Transition IEP Annual Goal Examples for Students in Life Skills Classes

Please note that these are examples and your present levels of academic and functional performance data will drive the annual goal and measurement.

MATH

➢ Given purchasing task and not exact change/bills, _____ will pay with amount closest but greater than the total price on 8/10 targeted trials.

The goal has been written to support: Education /Training Skills,

Emerging: By 9 school weeks given purchasing task and not exact change/bills Juan will pay with amount closest but greater than the total price on 5/10 targeted trials.

Developing: By 18 school weeks given purchasing task and not exact change/bills Juan will pay with amount closest but greater than the total price on 6/10 targeted trials.

Ongoing: By 27 school weeks given purchasing task and not exact change/bills Juan will pay with amount closest but greater than the total price on 7/10 targeted trials.

Demonstrated: By 36 school weeks given purchasing task and not exact change/bills Juan will pay with amount closest but greater than the total price on 8/10 targeted trials.

➢ By end of the academic year, _____will demonstrate his purchasing skills by using next dollar strategies and paying with the most efficient combination of bills in his wallet with 100% accuracy in 4 out of 5 data collected trials.

1. Given an oral list of no more than 5 items, _____ will produce a written or symbol generated shopping list which contains the name of the item and the store location (aisle) with 80% independence in 4 out of 5 observed trials.
2. With no more than one redirection, _____will locate items locations throughout the store with 80% accuracy in four of five trials.
3. Given the help to locate price of two brands, _____ will determine which item cost less with 80% accuracy in four of five trials.
4. When using self-checkout, _____will complete 100% of checkout routine with no more than 2 verbal prompt in five out of five observed trials.
5. When paying through cashier, _____ will complete checkout routine with no more than 1 verbal prompt in five out of five observed trials.

➢ At a store, _____ will successfully use a debit/credit card through the machine on 5/5 days and record it in his ledger

READING

➢ _____ will demonstrate knowledge of sight words by increasing the number of known sight words by 30 and then matching sentences with those known sight words to pictures on 4/5 opportunities.

➢ _____ will follow the directions step-by-step recipes (fewer than 10 steps) with no more than 3 verbal cues per recipe by end of academic year.

➢ By January_____, student will be able to make five new simple foods (EX: mini pizzas, smoothies or milkshakes, chicken salad, hamburger, coleslaw) independently on 3/3 observed opportunities.

➢ After reading text with teacher or peer, _____ will accurately answer who, what, where, and when comprehension questions with 80% accuracy in 7 out of 10 trials by May (year).

CHOICE-MAKING

➢ Given two physical or auditory presented choices (e.g., classical music, outside noises), _____ will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by (date/year).

   OR

➢ By the end of the academic year, _____ will independently use a switch or touch screen to activate a computer program on 4 out of 5 trials

Rubric Criteria:

Introduced: ___will use a switch or touch screen to activate a computer program with physical guidance from staff on 4 out of 5 trials.

Emerging: _____will use a switch or touch screen to activate a computer program with physical prompt from staff on 4 out of 5 trials.

Developing: _____ will use a switch or touch window to activate a computer program with verbal prompt from staff on 4 out of 5 trials.

Ongoing: _____will operate a switch activated program using a switch or mouse with adult verbal prompting 4/5 opportunities.

Demonstrated: _____ will use a switch or touch screen to activate a computer program independently on 4 out of 5 trials.

- In a variety of settings, _____ will use his communication device to answer an open-ended Question of making a choice of "Where do you want to go?" or "What do you want to do?" 5 out of 5 trials.

- During learning activities, _____ will communicate preferences and continuation of an activity by using eye gaze or physical movement in 3 out of 4 opportunities

GROSS MOTOR/STAMINA

- During stand and pivot transfers assisted from in front, _____ will support weight in standing, without stepping, for up to 2 minutes on 4 of 5 observations, given assistance for balance and safety

- Given placement in her chair with a work table or in a stander in the classroom, _____ will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and content during a 20 minute session during one school semester (employment)

- _____ will engage in range of motion activities with left arm to increase strength by knocking a ball off a table 4 out of 5 trials with 80% accuracy while in a seated position with a staff member holding her right hand.

- With staff standing behind for safety support, ____ will hold onto railing and walk up steps clearing her feet without verbal cues 4 out of 5 trials.

COMUNICATION

- When completing a job/task routine, ____ will initiate requests for assistance when needed by using her communication cards without prompting in 4 out of 5 opportunities.

- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, _____ will successfully call her boss or an adult to communicate important messages in 5 out of 5 role-play scenarios in school and community settings by end of school year.

- On a worksite, _____ will follow all directions from her supervisor and communicate to her supervisors if she has any questions, needs to take time off work, or needs an additional task 100% of the time.

- When at his worksite or school, ____ will greet and respond to his coworkers/peers 75% of the time.

➢ Using a communication device or verbal skills, _____will communicate his desires and needs (e.g., bathroom, frustrated, anxious, mad, needs help, needs a rest/break) at school, and worksite (including volunteer and other community sites) 75% of the time.

SOCIAL/EMOTIONAL

➢ When anxious or frustrated, _____ will use coping strategies, i.e. requesting a break to get a drink or go for a walk, using "fidgets" to occupy his hands, and identifying the need to go to the designated quiet area to prevent escalation of challenging behaviors in 4 out of 5 occurrences

➢ ____ will talk to strangers and unfamiliar people by greeting and by maintaining an arms-length distance while communicating on 8 out of 10 observed opportunities as observed by teacher by (date/year)

➢ Given a task (either classroom or work site), _____ will independently complete the steps of an assigned job routine for a minimum of 30 minutes without complaining on 4 out of 5 opportunities by (date/year).

TIME MANAGEMENT

➢ Using the prompt "what's next" or "_____where should you be" or what should you be doing?, _____ will use a "pictorial calendar" to follow the days scheduled activities and move to the next activity 80% of 5 out of 7 opportunities.

➢ Given a specified period of time, _____ will complete the assigned tasks (e.g., work tasks, class assignments/chores) 85% of 4/5 observations

➢ Using a self-monitoring program with pictures, _____ will initiate and complete job duties/activities without prompting 100% of 4/5 trials.

➢ _____will follow a daily schedule and be ready to for her next activity on time (or up to five minutes early) 4 out of 5 consecutive days by (date/year).

PROBLEM-SOLVING

➢ Given 4-5 work and school scenarios (e.g., out of materials, finished with work), ____ will follow the problem-solving steps for a solution.

1. Show picture/verbalize "I need help"
2. States (or uses picture/gestures) of the problem and type of assistance needed
3. States (or uses picture/gestures) what needs to happen or correct response

4. Performs correct response

➤ When needing assistance or to inform of completed work/tasks (instead of sitting idle), _____ will communicate (with or without pictures/augmentative device) to the appropriate person 4/5 observations.

GROOMING/HYGIENE

➤ _____will complete grooming skills (e.g. brushing hair, dressing, brushing teeth, etc.) during the natural occurring times (e.g., after PE, after lunch) with minimal assistance in 4 out of 5 opportunities with 90% accuracy.

COMMUNITY SKILLS

Purchasing:

➤ Given visual supports, ___ will use his money skills by identifying the item he/she wants to purchase, the cost of the item, the amount needed, and location of the money in his possession to purchase the items in various community stores with 75% accuracy on 3 out of 3 opportunities.

1   During structured activities, _____ will communicate what item(s) he wants to purchase.
2. During structured activities, _____will accurately identify how much an item is on 3 out of 3 consecutive opportunities.
3. During structured activities , ____will accurately communicate the next dollar amount needed to purchase the item on 3 out of 4 opportunities.
4. During structured activities, ____ will accurately communicate where his money is located on 3 out of 3 opportunities.

➤ Given 1-3 items to purchase from a list, _____ will locate and purchase the items in a familiar store using appropriate social and communication skills 5 our 6 observations.

➤ When making a purchase, _____will go to the register, take out his wallet, look with his eyes open toward the cashier, give the money to the cashier, wait for his change, and say thank you 7 out of 8 opportunities.

Safety/Crossing Street:

➤ When entering a street or parking lot requiring to cross the road, _____will complete the following TA with 100% accuracy

TASK ANALYSIS

TASK:	DATE:							
5. If yes, waits until it is safe/clear to walk across		5/	5/	5/	5/	5/	5/	5/
4. If not, proceeds across the street appropriately		4/	4/	4/	4/	4/	4/	4/
3. Determine if a car is coming		3/	3/	3/	3/	3/	3/	3/
2. Look both ways		2/	2/	2/	2/	2/	2/	2/
1. Stops		1/	1/	1/	1/	1/	1/	1/
Total Correct:								

Scoring: circle the number of steps done independently (should be your graph); / prompting level and distance.

Data Collection: **+** = independent correct response   **Distance Code**: **1** = beyond 10 ft, not in site
        - = incorrect response   **2** = 3 to 10 feet
        v = verbal prompt   **3** = within 3 feet
        m = model prompt
        p = physical prompt

Shopping:

➢ While completing a community shopping activity _____ will ask for assistance to find any unfamiliar items and their locations at least 1 time per shopping activity in 3 out of 4 shopping trips.

Grocery shopping:

➢ Using her purchasing, reading and social/communication skills, _____ will demonstrate her grocery shop skills from a premade grocery list with 100% accuracy without prompting 4 out of 5 times based on task analysis.

Task Analysis

Student: Task: Grocery shopping

Date and instructor initial: (could be teacher or paraeducator)								
14. Walks toward exit/door	14	14	14	14	14	14	14	14
13. Takes bag	13	13	13	13	13	13	13	13
12. Says "thank you"	12	12	12	12	12	12	12	12
11. Puts change/receipts away	11	11	11	11	11	11	11	11
10. Waits for change	10	10	10	10	10	10	10	10
9. Gives cashier correct money (cash/debit card/credit card)*	9	9	9	9	9	9	9	9
8. Waits in line	8	8	8	8	8	8	8	8
7. Goes to checkout	7	7	7	7	7	7	7	7
6. Continue steps 4 and 5 until all items on list are obtained	6	6	6	6	6	6	6	6
5. Put items in cart/basket	5	5	5	5	5	5	5	5
4. Find items	4	4	4	4	4	4	4	4
3. Scans aisles	3	3	3	3	3	3	3	3
2. Check shopping list/cards	2	2	2	2	2	2	2	2
1. Get cart or basket	1	1	1	1	1	1	1	1

+ = independent (without any prompt); **V** – Verbal prompt; **G** – Gesture; **M** - Modeling; **P** - Physical prompt;   **Probes** (without any prompts) **+ or -** ;   **Circle number of independent**

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