Health

- medicine and dentistry
- therapy and counseling

### Arts and Humanities

- English language

### Safety and Government

- public safety and security

## SKILLS

### Basic Skills

- thinking about the pros and cons of different ways to solve a problem
- listening to others, not interrupting, and asking good questions

### Problem Solving

- noticing a problem and figuring out the best way to solve it

### Social

- changing what is done based on other people's actions
- looking for ways to help people

## ABILITIES

### Verbal

- communicate by speaking
- listen and understand what people say

### Ideas and Logic

- notice when problems happen
- make general rules or come up with answers from lots of detailed information

### Hand and Finger Use

- keep your arm or hand steady
- hold or move items with your hands

### Visual Understanding

- quickly compare groups of letters, numbers, pictures, or other things

People interested in this work like activities that include **helping people, teaching,** and talking.

They do well at jobs that need:

- **Concern for Others**
- **Integrity**
- **Self Control**
- **Stress Tolerance**
- **Dependability**
- **Adaptability/Flexibility**

You might use software like this on the job:


### Information retrieval or search software

- Epocrates
- Medical Wizards ER & ICU ToolBox

### Medical software

- MedDataSolutions Regist\*r
- MEDITECH software

**Spreadsheet software**

- Microsoft Excel 

## EDUCATION



**certificate after high school or some college** usually needed

Get started on your career:



## JOB OUTLOOK



New job opportunities are **very likely** in the future.



## EXPLORE MORE

- [Cardiovascular Technologists & Technicians](#)
- [Psychiatric Technicians](#)
- [Radiation Therapists](#)
- [Radiologic Technologists](#)
- [Respiratory Therapists](#)

You might like a career in one of these industries:

- [Health & Counseling](#)
- [Government](#)

[See more details at O\\*NET OnLine](#) about emergency medical technicians and paramedics.



# MY NEXT MOVE



## Zoologists & Wildlife Biologists

**Also called:** Fish and Wildlife Biologist, Fisheries Biologist, Wildlife Biologist, Zoologist

[▶ Watch Career Video](#)

### What they do:

Study the origins, behavior, diseases, genetics, and life processes of animals and wildlife. May specialize in wildlife research and management. May collect and analyze biological data to determine the environmental effects of present and potential use of land and water habitats.

### On the job, you would:

- Make recommendations on management systems and planning for wildlife populations and habitat, consulting with stakeholders and the public at large to explore options.
- Inventory or estimate plant and wildlife populations.
- Disseminate information by writing reports and scientific papers or journal articles, and by making presentations and giving talks for schools, clubs, interest groups and park interpretive programs.

## Knowledge

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### Math and Science

- biology
- arithmetic, algebra, geometry, calculus, or statistics

### Arts and Humanities

- English language

### Safety and Government

- law and government

### Business

- customer service

## Skills

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### Basic Skills

- listening to others, not interrupting, and asking good questions
- reading work related information

### Problem Solving

- noticing a problem and figuring out the best way to solve it

### People and Technology Systems

- thinking about the pros and cons of different options and picking the best one
- figuring out how a system should work and how changes in the future will affect it

## Abilities

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### Verbal

- listen and understand what people say
- read and understand what is written

### Ideas and Logic

- make general rules or come up with answers from lots of detailed information

- use rules to solve problems

## Attention

- pay attention to something without being distracted

## Math

- add, subtract, multiply, or divide

# Personality

People interested in this work like activities that include **ideas, thinking**, and figuring things out.

They do well at jobs that need:

- **Cooperation**
- **Integrity**
- **Attention to Detail**
- **Initiative**
- **Analytical Thinking**
- **Dependability**

# Technology

You might use software like this on the job:

## Analytical or scientific software

- Computer modeling software
- SAS 🔥

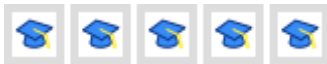
## Data base user interface and query software

- Data entry software 🔥
- Microsoft Access 🔥

## Map creation software

- ESRI ArcGIS software 🔥
- Geographic information system GIS software 🔥

# Education



**bachelor's degree** or  
**master's degree**  
usually needed

# Job Outlook



New job opportunities are **likely** in the future.



Green jobs will **increase the demand** for this type of work.

# Explore More

- [Chemists](#)

**Goal Setting and Attainment (Based on Student Responses)**

After instruction, in a confidential folder, the student will document each of their transition goals, chart/graph progress on each of their goals once a week, and acknowledge the completion of goals with their case manager as noted on a checklist, by the end of the semester.

After instruction, the student will verbally describe at least one transition goal they accomplished and how that goal will help to meet their postsecondary goal at the next IEP meeting with 100% accuracy as measured by a teacher-made rubric.

**Interacting With Others (Based on Professional Responses)**

Given explicit instruction on appropriate communication skills (e.g., say hello, ask questions, or report concerns) in a community setting, the student will demonstrate appropriate communication skills with multiple peers, supervisors, family members, and/or customers during community-based activities 4 out of 6 opportunities, by the end of the semester.

During a role-play scenerio, the student will demonstrate positive and appropriate social interactions with three different partners (e.g., greeting, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) with 100% accuracy on a teacher-made checklist, by the end of the semester.

The TAGG works best in Chrome, Firefox, and Safari web browsers. Internet Explorer users may experience some issues.

*University of Oklahoma  
Zarrow Center  
338 Cate Center Drive, Room 190  
Norman, Oklahoma 73019-2171  
Phone 1-405-325-8951*

business projects. These people like taking action rather than thinking about things.

- Persuading and leading people
- Making decisions
- Taking risks for profits

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## Conventional

Your score: 20

People with **Conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas.

They like:

- Working with clear rules
- Following a strong leader

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### Special Notice: Proper Use of O\*NET Interest Profiler Results

You **should use** your **O\*NET Interest Profiler** results to explore the world of work and identify careers that may satisfy what is important to you in a job-your interests. You will be able to look at the interests satisfied by careers and compare them to your own interests. Talk to a vocational/employment counselor or teacher for more help on how to use your **O\*NET Interest Profiler** results.

Your **O\*NET Interest Profiler** results **should not be used** for employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process for jobs or training.

If you think that your **O\*NET Interest Profiler** results are being used incorrectly, talk to your vocational/employment counselor, teacher, or program administrator. You also can contact the National Center for O\*NET Development for assistance.

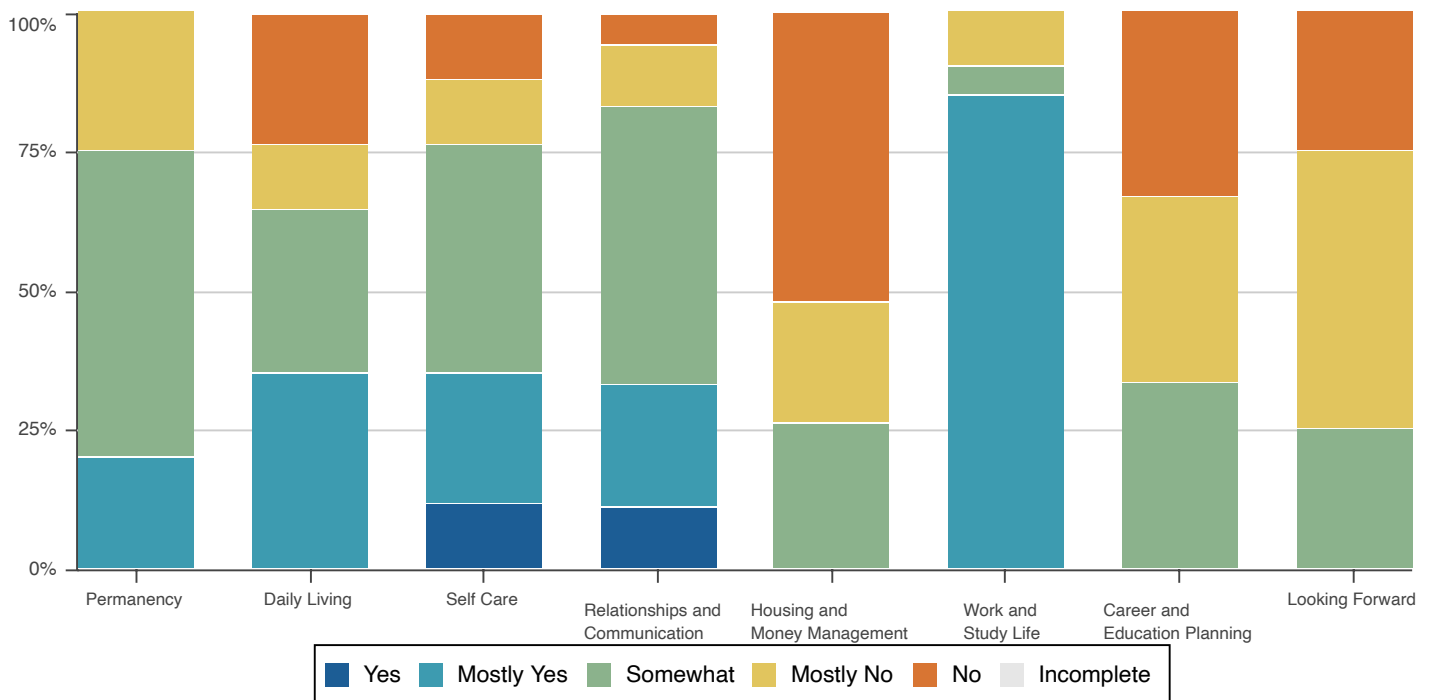
National Center for O\*NET Development  
Attention: Customer Service  
P.O. Box 27625  
Raleigh, NC 27611  
Email: [O\\*NET Customer Service](mailto:onet@onetcenter.org) (onet@onetcenter.org)

Casey Life Skills Assessment 11/09/2020

Joe Exotic (Y-1203337) Zarrow Center, University of Oklahoma (P-11440)

Overall average 2.77

	Yes	Mostly Yes	Somewhat	Mostly No	No	Incomplete
Permanency	0%	20%	55%	25%	0%	0%
Daily Living	0%	35%	29%	11%	23%	0%
Self Care	11%	23%	41%	11%	11%	0%
Relationships and Communication	11%	22%	50%	11%	5%	0%
Housing and Money Management	0%	0%	26%	21%	52%	0%
Work and Study Life	0%	85%	5%	10%	0%	0%
Career and Education Planning	0%	0%	33%	33%	33%	0%
Looking Forward	0%	0%	25%	50%	25%	0%



Permanency

Average 2.95

STATEMENTS	RESPONSES

STATEMENTS	RESPONSES
<p>I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.</p> <p>I know what my legal permanency goal is.</p> <p>I know an adult who will go with me if I need to change schools.</p> <p>I have an adult in my life who cares about how I am doing at school or work.</p>	<p><b>MOSTLY YES</b></p>
<p>I have at least one trusted adult who would visit me if I were in the hospital.</p> <p>I can get in touch with at least one family member when I want to.</p> <p>I have friends or family to spend time with on holidays and special occasions.</p> <p>I know at least one adult I can depend on when I exit care.</p> <p>I know an adult who could be a grandparent, aunt or uncle to my children now or my future children.</p> <p>I have information about my family members.</p> <p>I know an adult I could live with for a few days or weeks if I needed to.</p> <p>There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing.</p> <p>I know an adult I can go to for financial advice.</p> <p>I have talked about my education plans with an adult who cares about me.</p> <p>I know an adult who will help me apply for training or education after high school</p>	<p><b>SOMEWHAT</b></p>
<p>An adult I trust, other than my worker, checks in with me regularly.</p> <p>There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself.</p> <p>I am a part of a family and we care about each other.</p> <p>I know an adult who would help me if I had a financial emergency.</p> <p>I have recently talked to an adult who works in a job I would like to have.</p>	<p><b>MOSTLY NO</b></p>

**Daily Living**

Average

**2.76**

STATEMENTS	RESPONSES
<p>I know where to go to get on the Internet</p> <p>I can find what I need on the Internet.</p> <p>I know how to use my email account.</p> <p>I can create, save, print and send computer documents.</p> <p>I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.</p> <p>I know how to do my own laundry.</p>	<p><b>MOSTLY YES</b></p>
<p>I know the risks of meeting someone in person that I met online.</p> <p>I think about what I eat and how it impacts my health.</p> <p>I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has.</p> <p>I keep my living space clean.</p> <p>I know the products to use when cleaning the bathroom and kitchen.</p>	<p><b>SOMEWHAT</b></p>
<p>An adult I trust, other than my worker, checks in with me regularly.</p> <p>When I shop for food, I take a list and I compare prices.</p>	<p><b>MOSTLY NO</b></p>

STATEMENTS	RESPONSES
<p>I would not post pictures or messages if I thought it would hurt someone's feelings.</p> <p>If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.</p> <p>I can make meals with or without using a recipe.</p> <p>I know how to use a fire extinguisher.</p>	<p><b>NO</b></p>

**Self Care**

Average

**3.12**

STATEMENTS	RESPONSES
<p>I bathe (wash up) daily.</p> <p>I brush my teeth daily.</p>	<p><b>YES</b></p>
<p>I know how to make my own medical and dental appointments.</p> <p>I know when I should go to the emergency room instead of the doctor's office.</p> <p>I know how to prevent getting pregnant or getting someone else pregnant.</p> <p>I know where to go to get information on sex or pregnancy.</p>	<p><b>MOSTLY YES</b></p>
<p>I can take care of my own minor injuries and illnesses.</p> <p>I can get medical and dental care when I need it.</p> <p>I have at least one trusted adult who would visit me if I were in the hospital.</p> <p>I know how to get myself away from harmful situations.</p> <p>I have a place to go when I feel unsafe.</p> <p>I can turn down a sexual advance.</p> <p>I know ways to protect myself from sexually transmitted diseases (STDs).</p>	<p><b>SOMEWHAT</b></p>
<p>I know my family medical history.</p> <p>There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself.</p>	<p><b>MOSTLY NO</b></p>
<p>I know how to get health insurance when I am older than 18.</p> <p>I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV) .</p>	<p><b>NO</b></p>

**Relationships and Communication**

Average

**3.22**

STATEMENTS	RESPONSES
<p>I can describe my racial and ethnic identity.</p> <p>I can explain the difference between sexual orientation and gender identity.</p>	<p><b>YES</b></p>
<p>I can speak up for myself.</p> <p>I have friends I like to be with who help me feel valued and worthwhile.</p> <p>My relationships are free from hitting, slapping, shoving, being made fun of, or name calling.</p> <p>I know what my legal permanency goal is.</p>	<p><b>MOSTLY YES</b></p>

STATEMENTS	RESPONSES
<p>I can get in touch with at least one family member when I want to.</p> <p>I have friends or family to spend time with on holidays and special occasions.</p> <p>I know at least one adult I can depend on when I exit care.</p> <p>I know an adult who could be a grandparent, aunt or uncle to my children now or my future children.</p> <p>I know the signs of an abusive relationship.</p> <p>I have information about my family members.</p> <p>I think about how my choices impact others.</p> <p>I can deal with anger without hurting others or damaging things.</p> <p>I show others that I care about them.</p>	<p><b>SOMEWHAT</b></p>
<p>I know how to act in social or professional situations.</p> <p>I am a part of a family and we care about each other.</p>	<p><b>MOSTLY NO</b></p>
<p>I know how to show respect to people with different beliefs, opinions, and cultures.</p>	<p><b>NO</b></p>

**Housing and Money Management**

Average

**1.74**

STATEMENTS	RESPONSES
<p>I know an adult I could live with for a few days or weeks if I needed to.</p> <p>There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing.</p> <p>I know an adult I can go to for financial advice.</p> <p>I know what happens in my state if I am caught driving without car insurance or a driver's license.</p> <p>I can explain how to get and renew a driver's license or state ID card.</p> <p>I can figure out all the costs of car ownership, such as registration, repairs, insurance, and gas.</p>	<p><b>SOMEWHAT</b></p>
<p>I know an adult who would help me if I had a financial emergency.</p> <p>I know how to fill out an apartment rental application.</p> <p>I know what can happen if I break my rental lease.</p> <p>I plan for the expenses that I must pay each month.</p> <p>I know how to use public transportation to get where I need to go.</p>	<p><b>MOSTLY NO</b></p>
<p>I understand how interest rates work on loans or credit purchases.</p> <p>I understand the disadvantages of making purchases with my credit card.</p> <p>I know the importance of a good credit score.</p> <p>I know how to balance my bank account.</p> <p>I put money in my savings account when I can.</p> <p>I use online banking to keep track of my money.</p> <p>I know the advantages and disadvantages of using a check cashing or payday loan store.</p> <p>I know how to find safe and affordable housing.</p> <p>I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture.</p> <p>I know how to get emergency help to pay for water, electricity, and gas bills.</p> <p>I can explain why people need renter' s or homeowner 's insurance.</p> <p>I keep records of the money I am paid and the bills I pay.</p>	<p><b>NO</b></p>

STATEMENTS	RESPONSES
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**Work and Study Life** Average 3.75

STATEMENTS	RESPONSES
I know how to develop a resume.	<b>MOSTLY YES</b>
I know how to fill out a job application	
I know how to prepare for a job interview.	
I know what the information on a pay stub means.	
I can fill out a W-4 payroll exemption form when I get a job.	
I know what employee benefits are.	
I know what sexual harassment and discrimination are.	
I know the reasons why my personal contacts are important for finding a job.	
I know how to get the documents I need for work, such as my Social Security card and birth certificate.	
I know how and when I can see my child welfare or juvenile justice records.	
I know an adult who will go with me if I need to change schools.	
I know how to get help from my school's mental health services.	
I know where I can get help with an income tax form.	
I have an adult in my life who cares about how I am doing at school or work.	
I can take criticism and direction at school or work without losing my temper.	
I know how to prepare for exams and/or presentations.	
I know where I can get tutoring or other help with school work.	
I look over my work for mistakes.	<b>SOMEWHAT</b>
I get to school or work on time.	<b>MOSTLY NO</b>
I get my work done and turned in on time.	

**Career and Education Planning** Average 2.0

STATEMENTS	RESPONSES
I can explain the benefits of doing volunteer work.	<b>SOMEWHAT</b>
I have talked about my education plans with an adult who cares about me.	
I know an adult who will help me apply for training or education after high school	
I know how to find work-related internships.	<b>MOSTLY NO</b>
I know where to find information about job training.	
I have recently talked to an adult who works in a job I would like to have.	
I know what type (college, trade school) education I need for the work I want to do.	<b>NO</b>
I know how to get into the school, training, or job I want after high school.	
I know how to find financial aid to help pay for my education or training.	

**Looking Forward** Average 2.0

STATEMENTS	RESPONSES
I can describe my vision for myself as a successful adult. I believe my relationships with others will help me succeed.	SOMEWHAT
I have a good relationship with a trusted adult I like and respect. I feel I am ready for the next phase of my life. Most days, I am proud of the way I am living my life. Most days, I feel I have control of how my life will turn out.	MOSTLY NO
I believe I can influence how my life will turn out. I would like to use my experience to help other youth.	NO

[View Printer Friendly Version \(https://tagg.ou.edu/tagg/pdf/bf599050-1e1b-11eb-84a2-c54b4928427f\)](https://tagg.ou.edu/tagg/pdf/bf599050-1e1b-11eb-84a2-c54b4928427f)

# Transition Assessment and Goal Generator (TAGG) Profile

**Student:** Joe Exotic

**AGE:** 17

**GENDER:** Male

**Grade:** 11

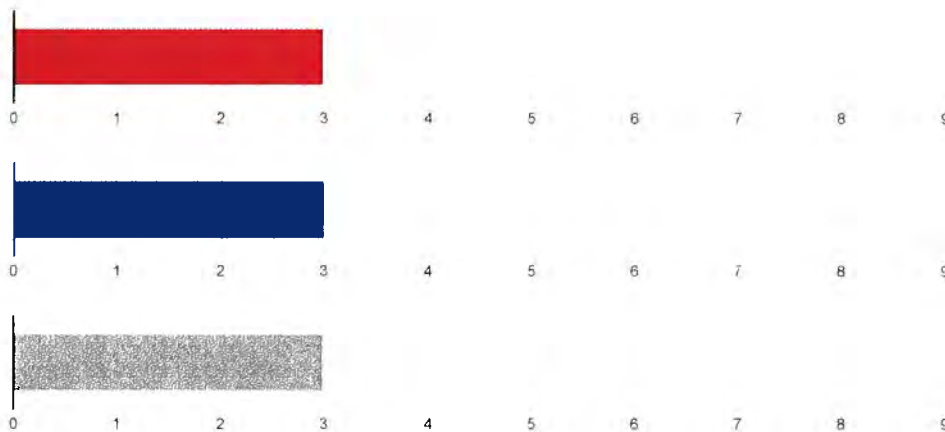
**Date:** 2020-11-04

**Professional:**

The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below depict each of the eight areas of behavior and this student's performance in those areas compared to other youth with disabilities.

## Combined

### Strengths and Limitations



Well Below Average Below Average Average Above Average Well Above Average

### Disability Awareness



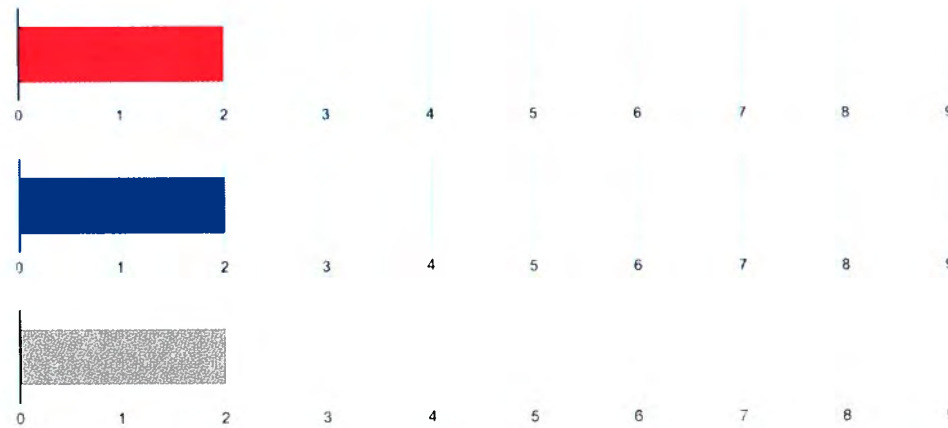
Well Below Average Below Average Average Above Average Well Above Average

### Persistence



Well Below Average Below Average Average Above Average Well Above Average

### Interacting with Others



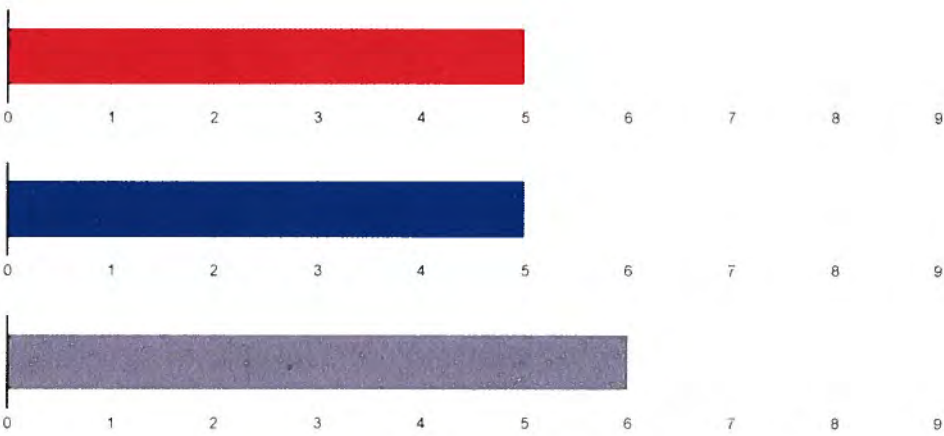
Well Below Average Below Average Average Above Average Well Above Average

### Goal Setting and Attainment



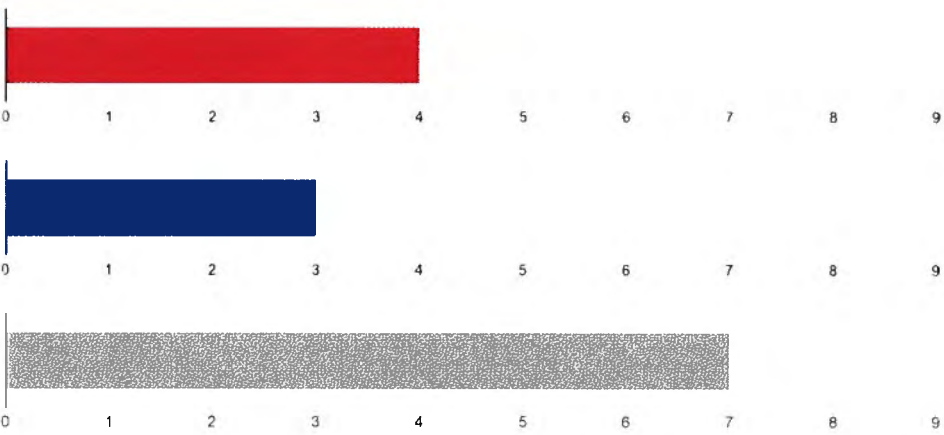
Well Below Average Below Average Average Above Average Well Above Average

### Employment



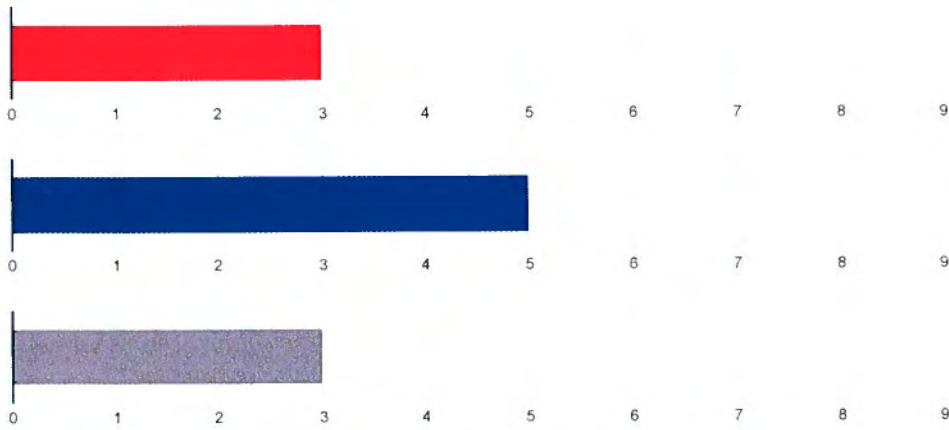
Well Below Average Below Average Average Above Average Well Above Average

### Student Involvement in the IEP



Well Below Average Below Average Average Above Average Well Above Average

### Support Community



Well Below Average Below Average Average Above Average Well Above Average

Combined Overall Score



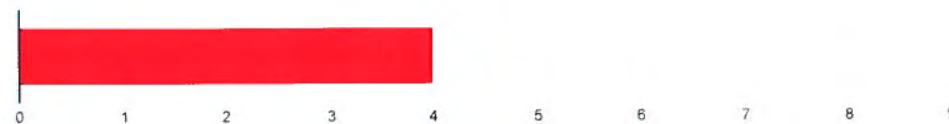
Well Below Average Below Average Average Above Average Well Above Average  
Student

Strengths and Limitations



Well Below Average Below Average Average Above Average Well Above Average

Disability Awareness



Well Below Average Below Average Average Above Average Well Above Average

### Support Community



Well Below Average Below Average Average Above Average Well Above Average

### Combined Overall Score



Well Below Average Below Average Average Above Average Well Above Average

### Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

**Student**

Employment

**Family**

Employment

**Professional**

Student Involvement in the IEP

### Areas of Relative Strength

Areas of relative strengths represent constructs with comparatively high scores.

**Student**

Student Involvement in the IEP

Disability Awareness

Strengths and Limitations

**Family**

Support Community

Student Involvement in the IEP

Persistence

**Professional**

Disability Awareness

Employment

Goal Setting and Attainment

### Area of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.

**Student**

Goal Setting and Attainment

**Family**

Goal Setting and Attainment

**Professional**

Interacting With Others

**Areas of Relative Need**

Areas of relative need represent constructs with comparatively low scores.

**Student**

Persistence

Interacting With Others

Strengths and Limitations

**Family**

Disability Awareness

Interacting With Others

Strengths and Limitations

**Professional**

Strengths and Limitations

Support Community

Persistence

**Present Levels of Performance**

Joe Exotic's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Joe Exotic's overall results are average (based on professional score). Joe Exotic's scores indicate greatest strengths in the areas of Employment, and Student Involvement in the IEP. Joe Exotic's relative strengths include Student Involvement in the IEP, Disability Awareness, Strengths and Limitations, Support Community, Persistence, Employment, and Goal Setting and Attainment. TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, and Interacting With Others compared to similar students and relative needs in the areas of Persistence, Interacting With Others, Strengths and Limitations, Disability Awareness, and Support Community.

**Suggested Annual Transition Goals Ranked by Areas of Greatest Need****TAGG Goals****Goal Setting and Attainment (Based on Family and Student Responses)**

After instruction, in a confidential folder, the student will document each of their transition goals, chart/graph progress on each of their goals once a week, and acknowledge the completion of goals with their case manager as noted on a checklist, by the end of the semester.

After instruction, the student will verbally describe at least one transition goal they accomplished and how that goal will help to meet their postsecondary goal at the next IEP meeting with 100% accuracy as measured by a teacher-made rubric.