

Student Dream Sheet

Student Name: _____

Initial Date: _____

School: _____

Teacher _____

Review Dates: _____

Anticipated Date of Graduation: _____

The following questions will be used to assist in transition planning activities and to determine post school goals.

1. Where do you want to live after graduation?

2. How do you intend to continue learning after graduation?

What types of things do you want to learn after graduation?

Where do you want this learning to occur?

3. What kind of job do you want now?

4. What kind of job do you want when you graduate?

5. Where do you want to work?

6. What type of work schedule do you want?

7. What type of pay and benefits do you want from your future job?

8. Do you have any significant medical problems that need to be considered when determining post school goals?

9. What type of chores do you do at home?

10. What equipment / tools can you use?

11. What choices do you make now?

12. What choices are made for you that you want to take charge of?

13. What type of transportation will you use after you graduate?

14. What do you do for fun now?

15. What would you like to do for fun in the future?

Source: Cleveland County Schools, NC

My Perceptions of My Disability	
Describing My Challenges:	My primary disability is:
	My secondary disability is (if there is one):
My Disability's Impact:	On my school work such as assignments, projects, time on tests, grades:
	On school activities:
	On my mobility:
	On extra-curricular activities:
Supports	What works best, such as aids, adaptive equipment, or other services:
	What does not work best:
Accommodations That Work for Me	Setting: (distraction-free, special lighting, adaptive furniture, etc.)
	Timing/Scheduling: (flexible schedule, several sessions, frequent breaks, etc.)
	Response: (assistive technology, mark in booklet, Braille, dictate words to scribe, word processor, tape responses, etc.)
	Presentation: (large print, Braille, assistive devices, magnifier, read or sign items, calculator, re-read directions, etc.)

My Post-school Goals for ONE YEAR AFTER GRADUATION	
Living	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:
Learning	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:
Working	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:

Understanding Self-Awareness and Self-Advocacy

Student _____

Date _____

1. Self-awareness - _____

a. What are some things you do well? _____

b. What are some things you need to work on improving? _____

c. What are things you enjoy doing? Why do you like these things? _____

d. What are things you dislike doing? Why do you dislike these things? _____

e. What is important to you? Why? _____

2. Self-advocacy - _____

Places and/or situations I might need to self-advocate:	Something I need to know about myself before I can self-advocate in this place and/or situation:
a.	
b.	
c.	
d.	
e.	

Other things for me to think about:

What do my communication skills say about me?

Do I use appropriate body language and tone of voice when I talk to others?

Do I make wise word choices when I speak to others?

Do I feel confident when I talk about myself to others.

Mike's Story

Mike is a 17-year-old high school student who has a learning disability. He attends the general education classroom for all classes except English. He has always had a difficult time with spelling, reading and writing legibly, he attends Ms. Jones special education classroom for English. Mike has heard his teachers and mom talk about his IEP, but he is not sure what that means and has never been interested enough to ask. He also knows that his mom comes to the school at least once a year for an IEP meeting. Last year his special education teacher invited Mike to the meeting but he hated the idea of sitting around a table with all his teachers while they talked about him. This year his IEP meeting was during his lunch period, and he did not want to miss hanging out with his friends to go to a meeting.

When Mike takes a test in history or science class he usually goes to the special education classroom to have Ms. Jones read the test to him. Most of the time he does not have to answer all of the questions, just the ones Ms. Jones or his classroom teacher has circled on the test. He rarely is required to answer the essay questions on the tests. Mike does not really understand who decided he would take his tests this way but he likes it because it makes the tests easier. When he finishes his test Ms. Jones puts it in a large envelope and places it in her desk. The only time Mike sees his test again is if he did poorly on it and needs to make corrections.

Mike will be a senior next year and is looking forward to graduation. He plans to attend a local college after graduation and believes he should do well because he has always earned passing grades in his classes.

Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Date: _____

Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	School		Home/Community		DK
	Yes	No	Yes	No	
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Student Form

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10. I identify myself as a person with a disability in order to get the support services I deserve from my employer.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
11. I am able to independently contact the adult service providers that will help me reach my postsecondary education goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
12. I lead my own IEP team meetings.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
13. I state my goals and aspirations for each school year during the annual IEP team meeting.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
14. I can independently request and effectively use accommodations on the job.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
15. I have identified my long-term employment goals for after high school and I can state and discuss these long-term goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |
16. I am able to identify and discuss the amount and type of postsecondary education or training I will need to reach my long-term employment goals.
- | | | | | | |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Not at all | | | | | All the time |

Parent Form

Parent Name	Today's Date
Student Name	Grade
Student Age	Anticipated Graduation Date
Student Disability (please be specific)	

The following questionnaire was developed to identify the level of knowledge and skill in issues related to self-determination and self-advocacy of your young adult. After reading each of the following sixteen skills statements, please circle the **one number** that best describes her/her level of skill.

1. My young adult can list and discuss the academic accommodations he/she needs to be successful in high school.

1 2 3 4 5 6
Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

2. My young adult can list and discuss the support services he/she needs on the job in order to be successful.

1 2 3 4 5 6
Not at all All the time

3. My young adult is able to independently contact the adult service providers that he/she will need to help reach his/her employment goals.

1 2 3 4 5 6
Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

4. My young adult can independently request and effectively use academic accommodations in his/her classes.

1 2 3 4 5 6
Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

5. My young adult can list and discuss the accommodations he/she will use to be successful in a job.

1	2	3	4	5	6
Not at all					All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

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6. My young adult can list and discuss his/her rights for reasonable academic accommodations under the law.

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

1	2	3	4	5	6
Not at all					All the time

9. My young adult can state accommodations that he/she needs in the workplace that are guaranteed by law.

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

1 2 3 4 5 6
Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

1 2 3 4 5 6
Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

Not at all All the time

☐ I am not aware of my son's/daughter's skills in this area. (Please check only if applicable.)

- 1 2 3 4 5 6
Not at all All the time

16. My young adult is able to identify and discuss the amount and type of postsecondary education or training that he/she will need to reach their long-term employment goals.

1 2 3 4 5 6
Not at all All the time

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Self-Determination and Self-Advocacy Skills Questionnaire

Teacher Forms A and B

Today's Date
Student Name
Grade
Anticipated Graduation Date
Student Disability
Teacher Name

Unlike the student and parent instruments, the teacher form of this instrument is divided into Form A and B. Form A includes only those foils regarding accommodations relating to academic needs in secondary school and future postsecondary education. Form B includes all foils regarding employment related issues. These forms may be used in a number of manners. A case manager/teacher may choose to complete both Form A and B if appropriate. The case manager/teacher may choose to request that Form B of the instrument be completed by a teacher who works with the student directly in a tech-prep, school-to-work, or career/vocational area of education. The case manager/teacher may choose to complete only Form A or only Form B of the instrument as appropriate based on their observations of the student in either an academic or vocational setting.

Form A includes eight foils (numbers 1, 4, 6, 7, 8, 11, 12, and 13) related to academic skills and postsecondary education. Form B includes eight foils (numbers 2, 3, 5, 9, 10, 14, 15, and 16) related to employment skills. These numbers correspond with the numbered foils found on the student and parent forms to simplify the graphing and presentation of all data.

Teacher Form B: Employment Skills

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Self-Determination and Self-Advocacy Skills Questionnaire

Student and Teacher Interview: Performance Battery

1. Please list and discuss the academic accommodations you use in high school classes.
 - a. Student did not identify any academic accommodations he/she is using.
 - b. Student identified some, but not all, academic accommodations he/she is using.
 - c. Student provided a comprehensive list of academic accommodations, as identified on the student's IEP.
 - d. Academic accommodations discussed by the student included:
 - a. _____
 - b. _____
 - c. _____
2. Please list and discuss support services you need on the job to be successful.
 - a. Student did not identify any support services that he/she will need on the job.
 - b. Student identified support services that he/she will need on the job.
 - c. Support services discussed by the student included:
 1. _____
 2. _____
 3. _____
3. Please list and discuss the adult service providers with whom you have communicated over the past two years to assist you in reaching your employment goals.
 - a. Student did not identify any adult service providers that he/she had contacted over the past two years.
 - b. Student identified adult service providers with whom he/she had contact over the past two years.
 - c. Adult service providers discussed by the student included:
 1. _____
 2. _____
 3. _____
- 4a. You are starting a new academic class. Let's pretend I am the teacher of that class and I don't know you. Give me an example of how you would request accommodations in that class.
 - a. Student was *not able* to role-play an adequate request for accommodations.
 - b. Student was *able* to role-play an adequate request for accommodations.

- 4b. In the first question in this interview, you listed academic accommodations you use in high school. Please explain how you effectively use those accommodations in your classes.
- Student did not discuss the effective use of accommodations.
 - Student was able to discuss the use of some, but not all, accommodations.
 - Student discussed the effective use of all accommodations.
5. Please list and discuss the accommodations you use on your job.
- Student did not identify any accommodations he/she is using on the job.
 - Student identified some, but not all, accommodations he/she is using on the job.
 - Student provided a comprehensive list of accommodations as identified on the student's IEP.
 - Accommodations focused on the job discussed by the student included:
 -
 -
 -
6. Please tell me what your rights are for reasonable accommodation under federal law.
- Student did not identify any specific rights, under IDEA, Section 504, or ADA.
 - Student identified a few rights under IDEA, Section 504, or ADA.
 - Student provided a substantial list of rights under IDEA, Section 504, or ADA.
 - Rights identified by the student included:
 -
 -
 -
7. Let's pretend that I am a college disabilities coordinator and that you are applying for support services from my university. Give me an example of how you would identify yourself as a person with a disability to get support services.
- Student was *not able* to adequately role-play identification of a self as a person with a disability.
 - Student was *able* to adequately role-play identification of self as a person with a disability.
8. Please list and discuss the support services you will use in postsecondary education in order to be successful.
- Student did not identify any support services he/she will use in postsecondary education.
 - Student identified some support services he/she will be using in postsecondary education.
 - Student services discussed by the student included:
 -
 -
 -
9. Please identify accommodations you need in the workplace that are guaranteed to you by law.

- a. Student was not able to identify accommodations in the workplace guaranteed by law.
 - b. _____ Student was able to identify accommodations in the workplace guaranteed by law.
 - c. Accommodations listed by the student included:
 - 1. _____
 - 2. _____
 - 3. _____
10. Let's pretend you were just hired for a new job and I am your new employer. Give me an example of how you would identify yourself to me as a person with a disability.
- a. Student was *not able* to adequately role-play identification of self as a person with a disability in an employment situation. _____
 - b. Student was *able* to adequately role-play identification of self as a person with a disability in an employment situation. _____
11. (Give the student access to a phone in a private location.) Please call and contact one adult service provider with whom you are currently working in preparation for high school graduation.
- a. Student was *not able* to independently contact an adult service provider.
 - b. _____ Student was *able* to independently contact an adult service provider.
12. Student can lead own IEP meeting.
- a. Student does not participate in IEP meetings. _____
 - b. Student attends and participates in IEP meetings. _____
 - c. Student assumes a leadership role in own IEP meetings. _____
13. Let's pretend you are currently at an IEP meeting. Please state your goals and aspirations for the next academic school year.
- a. Student could not identify goals and aspirations for next academic school year.
 - b. _____ Student identified goals and aspirations for next academic school year.
- 14a. You are starting a new job in the community. Give me an example of how you would request accommodations on the job site.
- a. Student was *not able* to role-play an adequate request for accommodations on the job.
 - b. _____ Student was *able* to role play an adequate request for accommodations on the job.
- 14b. In question 5 in this interview, you identified accommodations you would use on the job. Please explain how you use those accommodations on the job effectively.
- a. Student did not discuss the effective use of accommodations.
 - b. _____ Student was able to discuss the use of some, but not all, accommodations.
 - c. _____ Student discussed the effective use of all accommodations.
15. Please discuss your long-term employment goals after high school.
- a. Student could not identify and discuss long-term employment goals.
 - b. _____ Student identified long-term employment goals and discussed those long-term goals.
16. Please identify and discuss the amount and type of postsecondary education or training you will need to reach your long-term employment goals.

- a. Student was *not able* to *realistically discuss* the amount of postsecondary education or training needed to reach long-term employment goals. _____
- b. Student was *able* to *realistically discuss* the amount of postsecondary education or training needed to reach long-term employment goals.

Scoring Summary

For the Self-Determination and Self-Advocacy Skills Questionnaire

Student Name	Testing Date
--------------	--------------

Academic Skills

Question #	1	4	6	7	8	11	12	13	Average
Parent (Likert score)									
Student (Likert score)									
Teacher (Likert score)									
Needed area									
SD/SA Skills Questionnaire: Performance Battery									

Employment Skills

Question #	2	3	5	9	10	14	15	16	Average
Parent (Likert score)									
Student (Likert score)									
Teacher (Likert score)									
Needed area									
SD/SA Skills Questionnaire: Performance Battery									

Scoring Key

Need Area:

K-Knowledge and skills needed in this area (rankings of two of three raters [Parent, Student, Teacher]) 4 or less.

O-Team member scores are dissimilar (two or more points discrepant)

KO-Both

SD/SA Skills Questionnaire: Performance Battery

A-student demonstrated **adequate** knowledge and skill

L-student demonstrated **limited** knowledge and skill

N-student demonstrated **significant discrepancy** in knowledge and skill

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Promoting Student Self-Determination Skills in IEP Planning

Wendy M. Wood • Meagan Karvonen

David W. Test • Diane Browder • Bob Algozzine

Goals and Objectives

- I will select which type of work I want and why.
- I will develop action steps to achieve my employment goal.
- I will evaluate my functional reading and writing skills using my daily check sheet.

- Do you consider self-determination for students a high priority in planning instruction?
- Do you include self-advocacy goals in students' education programs?
- What is best practice in developing such goals and promoting self-determination in students?

It may be that you or your colleagues have not received instruction in how to write self-determination goals and objectives for your students with disabilities. This article explores ways to increase the inclusion of self-determina-

tion and self-advocacy goals and objectives in individualized education programs (IEPs) as a first step to increasing their inclusion in classroom instruction.

Self-Determination Synthesis Project

The Self-Determination Synthesis Project (SDSP) was funded in 1998 to synthesize and disseminate best practices related to promoting self-determination for students with disabilities. To this end, the purpose of the project was to improve, expand, and accelerate the use of this

knowledge by the professionals who serve children and youth with disabilities; parents who rear, educate, and support their children with disabilities; and students with disabilities. To accomplish these tasks, the SDSP Project conducted an extensive review of the literature, a meta-analysis to determine what levels of outcomes researchers have achieved using self-determination interventions

Students should be involved or taking a leadership role in developing their own IEP and transition goals.

(Algozzine, Browder, Karvonen, Test, & Wood, 2001; see box, "What Does the Literature Say?") and qualitative case studies of six school-based programs.

One of the findings of the SDSP is that whenever researchers discussed self-determination in relation to the IEP, it was usually with regard to increasing student involvement/leadership in the IEP and transition planning processes

(i.e., achieving self-determination by involving the student in the IEP process; Field et al., 1998; Martin, Huber-Marshall, Maxton, Jerman, & Miller, 1996; Powers, et al., 2001; Wehmeyer & Lawrence, 1995). Although we believe student involvement in the development of IEPs and participation or leadership in the IEP meeting process is essential, we also feel that IEPs should specifically target self-determination and transition plans, in the form of goals and objectives.

To assist teachers with developing IEP goals and objectives targeting self-determination, we provide sample goals and objectives in this article. We garnered some goals and objectives from the six model school programs that we visited for the qualitative component of

IEPs should specifically target self-determination and transition plans, in the form of goals and objectives.

the SDSP. We wrote other goals for fictional students derived from a composite of students. We emphasize that students should be involved or take a leadership role in developing their own IEP and transition goals.

Self-Determination in IEPs

In developing self-determination goals and objectives, you need to know what skills comprise self-determination, decide what skills to teach to individual students, and know where to find instructional materials to provide instruction (i.e., self-determination curricula). In this article, we address the first two of these issues, as well as offer some examples of self-determination goals and objectives that might be included in an IEP. Test et al (2000) provided helpful information about choosing a self-determination curriculum.

What Does the Literature Say About Self-Determination?

Over the past decade, special education has seen a major focus on promoting self-determination skills in students. Special education literature has offered information on self-determination, including the following:

- Definitions and conceptual analyses (Browder, Wood, Test, Algozzine, & Karvonen, 2001; Martin, Huber-Marshall, & Maxton, 1993; Ward, 1988; Wehmeyer, 1992a).
- Approaches for promoting self-determination (Martin & Marshall, 1995; Pocock et al., 2002; Salembier & Furney, 1994).
- Models for instruction (Abery, Rudrud, Arndt, Schwauben, & Eggebeen, 1995; Field & Hoffman, 1994).
- Both quantitative and qualitative intervention studies (Algozzine, et al., 2001; Allen, Smith, Test, Flowers, & Wood, 2001; Cross, Cooke, Wood, & Test, 1999).

Self-determination was first written into law in the Public Housing Act of 1988, and quickly followed in other major pieces of legislation written for people with disabilities, including the Rehabilitation Act of 1992 and 1998 and the Individuals with Disabilities Education Act of 1990 and 1997.

Defined by Wehmeyer (1992b, 1996), as "acting as the primary causal agent in one's life free from undue external influence or interference," self-determination was termed the ultimate goal of education by Halloran (1993). Since the late 1980s, the U.S. Department of Education, Office of Special Education Programs (OSEP) has promoted development and dissemination of programs and materials, and information on self-determination by offering discretionary funding opportunities for research and demonstration projects.

Self-advocates with disabilities have been demanding self-determination as adult citizens and have been a major force behind the federal initiative at both the adult and school levels. In addition, research has demonstrated a positive relationship between self-determination and improved postschool outcomes (Wehmeyer & Schwartz, 1998a), which is also contributing to the tidal wave of support for promoting self-determination in education and adult disability services.

Although researchers have focused on promoting self-determination and publishers have produced more than 60 curricula on self-determination (Field, Martin, Miller, Ward, & Wehmeyer, 1998; Test, Karvonen, Wood, Browder, & Algozzine, 2000), a significant lag remains in the degree to which self-determination content is reflected in the goals and objectives of students' individualized education programs (IEPs) and, consequently, in classroom instruction.

For example, Wehmeyer and Schwartz (1998a) conducted a content analysis of transition related goals written for 136 students with mental retardation. Out of 895 IEP transition goals analyzed, none were found to target self-determination skills. Agran, Snow, and Swaner (1999) found that although a majority (75%) of teachers of transition-aged students rated self-determination as a high priority, 55% indicated that self-determination goals were not included in students' IEPs or only in some students' IEPs. And more recently, Wehmeyer, Agran, and Hughes (2000) found only 22% of secondary level teachers who reported writing self-determination goals in IEPs for all of their students, while 47% included one or more self-determination goals for some students, and 31% did not include them at all.

Knowing What to Teach: Skills That Comprise Self-Determination

First, self-determination is a complex construct that includes a combination of skills and knowledge. Wehmeyer, Kelchner, & Richards (1996) used factor analysis to empirically validate one conceptualization of the construct of self-determination and broke self-determination down into teachable, measurable skills. Wehmeyer, Agran, and Hughes (1998) further defined these measurable skills as the following components and subcomponents:

- Choice making.
- Decision making.
- Problem-solving.
- Independent living (risk taking and safety skills).
- Goal setting and attainment.
- Self-observation, evaluation, and reinforcement.
- Self-instruction, self-understanding, self-advocacy, and leadership.
- Positive self-efficacy and outcome expectancy.
- Internal locus of control.
- Self-awareness.

In our review of articles on self-determination, the SDSP developed a list of definitions for 8 out of 10 of these components (see Table 1). Independent living was not addressed here because it has been adequately addressed apart from self-determination in student IEPs. Locus of control was not included because of concerns related to construct validity.

Teaching these component skills will not guarantee that every individual student will achieve self-determination. The environment remains a critical factor in how well a student achieves self-determination, in that the people in the student's lives must

- Encourage generalization of self-determination skills and behavior.
- Honor the choices and decisions the student makes.
- Support the goals that the student sets.

Therefore, when you as the teacher decide to promote self-determination skills with your students, you may also need to commit to some level of school staff and parent education. By preparing others in addition to the student, you can ensure that a student's emerging

self-determination skills will have a receptive audience.

Deciding Which Self-Determination Skills to Teach

Second, you should assess student self-determination skills. Many methods and materials are available that you can use to assess a student's knowledge and skills related to self-determination, including the following:

- Reviewing records and background information.
- Interviewing the student and others.
- Observing the student.
- Using of norm-referenced or criterion-referenced tests (Wehmeyer & Kelchner, 1995).
- Using curriculum-based assessment techniques.
- Creating a portfolio of skills (Field et al., 1998).

Self-determination includes teachable, measurable skills, such as choice making, decision making, and problem-solving.

A few examples of published assessment instruments include the Arc's Self-Determination Scale, (Wehmeyer, 1995; the ChoiceMaker Self-Determination Transition Assessment (Martin & Marshall, 1995); the Self-Determination Assessment Battery (Hoffman, Field, & Sawilowski, 1995); the AIR Self-Determination Scale (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994); and the Minnesota Self-Determination Scales (Abery, Elkin, Smith, Springborg, & Stancliffe, 2000).

Publishers have developed several self-determination assessment instruments to accompany curriculum packages focused on teaching self-determination skills (e.g., ChoiceMaker); whereas other publishers have developed other assessments, such as the Arc's Self-Determination Scale and the AIR Self-Determination Scale (Wolman

et al., 1994) as stand-alone instruments. The Arc's Self-Determination Scale is designed for self-reporting by adolescent students with disabilities, whereas other assessments gather data from a combination of sources including the student, teachers, and parents. Some self-determination assessment instruments also offer ways to evaluate the environment to determine to what degree students have opportunities to act in self-determined ways and to what degree the environment is receptive to students' self-determined behavior (e.g., the Minnesota Self-Determination Scales; Abery et al., 2000).

Although most assessment instruments offer information that educators can use to develop goals and objectives for instruction, a few that specifically address this step are the AIR Self-Determination Scale and the ChoiceMaker Self-Determination Assessment.

Teacher-Made Assessment Measures.

In the absence of a published self-determination assessment instrument, you can take several steps *with students* to assess their strengths and needs for the purpose of developing IEP goals and objectives. For example, you can construct a general-purpose, teacher-made checklist or questionnaire based on any one or more of the self-determination components in Table 1. If you were interested in teaching choice-making, you might include some of these questions:

- "What kinds of choices does the student make?"
- "When given a choice between two or more options, does the student indicate a choice?"
- "How does the student indicate her or his choice?"
- "How does the student assess different options in preparation for making a choice?"
- "Does the student understand that there are consequences associated with the choices that we make?"
- "Can the student use experiences from past choices to make better choices in the future?"

To determine where to begin, you may ask questions pertaining to how well students can articulate things about themselves. For example, can

Table 1. Self-Determination Component Definitions

Self-Determination Component	Operational Definition
Choice-making skills (CM ^a)	Making a choice involves the indication or communication of a preference from among two or more options. Teaching choice-making skills involves teaching students to identify interests and preferences and to appropriately select an option based on those preferences and interests.
Problem-solving skills (PS ^a)	A problem is a task, activity, or situation for which a solution is not immediately known or attainable. Teaching problem-solving skills involves teaching students to identify and define a problem and to generate potential solutions.
Decision-making skills (DM ^a)	Decision making is a process of selecting or coming to a conclusion about which of a set of potential solutions is the best. Teaching decision-making skills involves teaching students to use problem-solving skills.
Goal setting and attainment skills (GSA ^a)	Goal-directed behavior involves actions that enable a person to reach a specified preferred outcome. Teaching goal-setting and attainment skills involves teaching students to define and articulate a goal, identify current status in relation to the goal, develop an action plan, and evaluate progress toward achieving the goal.
Self-regulation skills (SG ^a) * Self-observation * Self-evaluation * Self-reinforcement	Self-regulation refers to the human response system that enables individuals to examine their environments and their repertoires of responses, and to revise their strategies as necessary. Teaching self-regulation skills includes teaching students to solve problems or employ self-management strategies (e.g., anger control).
Self-advocacy (SA ^a) * Knowledge * Individual * System	Self-advocacy means to advocate on one's own behalf, while leadership skills are those needed for a person to lead, guide, or direct. Teaching self-advocacy and leadership skills involves teaching students about their basic rights and responsibilities (knowledge), how to use self-advocacy skills and how to be effective team members (at an individual and/or system level).
Self-awareness or self-knowledge (SW ^a)	Self-awareness or self-knowledge refers to a comprehensive and reasonably accurate knowledge of one's strengths and limitations. Teaching self-knowledge involves teaching students to identify common psychological and physical needs of people, recognize differences among people, and understand how one's actions influence others.
Self-efficacy (SE ^b)	Self-efficacy refers to an individual's belief in his or her ability to successfully engage in a specific behavior within a certain context. Self-efficacy is not usually taught directly, but it may be enhanced through repeated successful experiences in applying the skills/components listed above.

^a From "The Self-determination Focus of Transition Goals for Students with Mental Retardation," by M. L. Wehmeyer and M. Schwartz, 1998b, *Career Development for Exceptional Individuals*, 21(1), pp. 75-86.

^bSE based on "TAKE CHARGE for the Future: A Controlled Field Test of a Model to Promote Student Involvement in Transition Planning," by Powers et al., 2001, *Career Development for Exceptional Individuals*, 24, pp. 89-103.

they identify things they like and dislike, people they like to be to be with, places they like to go, things they like to do, and personal strengths and weaknesses?

Where to Begin. In deciding which skill component or components to start with, you might want to consider the age of the student and current and future environments of the student. Doll, Sands, Wehmeyer, and Palmer (1996) examined the typical ages at which children begin to exhibit certain self-determination skills. First, they found that although young children (ages 2-5) exhibit some here-and-now choice-making skills, they have limited knowledge of their options and limited ability to reflect on past choices.

Second, children between the ages of 6 and 8 begin to identify and solve simple problems and can generalize solutions across different and future problems. These children, however, still have trouble learning from consequences of prior choices and require adult guidance to set and work toward goals.

Third, children between the ages of 9 and 11 begin to set goals and use those goals to determine their actions and can recognize and make corrections when actions are not working to achieve their goals.

Finally, students over the age of 12 can make decisions, generalize problem-solving skills, set and focus on long-term goals, and evaluate and change plans as needed to achieve goals.

Children ages 9-11 begin to set goals and use those goals to determine their actions.

You will want to consider teaching students skills based on current and future environments where the student will need to function. For example, teaching the student to take the lead in her IEP meeting may help her take the lead in the rehabilitation counselor's office when it comes time to set career

goals and plan services. Teaching one student about his rights as a student covered by IDEA and how to be a self-advocate with his teachers, may help him when he needs to learn about the Americans with Disabilities Act (ADA) and needs to practice his self-advocacy skills with an employer. In some cases, given the particular needs of the student, her age, and abilities, the teacher may find that it makes sense to skip teaching about IDEA and focus on teaching about the ADA, the Rehabilitation Act, and Social Security.

A transition-aged student learning to take more responsibility for his learning by selecting elective courses; choosing what academic areas to work on each day; and, in some systems, making decisions about his graduation options, can then use those skills when making decisions about what services he may want to access as an adult. For students with more severe disabilities, teachers will need to provide specific training in future environments to ensure the transfer of skills.

Writing Self-Determination Goals and Objectives

The final step is to write specific goals and objectives designed to promote self-determination. Table 2 contains examples of IEP goals and objectives targeting at least one of each of the self-determination skill components. Most are written as "I" statements from the student's perspective. Though educators have traditionally written goals and objectives in third person, goals and objectives written in first person imply that the student is integrally involved in the planning and decision-making process pertaining to her IEP. It also suggests that a student has accepted a personal responsibility for achieving her goals.

Because it is expected that students are involved in all phases of the IEP process, the use of "I" statements in the IEP document is appropriate and indicates the student's role as the key participant. Assisting students to develop their own goals and objectives as "I" statements in the IEP can and should be generalized to all goals, not just those targeting self-determination skills.

You can write IEP goals to target content to be learned, (e.g., "I will learn the skills I need to advocate for myself by taking the Self-Advocacy class") or to target content or skills to be applied in real situations, (e.g., "I will complete three job shadowing experiences and report my preferences to my career teacher"). For example, if a student wanted to begin self-advocating for his own teaching accommodations as specified on his IEP, he may first want to learn about his interests, his strengths and weaknesses, and how he learns best.

Goal: I will learn more about my particular learning needs.

Objective #1: I will learn about my learning needs by reviewing my IEP document.

Objective #2: I will learn about my disability.

Objective #3: I will learn about various accommodations that might be used to assist me to learn more better.

Then the student may want to apply what he has learned by being able to explain his disability and what teaching accommodations he needs to his classroom teachers.

Goal: I will explain my disability and ask for learning accommodations that work for me.

Objective #1: Given in-class practice, I will explain my disability to another person.

Objective #2: Given a menu of options of learning accommodations, I will try various options and record which ones work best for me.

Objective #3: Given in-class practice, I will negotiate with my teacher to allow accommodations that facilitate my learning.

In many cases, when students begin to participate more in their IEP planning and implementation, they may need to learn content related to what an IEP is, the different parts of an IEP, about their specific learning needs, and their rights as a student under IDEA. Skills that they will use as they assume a more active role in the IEP process may include: introducing IEP team members, summa-

Table 2. Examples of IEP Goals and Objectives on Self-Determination

SD Skill	Student Description	IEP Annual Goal	IEP Objectives
Choice and decision-making	Karen is a 17-year-old student with behavior/emotional disability. Karen has difficulty getting along with her peers and adults in authority. She has been suspended several times for fighting. She has said that she does not want to go to school after she graduates, but would rather find a job that she likes. She says that the only job that she knows she does not want to do is to work in food service, because she says that is the job her mother has and she doesn't think she would like it. She has a boyfriend who is older who has been trying to talk her into quitting school. Although Karen says she hates school, she says that she wants to be able to take care of herself, because she has seen her mother be independent, and wants to be independent also.	Given exposure to at least 5 different job types, I will select which type of work I want and why.	<p>1.1. Given 75 hours of community-based work experience in 5 different employment settings, I will be able to discuss the positives and negatives of each job experience.</p> <p>1.2. Based on my weighing the positives and negatives of each job type, I will decide which job type I want to pursue for summer employment.</p> <p>1.3. Based on the job type that I select for summer employment, I will identify 5 possible job sites for my summer employment.</p> <p>1.4. Based on the 5 possible sites that I identified for summer employment, I will complete applications for jobs at 3 of the 5 locations.</p> <p>1.5. Based on the job that I have targeted for summer employment, I will identify my work skills that are strong and my skills that need improvement and develop a plan to improve those skills.</p>
Choice making (with communication)	<p>Jamar is a 19-year-old student with severe mental retardation. Jamar is non-verbal and does not use a symbolic language system.</p> <p><i>Note:</i> At this time, the IEP team did not use "I" statements for Jamar's goals because they are still working to understand his preferences.</p>	Jamar will indicate his choices for leisure activities to others.	<p>1.1. Jamar will select between 2 leisure options using an eye gaze.</p> <p>1.2. Through daily selections, Jamar will indicate at least 3 consistent preferences.</p> <p>1.3. Jamar will request 1 of his consistent preferences by hitting a Big Mac switch with his fist.</p> <p>1.4. Jamar will protest if his choice is not honored by hitting a foot buzzer.</p>
Problem-solving skills	Ben is a 13-year-old student with behavioral and emotional disability. He is in a self-contained classroom because he often becomes aggressive and combative with his teacher or classmates. Also, his mother asked that he be placed in a group home because she said she could not handle his aggressive behavior. When his teacher met with him to talk about planning his IEP for the next year, Ben said that he gets frustrated when he can't figure things out.	Given a challenging situation, I will use a problem-solving process.	<p>1.1. Given simulations of challenging situations, I will be able to define what the problem is and come up with possible solutions.</p> <p>1.2. Given written examples of challenging situations that were solved by others, I will analyze what actions were taken to solve the problems and evaluate if there might have been a better solution.</p> <p>1.3. Given challenging situations, I will define the problem and list actions that I might take to solve the problem.</p>
Decision-making	Janie is an 8-year-old student with mild mental disability. Her mother expressed an interest in Janie learning to take responsibility for some of her actions. She related a story about Janie deciding to paint a picture on the floor with the new carpet.	I will learn to make better decisions.	<p>1.1. From a list of possible solutions, I will choose the best option.</p> <p>1.2. I will learn from my decisions by discussing what happened and why and how I might have acted differently.</p>

Table 2. (Continued)

SD Skills	Student Description	IEP Annual Goal	IEP Objectives
Goal setting and attainment	Carl is a 14-year-old student served in a classroom for students with learning disabilities. He is not a good student and says that he wants to leave school and get a job. His teacher has convinced him that the school can help him improve his job skills and that he should be making the decisions and setting his goals for getting a job that he wants.	I will develop a goal and action plan to get the job that I want when I leave school.	<p>1.1. I will develop a career interest portfolio that addresses my job strengths and interests.</p> <p>1.2. I will select 5 community-based work experience sites that I will go to and learn about different jobs.</p> <p>1.3. I will analyze my skills and interests in relation to the job duties and responsibilities on the 5 different community-based work experiences.</p> <p>1.4. I will set goals for work skills that I will need to succeed in the employment field I have chosen.</p> <p>1.5. I will develop action steps to achieve my employment goal.</p> <p>1.6. I will monitor my progress in taking the action steps and make changes as needed.</p>
Self-regulation	Katrika is a fifth-grade student with moderate mental retardation. She likes school; and when she "wants" to, she can be a good student. She can read 25 functional reading words, can write her name, her telephone number, and part of her address. Her teacher wants to see if she can take over responsibility for maintaining these skills. She suggests a goal to Katrika; and with Katrika's consent, the objectives are written as "I" statements.	Katrika will maintain her functional reading and writing skills on her own.	<p>1.1. I will (with my teacher) construct a weekly recording sheet.</p> <p>1.2. I will evaluate my functional reading and writing skills using my daily check sheet.</p> <p>1.3. I will create a weekly schedule for working on my functional reading and writing skills.</p> <p>1.4. I will determine when I have reached mastery or ask for help to meet my goal.</p>
Self-advocacy	Glenn is a 10th-grade student with a learning disability. He goes to a learning disabilities resource classroom for 1 period every day. His learning disability affects his written language expression, and he has difficulty reading. He is frustrated because some of his teachers don't use the accommodations that are listed in his IEP. He discussed this problem with his special education teacher and decided to learn more about his disability so that he could better communicate with his teachers.	Given my IEP and personal student file, I will learn about my particular learning disability.	<p>1.1. I will verbally explain to my teachers how my specific learning disability affects my ability to learn.</p> <p>1.2. I will develop a personal list of learning accommodations that work best for me.</p> <p>1.3. I will negotiate accommodations with my teachers.</p>

Table 2. (Continued)

SD Skill	Student Description	IEP Annual Goal	IEP Objectives
Self-advocacy and self-awareness	Mike is a 14-year-old student with moderate mental retardation. His school district's special education program is committed to increasing student participation in the IEP process. His teacher, also committed to this goal, is putting a goal into all of her students' IEPs designed to meet the specific needs of each one.	Given 1 practice session in a mock IEP meeting each week, I will be an active participant in my transition IEP meeting in May.	1.1. Given practice in mock IEP meetings in class, I will be able to introduce all the members of my IEP team at the beginning of the meeting. 1.2. Given a menu of choices that I have been previously introduced to, I will express my preferences as to what goals I would like to work on for the next school year. 1.3. Given practice sessions in class, I will talk about my strengths and weaknesses. 1.4. Given practice in class, I will identify what types of services or supports I need to meet my transition goals and objectives.
Self-efficacy	Juan is a 12-year-old student with learning disabilities. His mother says that he hates school because he says he can't do anything right.	I will learn to value my strengths and abilities.	1.1. I will keep a list of all my skill accomplishments for the year. 1.2. I will list my accomplishments during my IEP meeting. 1.3. I will set 1-2 goals that I will work on for the coming school year.

Note: SD = self-determination; IEP = individualized education program.

raising their present level of performance, expressing their future goals, asking questions of meeting participants, and others (Martin et al., 1996).

All these skills will contribute to students' being more self-determined adults and may transfer directly from the IEP process to the rehabilitation counselor's office for the development of the Individual Plan for Employment, or to a college's disability services office for accommodations in a post-secondary education environment.

Final Thoughts

A positive relationship exists between self-determination and improved postschool outcomes (Wehmeyer & Schwartz, 1998a). Teachers view self-determination as an important skill (Agran, et al., 1999; Wehmeyer, et al., 2000). Unfortunately, many teachers are not including these important skills in student IEPs.

We hope that the suggestions and examples provided in this article will encourage teachers to incorporate self-determination skills into the IEPs of all students. But more importantly, having the skills listed as goals and objectives in their IEP will increase the likelihood that students will receive instruction that will enhance their abilities to be self-determined citizens.

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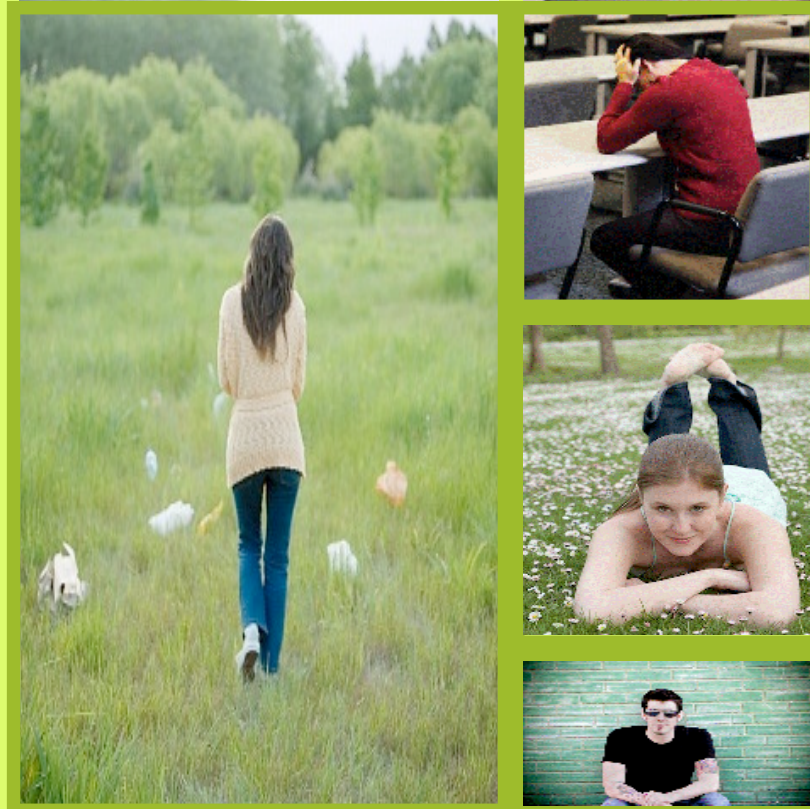
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- Funding for this project was provided by Grant No. H324D980069 from the U.S. Department of Education, Office of Special Education Programs, awarded to the University of North Carolina-Charlotte. The opinions expressed do not necessarily reflect the position or policy of the Department of Education, and no official endorsement should be inferred.
- TEACHING Exceptional Children, Vol. 36, No. 3, pp. 8-16.
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Remember	12

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Kentucky's Division of Behavioral Health / Substance Abuse***

Why Won't You Just...

You know this client: Everything is arranged for a smooth transition into a long-awaited GED program and she doesn't show up for the appointment. He has a final meeting with his probation officer and forgets to bring the required documentation showing employment. She loses one apartment for letting irresponsible friends live with her and then allows different but equally rowdy friends to stay in her new apartment. He gets fired from one job after another for things that seem easily avoidable with a little common sense.

You try reasoning. You try explaining. You try inspiring, motivating, cajoling. Nothing works.

You get frustrated. You wonder if your client even WANTS life to get smoother, WANTS to make changes. You feel like giving up.

WAIT. Before you give up, step back, to give yourself some distance from the situation and ask yourself this question: What if it's not that this person WON'T do it? What if it's that this person CAN'T do it?

We make an assumption that all people with a normal intelligence and good vocabularies have brains that are able to think quickly, apply old knowledge to new situations and read social cues. This assumption is not reality. Chances are good that the person who continues falling through the cracks is living with an invisible brain difference, a disability that is easily misunderstood as willful non-compliance.

Think about the feelings that come up in you when you think about someone who WON'T do something.....FRUSTRATION, ANGER, IMPATIENCE.....

Now think about the feelings that come up in your when you think about someone who CAN'T do something.....COMPASSION, PATIENCE, SUPPORT.....*



This guidebook will offer some new ways of looking at frustrating situations. Even if a problem APPEARS to be purposeful, deliberate behaviors and choices, ask yourself this question: WHAT IF this problem is coming from an invisible disability? You may be THE ONLY PERSON who has ever taken the time to ask that question. Try putting some strategies in place based on this assumption and see if it helps. It can't hurt and you may see a difference.

*Thank you, Diane Malbin (www.fascets.org)

Brain Differences: An Excuse or a Context?

Every aspect of our day is navigated by our brain: figuring out what time to set the alarm clock so we have plenty of time in the morning; reading the body language of co-workers and knowing when joking is not appropriate; planning ahead to get the car's oil changed; delaying a new purchase until the next pay day.....

ARE ALL BRAINS CREATED EQUAL?

NO.

And this doesn't just mean that some brains are great at math and some are great at spelling.

FOR EXAMPLE, HERE ARE SOME THINGS THAT ARE INITIATED AND MANAGED BY OUR BRAINS:

- *Frontal Lobe*: planning ahead, motivation, judgment, regulating emotion
- *Hippocampus*: organizing information (facts, memories, etc) for easy retrieval
- *Temporal Lobe*: interpreting sound, having visual memory, comprehending language
- *Corpus Callosum*: integrating logic and emotion

IMAGINE WHAT BEHAVIORS WOULD LOOK LIKE IF A PERSON HAS A FRONTAL LOBE THAT DOES NOT FUNCTION TYPICALLY.

The brain is an extremely complicated organ that is not yet well understood. A person can have a typical IQ, read well, speak well and still have significant dysfunction in their ability to manage their life. Our response tends to be: TRY HARDER! Would we say this to a person who can't read their bills because they are blind? Invisible brain differences are disabilities that deserve the same accommodations.

Are brain differences an excuse for not showing up for appointments, for not following through on obligations, for not taking care of the children? No, just like blindness isn't an excuse for not paying the bills. However, it provides us with a valuable context in which to understand the behavior and provide effective support.

What You See

Circle the statements that reflect your client's issues and challenges right now.

Picks inappropriate friends / partners

Is never on time

Says it but doesn't do it

Is disorganized

Is financially irresponsible

Makes the same mistakes

Inflexible thinking

Is never prepared for appointments

Has no common sense

Loses everything

Says socially inappropriate things

Acts younger than age

Responds slowly to questions or requests

Reads fine but doesn't understand

Says "I don't know" a lot

Seems motivated but doesn't follow through

Now look at the things you circled and ask yourself:

- WHAT IF THIS "PROBLEM BEHAVIOR" IS TELLING ME SOMETHING ABOUT THE WAY THIS BRAIN WORKS?
- IMAGINE THAT THIS BEHAVIOR WERE COMING FROM A BRAIN DIFFERENCE.

WHAT MIGHT HELP?

“She is always late.” “He doesn’t show up for appointments.”

What else might be going on?

- Memory issues (Doesn’t remember appointments, can’t hold information consistently in the brain, poor / spotty recall)
- Difficulty organizing (can’t multi-task to get everything necessary for the day)
- Body doesn’t feel time passing (loses track of time because five hours may feel no different than five minutes, typical cues about time are not felt)
- Trouble with time management (can’t estimate how long it takes to get from home to appointment, doesn’t remember when to set alarm clock)
- Lack of basic skills (how to use a calendar, how to set an alarm clock)

Instead of assuming that this person is late or doesn’t show up ON PURPOSE, try assuming that this person CAN’T meet the expectations for a brain-based reason and try these things:

- ◆ Teach how to mark days off on a calendar
- ◆ Help color-code appointments on a calendar
- ◆ Assistive technology (reminders on a watch, computer, cell phone, etc)
- ◆ Practice setting an alarm clock
- ◆ Reminder phone calls / texts from support person
- ◆ Check-list for morning routine / getting ready for appointment / etc
- ◆ Teach self-advocacy (how to ask for help, how to explain areas of difficulty)



SUCCESS STORY:

Jonathan lost two factory jobs because he kept forgetting his schedule and would show up late for a shift or not show up at all. At his third job, a manager noticed that Jonathan had problems with his memory and offered this solution: when Jonathan was scheduled to work the following morning, the evening shift manager would send him a text message as he clocked out for the night, reminding Jonathan to set his alarm clock for his 7:00 shift.

“He is so unorganized.” “She is never prepared for appointments.” “He loses everything.”

What else might be going on?

- Difficulty sequencing (Can't put multiple steps or tasks in order)
- Memory issues (Can't remember all of the steps or pieces required for the task)
- Difficulty conceptualizing and / or implementing a system of organization
- Inability to “read between the lines” and understand unspoken expectations
- Difficulty filtering / prioritizing information (advertisements from credit card companies vs. bills; Client Rights information vs. Client Insurance paperwork)

Instead of assuming that this person is unprepared or unorganized ON PURPOSE, try assuming that this person CAN'T meet the expectations for a brain-based reason and try these things:

- ◆ Help create simple systems of organization for the home
- ◆ Don't expect paperwork to be completed outside of visits with you. Assist with paperwork.
- ◆ Provide detailed checklists for expected tasks
- ◆ Put together an Important Paperwork folder for medical, financial and legal documents
- ◆ Don't expect unspoken expectations or rules to be followed. Explain each step simply, using concrete language.
- ◆ Teach words of self-advocacy, like “Could you please make me a detailed list of what I'll need to do?”

SUCCESS STORY:

Amanda's therapy goal was successful employment. With the help of her therapist, she secured an interview at a local Temporary Employment Agency. On the phone, Amanda was told to bring her driver's license, high school diploma, a list of references and a list of previous jobs / skills. She was excited about the upcoming appointment, so the therapist was disappointed to learn that Amanda showed up for the interview with only her driver's license.

After evaluating the “failure” of this situation, the therapist realized that Amanda needed more help to be prepared for the interview. Next time, the therapist prepared a detailed check-list of everything Amanda needed for the interview, and she had Amanda bring all paperwork to a therapy appointment first to help her organize it and fill in the missing pieces.



“He is so irresponsible with money.” “She won’t follow her budget.”


What else might be going on?

- Difficulty understanding cause and effect (Can’t think ahead to know that “if I buy this today, I won’t have money for food at the end of next week”)
- Difficulty understanding abstractions (can’t link “invisible” money or check / debit / credit to the actual value of money)
- Memory issues (forgets timing of bills / expenses)
- Difficulty thinking past the present circumstances (lives only in the here and now)
- Brain-based poor judgment (can’t weigh priorities or consistently control impulses)

Instead of assuming that this person is financially irresponsible ON PURPOSE, try assuming that this person CAN’T meet the expectations for a brain-based reason and try these things:

- ◆ Help locate a financial support person / payee to provide ongoing budget oversight
- ◆ If possible, set up automatic bill payments and direct deposit in an account not accessible by debit card
- ◆ Use concrete language (instead of saying “be responsible with your money” say “you only have ten dollars to spend on extra snacks this week”)
- ◆ Teach the habit of recording every purchase made
- ◆ Teach self-advocacy skills (“Could you help me figure out my budget this month?”)

SUCCESS STORY:



Samantha worked full-time and got paid each Friday, but seldom had enough money to pay her bills. Her support person gave her a small notebook and helped her learn to record everything she spent. Then they created a budgeting system that worked for her: she had an envelope marked with each of her expenses (rent, phone, utilities, groceries, transportation, extras) and a list of how much cash to put in each envelope from her paychecks. She was not allowed to take money from an envelope for other purposes. With this system, she was able to successfully manage her money in a way that made sense to her.



“She never follows through.” “I know he understands because he repeats it right back to me, but he just doesn’t do it.”

What else might be going on?

- Expressive language skills better than receptive language skills (“talks better than he thinks”, doesn’t comprehend even though can repeat the words back to you)
- Difficulty generalizing information (Can’t move information from theory into practice; Can say it but doesn’t know how to do it)
- Can’t organize and sequence the information and steps (details get lost or are unknown)
- Poor memory (forgets the steps required)
- Lacks ability to solve unexpected problems, even small ones (may get confused or halted if anything unexpected happens during the process)
- Doesn’t know where to start (task may feel overwhelming)

Instead of assuming that this person doesn’t follow through ON PURPOSE, try assuming that this person CAN’T meet the expectations for a brain-based reason and try these things:

- ◆ Ask concrete questions to find out how much a person understands (“What does it mean to clean the kitchen?” “What is the first thing you will do?”)
- ◆ Practice behaviors and actions multiple times (Using a checklist, practice going through all the steps of applying for a job, scheduling an appointment, going through a morning routine, cooking a meal, etc.)
- ◆ Provide external structure (reminder phone calls, postcards, checklists)
- ◆ Don’t require a person to rely on their memory. Write everything down, including each step a person needs to complete to be successful.
- ◆ Think younger. Imagine structures, supports and explanations for someone half their age.
- ◆ Teach self-advocacy (“I don’t know where to start. Can you help me?” “I’m confused about what to do next.”)

SUCCESS STORY:

Even though he expressed motivation for recovery from addiction, David was about to be asked to leave the long-term recovery home where he’d been living for six months because he never followed through on his chores and responsibilities around the house. Finally the house leader asked David, “Do you know what it means to collect the trash?” David didn’t know what it meant or how to do it. (He thought it meant to pick up trash laying in the yard instead of from all the wastebaskets). “Do you know what it means to change the linens?” (He didn’t know that linens included towels, washcloths, dishcloths, pillow cases, etc). They explained the meaning behind these things, walked David through the steps of doing each thing successfully, created detailed lists and took digital pictures of each step for David to follow. With these external supports, he was able to manage his chores and remain in the program.



“She picks the worst friends.” “People are always taking advantage of him.” “She is socially inappropriate.”

What else might be going on?

- Difficulty reading social cues (Doesn't understand body language, facial expressions)
- Doesn't understand sarcasm or other social communication
- Unspoken social rules not understood (doesn't censor thoughts, speaks every thought out loud)
- Developmental age younger than chronological age (acts much younger, prefers spending time with those much younger or much older)
- Lacks filters to evaluate trustworthiness (smiling strangers are immediately considered close friends)



SUCCESS STORY:

Danielle consistently picked friends and boyfriends who would steal from her, manipulate her and take advantage of her generosity. She even ended up in jail once because she let her boyfriend cook meth in her apartment. Her family stopped talking to her because she continued to make these poor choices even after experiencing consequences. Finally a social worker created a checklist of concrete characteristics to help Danielle decide whether or not she should 1) have a friendship with someone; 2) let someone into her apartment; 3) do a favor for someone. Items included things like: Shows up on time. Has a job. Pays for own food. Has insurance on car. Takes responsibility for mistakes. These checklists, along with opportunities and support to practice using them, helped Danielle take control of the people she let into her life. Without concrete criteria, she didn't know how to evaluate the words / actions of the people around her.

Instead of assuming that this person is socially inappropriate
ON PURPOSE, try assuming that this person CAN'T meet
the expectations for a brain-based reason
and try these things:

- ◆ Teach basic social interaction skills (eye contact, distance, introductions)
- ◆ Teach “if you don't know what to do, pick out someone who doesn't get into trouble and do exactly what they do.”**
- ◆ Provide concrete list of criteria for “Friend” vs .“Stranger” and then practice making this distinction in a variety of settings.
- ◆ Provide opportunities for healthy relationships (volunteering, community ed classes, being a helpful neighbor, etc)
- ◆ Teach and practice concrete ways to be helpful (“if you see someone with their arms full, open a door for them.”)
- ◆ Model socially appropriate behavior and then explain. (“Even though that person waiting at the elevator was friendly, I didn't tell him anything about myself.” “Even though I was tired of waiting in line, I smiled at the check-out girl and asked her how her day was going.”) Do not assume that a person knows the range of choices for social behavior.

**Thank you Deb Evensen (www.fasalaska.com)

“She keeps making the same mistakes.” “He has no common sense.”

What else might be going on?

- Difficulty applying past experiences to current situation due to inconsistent memory (doesn't learn from mistakes)
- Inflexibility of thought (If one situation isn't identical to another, the brain may not be able to see similarities)
- Inability to visualize or imagine possible outcomes of a new situation (can't weigh decisions based on cause / effect logic)
- Poor impulse control (typical lag between thought and action isn't there)
- Lack of comprehension (reading skills and expressive language may function much higher than comprehension and receptive language, giving the illusion of understanding)
- Difficulty with problem-solving skills (including imagination, generalization of information, the ability to focus and shift attention simultaneously, sifting through unnecessary information)

Instead of assuming that this person makes the same mistakes ON PURPOSE, try assuming that this person CAN'T meet the expectations for a brain-based reason and try these things:

- ◆ Determine whether or not a person truly understands the expectations even if they can state the expectations. (Ask “what does it mean to stay within your budget?” “Show me how you will stay within your budget here at the grocery store?”)
- ◆ Remember that people have different processing speeds. Some people may need twenty seconds to process what someone else can understand in five seconds. Speak more slowly and cut down the number of instructions you give at one time.
- ◆ Help this person have External Brains, people in their environment who understand that they may not know how to respond in a new situation.
- ◆ Teach self-advocacy. “I’m confused and getting frustrated. Can you please help me figure out what to do?”
- ◆ Watch carefully to determine if there is something about the situation, rule or expectation that this person is not understanding.



SUCCESS STORY:

Tyler worked as a cashier at a grocery store. The store installed a new system of weighing produce using 4-digit codes and an automated scale. When being trained on the new system avocados were used as a demonstration.

All other employees were able to generalize that information, look up various produce and use the new system. Tyler called for a manager every time a different type of produce showed up at his scanner, believing that he needed to be trained on each individual type of produce.

When reprimanded for wasting the manager's time, Tyler said, "But you only taught me about avocados."

Another cashier recognized Tyler's confusion and rigid thinking style, and took the time to teach him about the new system in a way that made sense to him.

YOU might be the *only one* who takes the
time to wonder.....

What if this person isn't doing it on purpose?

**What if this person has an invisible disability and needs
more help?**

Remember:

1. Brain differences are invisible, leading to the assumption that a person is willfully making poor choices.
2. Instead of assuming "WON'T", try assuming "CAN'T". Put some additional supports in place and see if it helps.
3. Understanding a person's brain differences provides a context for behaviors, not an excuse. We can use behavior as a guide for finding useful accommodations.
4. Some brains don't understand abstract language. Be as literal and concrete as possible. ("Leave your house at 9:30" is much more concrete than "Be on time".)
5. Don't assume that practical skills for managing day-to-day life have already been taught.
6. Sometimes we all need more help but don't know how to ask for it. Be patient, be generous. Don't assume that all brains work like yours.



For more information, please contact:
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C.I.T.E. LEARNING STYLES INSTRUMENT

The *C.I.T.E.* Instrument (Babich, Burdine, Albright, and Randol, 1976) was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students. It is divided into three main areas:

- ☐ **Information gathering** includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.
- ☐ **Work conditions** focus on whether a student works better alone or in a group.
- ☐ **Expressiveness** considers if a student is better at oral or written communication.

Scores on the Learning Styles Inventory fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

- Major: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.
- Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.
- Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

Frank B. Mann, III, Wyoming County, West Virginia, programmed a computer application system for the *C.I.T.E. Learning Styles Inventory* so that students may respond to the questions using the computer and the computer tallies the scores automatically. Teachers may obtain copies by contacting Louise Miller at 1-800-766-7372 e-mail: lbmiller@access.k12.wv.us

Definitions and Teaching Techniques for Major Learning Styles

The following are descriptions of learning styles found in every learner to a major, minor, or negligible extent and teaching suggestions related to each learning style.

Learning Style	Teaching Techniques
Visual-Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.	This student will benefit from a variety of books, pamphlets and written materials on several levels of difficulty. Given some time alone with a book, he or she may learn more than in class. Make sure important information has been given on paper, or that he or she takes notes if you want this student to remember specific information.

Learning Style	Teaching Techniques
<p>Visual-Numerical: This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.</p>	<p>This student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important data should be given on paper.</p>
<p>Auditory-Language: This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.</p>	<p>This student will benefit from hearing audio tapes, rote oral practice, lecture or a class discussion. He or she may benefit from using a tape recorder to make tapes to listen to later, by teaching another student, or conversing with the teacher. Groups of two or more, games or interaction activities provide the sounds of words being spoken that is so important to this student.</p>
<p>Auditory-Numerical: This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.</p>	<p>This student will benefit from math sound tapes or from working with other people, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his or her study group or to the teacher. Make sure important facts are spoken.</p>
<p>Auditory-Visual-Kinesthetic: The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wriggling of the fingers is a symptom of the A/V/K learner.</p>	<p>This student must be given more than just a reading or math assignment. Involve him or her with at least one other student and give him or her an activity to relate to the assignment. Accompany an audio-tape with pictures, objects and an activity such as drawing or writing or following directions with physical involvement.</p>

Learning Style	Teaching Techniques
<p>Social-Individual: This student gets more work done alone. He or she thinks best, and remembers more when he or she has learned by alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.</p>	<p>This student needs to be allowed to do important learning alone. If you feel he or she needs socialization, save it for a non-learning situation. Let him or her go to the library or back in a corner of the room to be alone. Do not force group work on him or her when it will make the student irritable to be held back or distracted by others. Some great thinkers are loners.</p>
<p>Social-Group: This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.</p>	<p>This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others and you may be able to facilitate the timing for this student.</p>
<p>Expressive Oral: This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.</p>	<p>Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him or her more by what is said than by what is written. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality so he or she will not be ignorant of the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.</p>
<p>Expressiveness-Written: his student can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid when oral answers are required. His or her thoughts are better organized on paper than when they are given orally.</p>	<p>This student needs to be allowed to write reports, keep notebooks and journals for credit and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps even in a one-to-one conference.</p>

C.I.T.E. LEARNING STYLES INSTRUMENT
 Babich, A.M., Burdine, P., Albright, L., Randol, P.
 Wichita Public Schools, Murdoch Teachers Center

Name: _____ Date: _____

Instructions: Read each statement carefully and decide which of the four responses agrees with how you feel about the statement. Put an X on the number of your response.

Questions	Most Like Me		Least Like Me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1

23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. LEARNING STYLES INSTRUMENT WORKSHEET

Name: _____ Date: _____

Directions: Look at each statement number on the worksheet below. Find the statement number on the Learning Styles Inventory and get the "most like/least like" number of the response you selected for each statement. Write the number (1-4) in the blank provided. Total the numbers under each heading. Multiply the total by two. Look at the scores to decide if this is major, minor or negligible.

Visual Language

5 _____
13 _____
21 _____
29 _____
37 _____
Total _____ X 2 = _____ (Score)

Social-Individual

4 _____
12 _____
20 _____
28 _____
45 _____
Total _____ X 2 = _____ (Score)

Visual-Numerical

9 _____
17 _____
25 _____
33 _____
41 _____
Total _____ X 2 = _____ (Score)

Social-Group

8 _____
16 _____
24 _____
32 _____
40 _____
Total _____ X 2 = _____ (Score)

Auditory-Language

3 _____
11 _____
19 _____
36 _____
44 _____
Total _____ X 2 = _____ (Score)

Expressiveness-Oral

6 _____
14 _____
22 _____
30 _____
38 _____
Total _____ X 2 = _____ (Score)

Auditory-Numerical

7 _____
15 _____
23 _____
31 _____
39 _____
Total _____ X 2 = _____ (Score)

Expressiveness-Written

2 _____
10 _____
27 _____
35 _____
43 _____
Total _____ X 2 = _____ (Score)

Auditory-Visual-Kinesthetic

1 _____
18 _____
26 _____
34 _____
42 _____
Total _____ X 2 = _____ (Score)

Score: 34-40 = Major Learning Style

20-32 = Minor Learning Style

10-18 = Negligible Use

Topic Brief

Writing Transition Goals and Objectives

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

We need to re-think our approach at PPT meetings – Transition Planning Must Guide the Development of IEP’s!

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:

- Postsecondary Education/Training
- Employment
- Independent Living/Community Participation

Adapted from *Connecticut’s Transition Training Manual and Resource Directory* (September 2004) – 11/3/06

Questions To Ask Students:

Employment:

What kind of work would you like to do?
What kind of training will you need for that work?
What kind of environment would you enjoy working in?
Will you need any supports on the job?

Postsecondary Education:

Are you interested in pursuing higher education after you leave high school?
Have you investigated the types of colleges/universities that would match your interests/needs/environment?
What supports will you need to succeed in a postsecondary, academic environment?

Independent Living:

Where would you like to live (with your family, on your own, with a friend)?
What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
How will you take care of your health needs?
How will you manage financially?

Community Participation:

Will you be able to travel to work and pursue leisure activities in the community?
Will you be able to access the services that can help you?
Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
How will you be able to find friends and maintain relationships with friends and family?

Once you have the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains an "Objective Bank" that can assist you in identifying potential areas of skills training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities students will need in order to enhance their independence as an adult in whatever post - school environment that is appropriate.

A special thanks to Simsbury High School for sharing their Objective Bank for adaptation.

TRANSITION IEP: THE NEXT STEPS

MORE TRANSITION IEP EXAMPLES

- * = possible goals or transition services/activities for middle school students or students who need more exploration

POSTSECONDARY GOALS

EDUCATION AND TRAINING

- Upon completion of high school, I will enroll in Ivy Tech
- After high school, I will go to college*
- After high school, I will receive job training in the area of my interests and preferences*
- Upon graduation of high school, I will enroll in a 4-year college.
- After high school, I will take a business class at Kings College (technical school)
- After graduation, I will participate in training to improve her work skills on her job through vocational rehabilitation services.
- After high school, I will participate in career classes and counseling offered by Work One.

EMPLOYMENT

- After college, I will have a career in the field of early childhood
- After high school, I will work in a job based on my interests and strengths*
- Juanita will work part-time while in college.
- After high school, I will work fulltime in a career related to his degree in business.
- After graduation, I will obtain a (part-time or full-time) job in the retail industry with supports.
- After high school, I will receive (or participate in) job development services from vocational rehabilitation and/or a community rehabilitation program to obtain competitive employment.

INDEPENDENT LIVING

- Upon completion of high school, I will utilize public transportation including public bus and rural transit, to get to and from work.
- Upon completion of high school, I will participate in YMCA activities of her choice.
- After graduation, I will live in her own place/house with supports.
- Upon graduation, I will independently prepare for work each day, including dressing herself, making her lunch, and accessing transportation

ANNUAL GOALS

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS OF EDUCATION AND TRAINING

- When given a topic in History, Social Sciences, or English, Sam will be able to independently write a three-paragraph essay containing the required elements; introduction, supporting details, and conclusion by the end of the second trimester
- By May 2009, when provided with an agenda book, Jose will independently record his homework assignments in English, Math, Social Studies and Science
- By May 2009, Mary will ask 4 clarifying questions related to the text read, using why/what if/how questions with 100% accuracy in 4 of 5 trials as measured by teacher-charted records.
- By the end of December 2008, when given a problem with two linear equations or inequalities, David will solve and graph the correct response with 90% accuracy as measured by student work samples and teacher-made assessments (standard?).
- When needing a break during math and social studies class, Brian will present a "pass card" to request time away without disrupting others as measured by classroom teachers using event recording sheet by the end of May 2009.
- By June 2009, Allen will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic, sentence, supporting sentences and conclusion without assistance 4/5 times over 2 weeks as measured by writing samples, classroom assignments and quizzes.

- By December of 2009, Alex will use his self-management strategies of checklist, visual reminders, and putting his medicine bottle in his backpack by taking his medicine daily as measured by teacher observations and recording chart.

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS EMPLOYMENT

- Kevin will use the public transportation system to get to and from her job placement, independently arriving at work on time, for any five consecutive days by May 2009.
- By September of 2009, Cathy will ask questions about the instructions or materials presented to ensure comprehension 9 out of 10 trials as measured by teacher observation and charting.
- Kyle will demonstrate the organizational skills of using a planner to record his homework assignments for all classes every day.
- Heather will develop algebra skills, as measured by her homework and quiz scores, by using her planner, preparing questions for class and recording the formulas for study during her senior year.
- By the end of the year, Ben will use the 4-step problem solving strategy when confronted with various situations in-school and at the job site as measured by teacher and job coach observations and charting.

***Remember Self-determination skills includes in choice-making, decision-making, problem-solving, self-awareness, goal-setting, risk-taking and safety skills. There are a number of materials and information available to assist with teaching various strategies and lessons.*

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS INDEPENDENT LIVING

- Kevin will use the public transportation system to get to and from her job placement, independently arriving at work on time, for any five consecutive days by May 2009.
- When given a choice of activities, Sarah will point and label the item/activity following no more than 1 prompt on 3/5 trials as measured by teacher observation and recorded data.
- Given a board of four choices of classroom and community topics (e.g., locations in community, people, grocery shopping), Jason will select the activity or item in which he wants to engage in for the week to make his schedule.

TRANSITION SERVICES

These are examples based on transition services definition. The number of services and activities you document are dependent on the needs of the student.

DEFINITION:

"Transition Services means a *coordinated set of activities* for a student with a disability that

- Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability;
- are incorporated into the student's individualized education program to facilitate movement from the school to post-school activities, including, postsecondary education; vocational education; integrated employment including supported employment; continuing and adult education; adult services; independent living; or community participation.
- must be based on the individual student's needs, taking into account the student's strengths, preferences and interests,
- Includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. "

Instruction examples:

- ❖ Social skills training
- ❖ Participate in the High School visit*
- ❖ Complete the learning style assessment*
- ❖ Self-advocacy or self-determination training
- ❖ Self-monitoring instruction related to behavior
- ❖ Tutoring in reading comprehension strategies
- ❖ Computer skills instruction
- ❖ Enroll in Consumer Science Class (or other electives that you have identified specific reasons why that class relates to transition services)

Related Services examples

- ❖ Counseling services to manage anger
- ❖ Occupational therapy services to improve feeding skills
- ❖ Speech therapy services for training in use of augmentative communication device in job site

- ❖ Occupational therapy for use of assistive technology
- ❖ Physical therapy to improve independent ambulation on a work site
- ❖ Orientation and mobility services for community participation

Community Experience

- ❖ Participate in Reality Store*
- ❖ Visit two colleges or identify which colleges
- ❖ Using public transportation to get to work site
- ❖ Tour of community college campus to familiarize student with surroundings
- ❖ Job shadowing in hospital environment
- ❖ Training using ATM
- ❖ Twice a month trips to grocery stores to purchase items

Employment and Other Post-School Adult Living Objectives

- ❖ Visit the Career Center*
- ❖ Complete the learning style assessment*
- ❖ Complete the Career plan with guidance counselor*
- ❖ Complete career interest inventory*
- ❖ Complete Self-determination assessment*
- ❖ Apply for financial aid
- ❖ Apply for college and disability support services
- ❖ Refer to Vocational Rehabilitation Services
- ❖ Participate in VRS night at school
- ❖ Apply for Medicaid Waiver
- ❖ Part-time employment working with children
- ❖ Volunteer position at hospital
- ❖ After school paid work experience at Target
- ❖ Apply for Social Security work incentives/benefits

Acquisition of Daily living Skills

- ❖ Safety skills training in community settings
- ❖ Purchase of a monthly bus pass
- ❖ Grocery shopping training
- ❖ Laundry skills
- ❖ Knowledge and use of simple recipes
- ❖ Food preparation and kitchen hygiene instruction
- ❖ Purchasing lunch at work site

Secondary Transitional Activities

Though no longer required as a component of a transition IEP, activities can still be used to improve a student's present level of performance in a transitional area. Activities allow a student to practice a skill or to demonstrate their learning. Unlike annual goals, activities do not generally require specialized instruction and the outcomes may or may not be measurable. Goals are about new learning. Activities are about practicing and improving a skill that has already been learned. If there is specialized instruction involved, activities can be written as goals.

Activities can be the responsibility of the student, parent, teacher, or any other appropriate individual. It is important that if activities are stated within the IEP document, the individual who accepts responsibility for activities should also be identified.

What follows are examples of transitional activities in the five transition areas.

Jobs and Job Training

1. Make an appointment with the school counselor and ask for help to expand your "career awareness" knowledge.
2. Get and keep a part-time job for three months.
3. Request an accommodation that you need from your employer.
4. Make an appointment to visit a Department of Rehabilitation Services counselor.
5. Develop a career plan.
6. Develop a letter of inquiry and a follow-up letter.
7. Gather information about two careers in which you are interested.
8. Video tape your worksite. Used the video as the basis for a class presentation.
9. Take a vocational assessment (inventory, aptitude or ability).
10. Ask your employer to review your job performance and ask for suggestions to improve.
11. Do a job interview for a job you are not interested in getting.
12. Create a job application data card.
13. Become involved in the school to work program
14. Fill out several job application forms
15. Obtain a Minnesota Identification Card
16. Interview someone in a career interests and report the information to class or teacher.
17. Visit the Workforce Center.
18. Make a list of your strengths, assets and skills.
19. Take the A.S.V.A.B. test.
20. Talk to a military recruiter.

Post-Secondary Education

1. Locate two secondary education institutions you'd consider attending. Call and have them send you information.

2. Make a site visit to a post-secondary institution.
3. Take the ACT or SAT.
4. Contact a college Student Support Service Office to find out what assistance is provided for individuals with you disability.
5. Arrange a meeting with a classroom teacher and explain to him/her how your disability affects your education and what accommodations you need.
6. Arrange for tutoring one hour a week for nine weeks to improve a specific skill.
7. Fill out a college application form.
8. Make an appointment with the school counselor to discuss scholarships that might be available to you.
9. Ask someone to write a letter of recommendation for you.
10. Take a learning style inventory to determine how you learn best.
11. Identify all possible sources of financial support for vo-tech or college.

Home/Independent Living

1. Do your family grocery shopping at least two times. See how well you can stay within the budget.
2. Do the family laundry for at least one week.
3. Attend Anger Management Classes
4. With a parent, develop a family budget and monitor it for 8 to 10 weeks.
5. Prepare a family meal.
6. Develop a card catalog of your favorite recipes.
7. Schedule your next hair cut, dental, eye, or doctor appointment.
8. Investigate housing costs. Determine the monthly rent for apartments in your area.
9. Assist a parent with at least two different home improvement projects (painting a room, fixing a leaky faucet, etc.).
10. Attend counseling sessions with Human Services
11. Keep his/her locker (room at home) neat, clean and organized for 1 month
12. Develop an "accumulation list" - things needed for moving to an apartment or dorm room
13. Determine what legal resources are available
14. Create a "what to do if you have an auto accident" checklist
15. Find out where to get information about sexuality issues
16. Take a self-defense class
17. Determine how to use an ATM
18. Explore guardianship/conservatorship.

Recreation and leisure

1. Develop and carry out a four week exercise plan.
2. Attend a play or a musical.
3. Join a school club or sport team.
4. Attend a school function.
5. Attend one school dance.
6. Call the local YMCA or YWCA and inquire about what programs are available.
7. Develop a one-week vacation plan.
8. Read a book "just for fun".
9. Take a community education class.
10. Apply for a library card.
11. Visit at least 2 city or state parks
12. Share a skill you have with another

Community Participation.

1. Join a community or church youth group.
2. Attend a school board or city council meeting.
3. Volunteer your services to a community or private group for one hour per week for two months.
4. Take a bus to location to which you would normally get a ride or drive.
5. Spend a morning or afternoon in court.
6. Register to vote.
7. Register with the selective service.
8. Apply for a driver's license.
9. Introduce the participants at the next IEP meeting
10. Volunteer to help for a church or charity function
11. Visit a nursing home resident

Instruction	
Transition IEP Goal	Activity/Service Objective
Student will identify (X) colleges/universities and/or technical schools of interest	Meet with college/university/technical school representatives at school. Attend college fair. Visit campuses of interest. Identify all requirements for entry into college or technical school
Student will fulfill all requirements for entrance to desired postsecondary institution.	Complete and submit application. Send high school transcripts and TABE SAT/ACT/ASSET or COMPASS scores to schools of interest Obtain letters of recommendation from selected teachers and or community members Register for the appropriate classes needed to satisfy graduation requirements.
With parental permission and support, student will investigate (X) financial assistance programs for postsecondary education.	Meet with Native Corporation Shareholder development specialist/Resource Techs to develop career plan Meet with Vocational Rehabilitation Counselor to create work plan. Investigate scholarships Complete and submit FAFSA forms. Apply for Vocational Rehabilitation Services.
Student will select courses preferred by postsecondary institution	Inquire with admissions program at selected postsecondary institution about preferred courses.
Student will name 2 agencies that he can utilize for post-secondary services.	Meet with guidance counselor to discuss Job Corp as a possible option Meet with Vocational Rehabilitation counselor to discuss services
Student will apply to Vocational Rehabilitation for vocational evaluation and employment assistance.	Obtain application from case manager or other source. Return signed paperwork to case manager
Student will receive training in (X) employment placements.	Participate in Work/Study Program Participate in independence training activities in the classroom. Regularly rotate job sites to refine and expand task skills and further explore potential preferences for the future
Student will identify (X) characteristics of disability	Take learning styles inventory. Research effects of disability.
Student will request (X) needed accommodations appropriate to disability	Student will request needed accommodations from classroom teacher.

	Student will request needed accommodations on GED, SAT/ACT/Compass/Asset test.
Student will apply to (X) colleges.	Send high school transcript and SAT scores to colleges of interest Complete and submit college applications Obtain letters of recommendations from selected teachers and or community members Use log to keep track of correspondence with colleges of interest.
Student will apply for admission to (X) technical schools.	Attend Open House at Technical School to meet teachers and learn about desired program of study. Obtain application, complete, and turn in by deadline Meet with case-manager to discuss placement in technical school of choice
Student will complete 2 college applications	Learn personal information Gather applications and practice filling them out. Have a staff member or parent review.
Student will pass classes related to functional academics and daily living.	Identify areas of need for functional life skills Participate in Community Based Vocational Training Follow functional academics curriculum
Student will obtain a regular high school diploma	Pass required tests to graduate with a regular diploma Pass required courses for graduation
Student will take active role in planning and participating in next IEP meeting.	Make introductions at IEP meeting Present results from vocational evaluations Plan and /or clarify IEP objectives and criteria
Student will develop a portfolio with the three components listed based on _____ field	Research and list various possibilities and interest in position in the _____ field. Locate and list programs that interest him/her in the _____ field. Identify educational needs for the field of _____.

Related Services	
Transition IEP Goal	Activity/Service Objective
Explore options for keeping or replacing Assistive Technology device for post-secondary use	Contact Assistive Technology manufacturer to obtain information from funding coordinator or client advocate Contact State Chapter of major disability organizations for funding purposes Ex: United Cerebral Palsy, Spinal Bifida Assoc. Alaska Center for the Blind, ATLA
Initiate application for Medicaid Waiver	Contact Regional Office/ Local Clinic to make appointment to complete Medicaid Waiver Contact Benefits Navigator for information on initiation of SSI Obtain and complete necessary paperwork Monitor status of application monthly
Student will apply to VR for vocational Evaluation and vocational development	Complete school referral Meet with vocational counselor when assigned Participate in Vocational and/or Work Evaluation through Vocational Rehabilitation
Student will acquire a communication device that can be used consistently to communicate with others (see also IEP)	Work with teacher/speech/occupational therapist on using various communication devices. Contact vendors for sale/lease options on communication device
Student will request an interpreter for personal needs (driver license testing, job interview, doctor's appointment etc.) on (X) occasions	Will request the services of an interpreter when needed. Will meet with the social worker or counselor to discuss when and how to request interpreting services
Student will meet with VR counselor on at least 2 different occasions to set-up a work plan.	Arrive at meetings promptly Contact counselor ahead of time if late needing to reschedule
Student will identify 2 appropriate agencies to link with upon graduation	Contact VR counselor and discuss services and options through DD
In a community setting, such as a job interview or taking the driver's test, student will independently request once a month professional interpreting services	Will request the services of an interpreter when needed Will meet with the social worker or counselor to discuss when and how to request interpreting services
Student will apply for long-term financial assistance.	Apply for Supplemental Security Income Apply for a Medicaid Waiver through local Region office contact family's insurance company to inquire about coverage options as well as Tribal Health Services

Employment	
Transition IEP Goal	Activity/Service Objective
Student will complete (X) number of chores at home without prompts	Create chore chart. Create system of rewards and consequences for chore completion.
Student will identify (X) options for volunteer positions	Accompany parents to investigate volunteer possibilities in the community. Explore volunteer options at various community sites (example: church, school, traditional council, City Councils, community cook house, Girls/Boys club). Maintain a log of volunteer contacts; listing date, person contacted, and call back number.
Student will identify (X) careers within selected area of occupational interest	Participate in job sampling/shadowing experience. To include traditional subsistence activities. Participate in Work Study Experience. Obtain entry-level summer job (volunteer or paid) in area of interest.
Student will identify family/community Subsistence activities	Participate in seasonal family hunting, fishing, gathering, and food prep activities Identify tools and supplies needed for specific subsistence activities.
Student will utilize Vocational Rehabilitation Services to reach career goals	Meet with VR counselor to open case. Explore options for requesting accommodations in the college/vocational school setting.
Student will develop a work plan with the VR counselor	Keep all VR meetings. Follow up on recommendations from VR counselor.
Student will complete (X) number of steps to obtain part-time employment in selected field	Meet with case manager to discuss Job Search plan. Complete job applications at a minimum of 3 places of potential employment. Communicate with case manager regarding job search progress.
Student will retain current employment	Meet with case manager to develop list of strategies to improve employability. Invite employer to next IEP meeting.
Student will obtain a satisfactory performance rating within his current employment.	Complete a self-evaluation of job skills every 9 weeks Have employer fill out WBL Student Performance Evaluation

	Discuss progress at work with manager & WBL teacher on a regular basis.
Student will develop and practice (X) job acquisition skills in preparation for employment.	Identify 3 local businesses that offer part-time work. Complete 3 applications for each business and return to case manager. Follow-up with manager until job opportunity is offered or closed
Student will seek/obtain volunteer position in desired vocational area	Identify volunteer opportunities. Contact agency/organization to volunteer.
Student will apply for a part-time job.	Meet with case manager to discuss job search plan Identify 3 places in the community where he would like to work Obtain and complete minimum of 3 job applications at selected places of employment with support from an adult
Student will identify (X) jobs within the community	Interview family members and neighbors about their jobs Explore specific roles of people working in the community
Student will meet with staff from two local organizations (city/traditional councils, school) settings to discuss possible volunteer or supported employment possibilities.	Contact local libraries/churches (minimum 4) to inquire about volunteer service possibilities Practice appropriate greetings/conversations through communication system relevant to volunteer situations Practice using adaptive switch, environmental control unit, and tape player to play music for activities.
Student will meet with a VR representative on a quarterly basis to identify (X) assistive technology needs and options necessary to reach career goal	Meet with a VR representative to discuss assistive technology needs and options Within the work plan, create a list of accommodations that will be needed in the college setting
Student will tour 3 post-school vocational training options	Contact Vocational Rehabilitation Program to inquire about/begin intake process for services Attend region/local Career /Transition Fair to gather information and contacts for local programs Contact local agencies for supported employment to schedule a meeting and tour Create information binder to organize/hold all gathered information.

Post School Adult Living	
Transition IEP Goal	Activity/Service Objective
Student will demonstrate self-advocacy skills by completing the 3 activities listed	<p>Take active role in planning and participating in next IEP.</p> <p>Communicate the nature of disability, needed accommodations, and strengths.</p> <p>Discuss classroom modifications needed with all teachers</p> <p>Discuss strengths and weaknesses with potential employer</p> <p>Meet with Vocational Rehabilitation Counselor to discuss needs.</p> <p>Contact appropriate support organizations for post-secondary assistance (Center for Visually Impaired, Autism Society, etc.).</p> <p>Request needed accommodations on Drivers' Exam.</p>
Student will exhibit the use of 2 money management skills.	<p>Open bank account.</p> <p>Use an ATM</p> <p>Use online banking</p> <p>Keep monthly statement and balance.</p> <p>Assume responsibility for 1 bill a month; paying the correct amount on time.</p>
Student will open and maintain checking account over 3 months.	<p>Identify a bank and open accounts (checking, savings) along with check card for access to accounts</p> <p>Use check card for purchasing items/meals while on community skills outings minimum once per week, with adult support</p> <p>Use ledger to keep track of withdrawals and deposits in accounts, with adult support</p>
Student will be responsible for 5 weekly/daily chores in preparation for independent living.	<p>Plan, shop for, and prepare at least one meal a week</p> <p>Wake self-up each morning using an alarm clock</p> <p>Use a day planner or calendar to keep up with due dates, activities</p> <p>Sort dirty laundry by colors, load and start washer and dryer, with adult support</p> <p>Care for "Lacy" (family cat) by feeding (2 times/day) and cleaning out litter box (daily)</p>
Student will determine the process for parents obtaining legal guardianship over her.	<p>Obtain guardianship information</p> <p>Contact lawyer to begin/complete guardianship process</p>

	Identify necessary steps to obtain a Medicaid waiver
Student will make (X) contacts to obtain financial assistance:	Apply for Supplemental Security Income (SSI) Apply for a Medicaid Waiver (DHR) Contact family's insurance company to inquire about coverage options.
Acquire self-monitoring strategies to decrease impulsive behavior	Self-record specific behaviors on chart Role Play Stop & Think – wait 5 seconds before responding Deep Breathing before responding to situation
Student will create and follow a budget for 3 months	Student will identify his expenses for housing, transportation, utilities, grocery and personal care items. Student will determine his needed income to pay bills Student will use ledger to keep track of bills and payment due
Student will demonstrate appropriate peer relations in 4 settings	Discuss and role play various situations in affective skills class Accompany a peer on a social outing at least once a month Acquire self-monitoring strategies to decrease impulsive behavior
Student will advocate for self by communicating 2 strengths and 2 weaknesses to her teachers, peers and employers.	Take active role in planning and participating in her next IEP meeting Discuss classroom modifications needed with all teachers When employed, discuss strengths and weaknesses with employer, get monthly feedback on targeted behaviors Participate in role-playing activities to practice utilizing self-advocacy skills in a variety of situations.
Student will find 2 jobs of interest using local/regional online want ads/ job postings	With parent, locate possible job opportunities in the local newspaper. With parent, review the process of obtaining a job of interest
Student will take an active role in planning and participating in his/her next IEP meeting	Meet with case manager to review the instructional accommodations page of his/her IEP. Make introductions at IEP Meeting Plan and/or clarify IEP objectives and criteria
Student will distribute his accommodation plan to all teachers every semester.	Take an active role in his IEP meeting. Practice discussing classroom

Daily Living Skills	
Transition IEP Goal (level 3)	Activity/Service Objective (level 4)
Student will obtain the necessary supports and accommodations to live independently	Participate in appropriate classes Discuss access to accommodations for independent living with VR counselor
Student will acquire the skills necessary to live independently Open and maintain checking/savings account	Plan., shop for, and prepare at least 2 meals a week Perform daily cleaning chores without prompts Make and follow schedule to perform week laundry chores Locate local bank and online banking options Choose the account type needed Provide information needed to open account ex: driver's license, ID, etc.
Student will utilize a communication system and gesturing/orienting to make requests and indicate preferences	Expand appropriate activities per student
Student will be able to prepare a simple snack or meal with minimal assistance 3 times.	Will be able to choose the food items, utensils, and appropriate cooking method for a selected food choice Will request assistance when needed and follow the directions given Will clean up after food preparation
Student will obtain the necessary supports and accommodations to live independently by completing 2 of the designated transition activities.	Participate in the Daily Living classes offered through the CVI Discuss access to accommodations for independent living with VR counselor, such as utilizing Tools for Life List 5 accommodations that are necessary to live in an apartment Borrow/use 3 accommodations from Tools for Life that would help student live more successfully independently
Student will identify and complete 5 necessary steps in morning routine to get ready for school 5 days a week.	Identify necessary steps in morning routine by working w/family to make a chart Follow morning hygiene sequence on chart Address hygiene needs throughout the day, as needed
Student will improve personal hygiene by following a chart regarding personal hygiene	Schedule a specific time/day for the following activities as part of a weekly

needs and keeping track of completed activities	routine: regular bathing/showers, washing and drying clothes, hair/body care Check off personal hygiene activities on chart when completed
Student will demonstrate two independent living skills five days per week for 16 weeks	Wake self-up in the morning using an alarm clock Utilize a calendar at home and in school to record appointment and activities Listing homework/chores necessary to complete for each day
Student will choose clothing appropriate for work and for play on 3 opportunities to dress for each of the 2 types	Provide communication choices with a variety of student's clothing to include work and play clothes
Student will wash and dry his/her clothes independently once a week	Will demonstrate a skill in handling various types of laundry needs to include washing, delicates, colors and special fabrics. Student will demonstrate how to handle various types of fabrics for drying clothes to include line drying, temperature settings and small items.
Student will learn to shop and select 10 food items based upon freshness, quality, date cost, and nutritional value.	Student will shop with family and identify freshness, quality, date cost, and nutritional value of various food items. Student will be able to plan a simple meal on a budgeted amount of money once a week
Student will assist family with meal preparation on 2 weekdays	Assist family with identifying recipes including steps necessary to complete recipes Assist family with grocery shopping including budget for meals
Student will list 3 facts in the area of pregnancy/prenatal care/parenthood	Will request a time to meet with parent to discuss questions over pregnancy, prenatal care, parenthood Will request a private time to meet with dorm RA, counselor, or other trusted adult, to discuss questions Will participate in the "Baby Real Deal" experience using programmed baby dolls to simulate being a parent. If applicable, will learn how to use adapted devices for being a deaf parent.
Student will perform 3 daily chores at home following a prepared checklist.	Identify daily chores at home Complete and follow a checklist of chores performed

Community Participation	
Transition IEP Goal	Activity/Service Objective
Student will access and utilize (X) community resources	Assist parents in completing tasks in the community (use ATM at store; get mail, COD's mail envelops and boxes from post office, utilities companies AVEC/ARUC to access water/sewer and electric services, etc.) Register to vote Obtain government picture ID Register for Selective Service (all males age 18) Complete necessary tax forms Apply for SSI Apply for post-secondary support Tribal Voc Rehab State Voc Rehab Native Corporation resource techs
Student will identify (X) transportation options	Investigate Public Transit options: contact local air carriers book reservation to local hub community. Access and search for reservations online for local carriers ERA/Bering Air and Alaska Airlines Apply for Para Transit Service, if applicable
Student will identify (X) modes of transportation	Investigate transportation options on identified postsecondary campus Explore taxicab/van service in community Apply for Drivers Education training through Tech Center Practice for and take test for Driver's License, requesting necessary accommodations Practice driving skills at least ____ a week. Obtain bus schedule and map online and practice mapping routes for trips to Anchorage
Student will obtain a driver's license	Will study the driver's manual Will join the Driver's training study group Pass the driver's written exam
Student will identify visit potential places in the community to shop for food, clothes, etc.	Will buy groceries and or clothing from local stores.

	Will be able to order groceries and clothing from stores in hub community by phone to be delivered to airlines then on to home village. Will be able to mail order via phone or website food and clothing.
Student will join club, team, or other social organization.	Investigate Social recreation events sponsored by community Investigate various volunteer opportunities, school event, community potlucks, meetings Investigate joining sports leagues Attend 2-3 school events per semester (sporting events, dances, club meetings, etc.) Initiate conversations with peers and c-workers
Student will identify (X) leisure/recreation activities of interest	Investigate Special Olympics participation Explore community recreation options and classes
Student will register to vote	Obtain and complete forms necessary for voter registration Find appropriate voter precinct Vote in next scheduled election, with adult support
Student will volunteer in his community for 20 hours	Investigate volunteer options in the community (Traditional Council / City Council meetings and or events) Using a calendar, make a schedule to incorporate volunteer duties and employment
Student will actively participate in group conversations with peers at lunch and/or during community skills outings, using communication system on (X) different occasions.	Practice and expand vocabulary on chosen communication device/system Participate in group “conversations” during lunch periods and daily outings
Student will initiate communication with workers in community settings, initiating 2 responses in 3 different locations.	Practice and expand vocabulary on chosen communication device/system Participate in group/one on one “conversations” during community settings
Student will attend a mentoring program once a week for 20 weeks	Investigate mentoring programs in the area and inquire about the referral process for each Contact a representative from the selected mentoring program to begin involvement
Student’s family will complete one sign language training module per week from Described and Captioned Media Program (free)	Will locate local interpreting services in community and ask about classes. Locate ASL online classes for family and assist in helping them learn to sign.

Student will be able to develop and use a picture list to find 4 items on a shopping trip	Student will make choices and locate items needed for various activities that require purchases. Student will list prices of items purchased
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Postsecondary Education

Goal: Student will acquire the skills to successfully transition to a two-year or four-year college/university.

Objectives:

- Student will enroll in academic classes that will prepare him/her for the educational challenges of postsecondary education.
- Student will meet with guidance counselor/special education teacher to discuss academic requirements of pursuing a college degree.
- Student will demonstrate skill in developing a positive school profile and resume that will be used in the college application process.
- Student will participate in at least one extracurricular activity in order to develop nonacademic aspects of learning.
- Student will describe their disability in terms of learning strengths and weaknesses.
- Student will attend postsecondary options fairs, events, and group sessions provided by the school.
- Student will participate in the traditional standardized tests necessary for acceptance to postsecondary institutions (PSAT's, SAT's, etc.).
- Student will complete the paperwork necessary to take the SAT's with accommodations.
- Student will schedule a visit with the Disability Services Coordinator for at least two colleges/universities to determine the levels of services available.
- Student will describe the accommodations/modifications available to them in postsecondary settings.
- Student will explain the difference between protection under special education law (IDEA) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- Student will ensure that all evaluation data required by postsecondary institutions has been conducted and is within three years of graduation.
- Student will receive direct skills training in becoming a positive self-advocate:
 - Learn whom to ask and when to ask for assistance.
 - Practice describing what is needed in order to become a successful student.
 - Develop and practice negotiation skills to help get what is wanted/needed.
 - Develop strategies for seeking assistance.
 - Discuss disability needs in the context of seeking accommodations.
- Student will practice needed postsecondary education strategies:
 - Time management
 - Test preparation
 - Study partner/study group
 - Note-taking techniques
 - Special study locations
 - Stress reduction techniques
 - Text anxiety reduction activities
- Student will develop the skills to organize their work with efficiency.
- Student will develop strategies to enhance their study skills.
- Student will determine what testing, evaluation data is required by a postsecondary institution in order to receive needed accommodations.
- Student will research resources within and outside the college to find support:
 - Determine if they are eligible for Vocational Rehabilitation Services (BRS)
 - Research private tutoring, if necessary.
 - Research Personal Care Assistance services, if necessary.
- Student will submit a resume and postsecondary list of options to their guidance counselor by September, Grade 12.
- Student will write a personal essay in the fall of Grade 12.
- Student will investigate availability of financial aid and complete paperwork.

Career Awareness/Employment

Goal: Student will complete a series of activities in order to prepare him/her to transition to competitive or supported employment.

Objectives:

- ___ Student will complete a series of formal and/or informal vocational assessment activities:
 - ___ Career Interest Inventory
 - ___ Learning Style Inventory
 - ___ Student Interview
 - ___ Parent Interview
 - ___ Values/Maturity Inventory
 - ___ Achievement Test
 - ___ Psychological Tests
- ___ Student will define interests and abilities related to potential career and job opportunities.
- ___ Student will develop a career portfolio to compile all vocational-related materials.
- ___ Student will complete a minimum of two job reports on occupations of interest.
- ___ Student will complete a series of formal and/or informal vocational assessment activities.
- ___ Student will participate in ___ career trips to area businesses.
- ___ Student will participate in ___ school-based opportunities to hear guest speakers from career fields of their choice.
- ___ Student will identify primary and secondary career goals comparing the qualifications necessary for success in such occupations with his/her own abilities.
- ___ Student will increase knowledge of general labor laws re: the employment of minors (e.g. work permits, hours of work, minimum wage and jobs permitted for minors).
- ___ Student will demonstrate skills necessary to effectively locate, apply, interview and maintain employment.
- ___ Student will identify attitudes and behaviors necessary for job success.
- ___ Student will apply decision-making strategies to job-related issues.
- ___ Student will develop a personal resume.
- ___ Student will define transition goals related to competitive or supported employment postsecondary education and training, independent living, and community participation.
- ___ Student will refine transition goals related to employment, postsecondary education and training, independent living, and community participation.
- ___ Student will meet with adult service representatives to initiate referral process.
- ___ Student will meet with adult service representatives at least two times per school year to prepare for transition.
- ___ Student will discuss job-related concerns and transition planning issues in vocational counseling sessions.
- ___ Student will complete ___ job-shadowing experiences related to expressed interests.
- ___ Student will successfully complete ___ school-supervised work experiences.
- ___ Student will demonstrate positive work habits and attitudes in school-based vocational settings.
- ___ Student will participate in ___ community-based internships in a career field of interest.
- ___ Student will demonstrate positive work habits and attitudes on community-based vocational training.
- ___ Student will complete ___ community-based job training experiences.
- ___ Student will self evaluate work behavior in community-based vocational settings.

Self-Advocacy

Goal: Student will demonstrate self-advocacy skills in order to communicate learning style, academic and behavioral needs.

- Student will complete a learning style inventory and be able to describe learning style.
- Student will communicate to others the strengths and weaknesses of learning style.
- Student will review the modifications/adaptations page of his/her IEP.
- Student will communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.
- Student will learn skills to begin to facilitate his/her PPT.
- Student will identify impact of behaviors on self and others and how it affects learning.
- Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- Student will accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.
- Student will demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.
- Student will develop and carry out a plan for making up work missed due to absence.
- Student will accept responsibility for utilizing resource period services to meet classroom objectives.
- Student will discuss specific topic behaviors (positive and negative) and their effect on academic classes and/or social performance of self.
- Student will seek guidance/direction when facing new or difficult situations.
- Student will appropriately confront topics/issues which are uncomfortable, with teacher/para support.
- Student will plan and implement alternative solutions for school problems as they occur with adult guidance.
- Student will face academic and social situations positively and appropriately and discuss feelings regarding these situations.
- Student will accept praise and/or criticism from peers or adults and utilize this to change social and behavioral outcomes.

Organization and Study Skills

Goal: Student will demonstrate organization and study skills in order to participate successfully in academic classes.

- Student will self-monitor homework by maintaining an assignment note pad that lists all assignments and dates due.
- Student will monitor long-term assignments by breaking down assignments, setting up blocks of time for completion of each part, recording and monitoring progress.
- Student will show preparation for class by reporting to class on time with necessary materials for class.
- Student will complete assigned tasks by following oral and written directions.
- Student will complete assigned tasks by beginning within a reasonable amount of time and finishing within a specified time frame.
- Student will work towards effective task completion by remaining on task, ignoring distractions and working independently for a specified period of time.

- Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- Student will demonstrate understanding of concepts presented in class by applying study skills (e.g., note taking, outlining, summarizing).
- Student will gain understanding of class content by identifying key words, taking notes and using compensatory devices as needed.
- Student will actively prepare for tests and quizzes by applying strategies (e.g., mnemonics, visualization, graphic organizers, outlining, attending extra help sessions, etc.).
- Student will demonstrate improved organizational skills by keeping class work and notebooks orderly.
- Student will demonstrate self-advocacy skills by planning with classroom teachers for academic and behavior needs.
- Student will accept the consequences of being unprepared for class by discussing such consequences and planning how to avoid such problems in the future.
- Student will improve test-taking skills by acquiring and applying strategies.
- Student will prepare for more active participation in classes by previewing and later reviewing topics of study.
- Student will independently seek assistance in classes by choosing a classmate, checking thoroughness of notes and clarity of assignments.
- Student will increase retention of material read by applying strategies for approaching the reading of content materials (scanning, skimming, note taking, outlining, summarizing).
- Student will accept academic responsibility by utilizing resource periods and working with staff to meet study skills objectives.
- Student will self-monitor assignment completion by prioritizing tasks and breaking down assignments into workable units.
- Student will complete research projects by setting a time line for completion, locating primary and secondary sources, taking notes from these sources, citing sources, organizing by sub-topic and presenting report in oral or written form.
- Student will access the reading component of classes through the use of recorded materials as needed.
- Student will employ compensatory strategies in setting goals in content classes, creating strategy to improve recording of assignments, developing strategy to improve grades, monitoring time spent on specific subjects and following through on the use of these particular strategies.
- Student will improve memory strategies by acquiring and applying a variety of memory techniques.
- Student will improve note taking skills by acquiring and applying strategies for written & oral sources.
- Student will independently arrange conferences/extra help sessions with teachers.
- Student will complete assignments on time and according to designated criteria by recording assignments, budgeting time appropriately, being prepared by having all necessary materials, and by seeking help when necessary.
- Student will earn a passing grade in academic courses by participating in in-class discussions/activities, utilizing various study skills and actively preparing for tests/quizzes.
- Student will accept academic responsibility by attending classes on a regular basis, participating in class discussions and activities, completing assignments according to stated criteria, and following class behavioral guidelines.

Independent/Daily Living Skills

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational and community).

- Student will maintain well-groomed appearance and proper hygiene.
- Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- Student will identify personal medical management needs (prescription, over-the-counter medicine, directions and safety of use).
- Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.

- ___ Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.
- ___ Student will maintain a bedroom by making a bed correctly, hanging up and placing clothing neatly in closets/drawers.
- ___ Student will maintain a clean bathroom – based upon specific teacher criteria.
- ___ Student will maintain a clean kitchen – based upon specific teacher criteria.
- ___ Student will maintain a clean living room – based upon specific teacher criteria.
- ___ Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate use of household appliances–based upon specific teacher criteria.
- ___ Student will demonstrate appropriate skills in laundering – based upon specific teacher criteria.
- ___ Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- ___ Student will expand time management skills as they relate to home, work, and the community.
- ___ Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- ___ Student will apply and expand knowledge of written correspondence including telephone messages, letters, lists, etc., based upon specific teacher criteria.
- ___ Student will, based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- ___ Student will demonstrate proper etiquette, procedure, and social conversation when in a community – based upon specific teacher criteria.
- ___ Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household and personal needs – based on specific teacher criteria.

Community Participation

GOAL: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

- ___ Student will participate in _____ extracurricular activity/clubs in the school and community.
- ___ Student will participate in _____ sports program in the school/community.
- ___ Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/community.
- ___ Student will read and follow directions, maps, signs and transportation schedules.
- ___ Student will receive additional tutorial support to pass the written driver's license examination.
- ___ Student will learn the skills to access public transportation.
- ___ Student will participate in community-based training to learn skills related to:
 - ___ Shopping
 - ___ Going to a Restaurant
 - ___ Establishing a checking and saving account and completing transactions at a bank
 - ___ Utilizing the Post Office
- ___ Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- ___ Student will register to vote (if age 18) and learn the skills to use the voting machines.
- ___ Student will learn the skills to access appropriate medical care (calling doctors to make appointments).
- ___ Student will identify leisure activities that they can enjoy in their free time.
- ___ Student will identify appropriate community resources that could support them after high school.
- ___ Student will complete an application for federal/ financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.

IEP Transition Goals Bank

Available in the SESP
IEP software program

Codes:

“SCANS” – Secretary’s Commission on
Acquisition of Necessary Skills
(US Department of Labor)

“S” – Severe Disabilities

“NS” – Non-Severe Disabilities

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Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
1 ➡	5276			Transition
			TE1	Education
2 ➡	5277			Transition
			TE2	Education
3 ➡	5278			Transition
			TE3	Education
4 ➡	5279			Transition
			TE4	Education
5 ➡	5280			Transition
			TE5	Education
6 ➡	5281			Transition
			TE6	Education
7 ➡	5282			Transition
			TE6	Education
8 ➡	5283			Transition
			TE6	Education
9 ➡	5284			Transition
			TE5	Education
10 ➡	5285			Transition
			TE2	Education
11 ➡	5286			Transition
			TE16	Education
12 ➡	5287			Transition
			TE5	Education
13 ➡	5288			Transition
			TE7	Education
14 ➡	5289			Transition
			TE8	Education

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
15 ➦	5290			Transition
			TE9	Education
16 ➦	5291			Transition
			TE9	Education
17 ➦	5292			Transition
			TE10	Education
18 ➦	5293			Transition
			TE11	Education
19 ➦	5294			Transition
			TE3	Education
20 ➦	5295			Transition
			TE12	Education
21 ➦	5296			Transition
			TE5	Education
22 ➦	5297		III-A-1	Transition
		SCANS S	WC1	Employment: Work
23 ➦	5298		III-A-1	Transition
		SCANS S	WC3	Employment: Work
24 ➦	5299		III-A-1	Transition
		SCANS S	WC2	Employment: Work
25 ➦	5300		III-A-1	Transition
		SCANS S	WC4	Employment: Work
26 ➦	5301		III-A-1	Transition
			WC4	Employment: Work
27 ➦	5302		III-A-1	Transition
		SCANS S	WC4	Employment: Work
28 ➦	5303		III-A-1	Transition
		SCANS S	WC4	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
29 ➡	5304	will take breaks and return on time		III-A-1	Transition
			SCANS N	WC5	Employment: Work
30 ➡	5305	will finish assignments/work on time		III-A-1	Transition
			SCANS N	WC3	Employment: Work
31 ➡	5306	will accurately complete a time card for Work Experience and turn in to _____		III-A-1	Transition
			SCANS N	WC6	Employment: Work
32 ➡	5307	will correctly use time card/time clock at work		III-A-1	Transition
				WC6	Employment: Work
33 ➡	5308	will complete Work Experience assignments neatly and on time		III-A-1	Transition
			SCANS N	WC30	Employment: Work
34 ➡	5309	will compare the cost of an item to amount of money available to spend		III-A-2	Transition
			SCANS S	WC7	Employment: Work
35 ➡	5310	will put items back if told there is not enough money		III-A-2	Transition
				WC7	Employment: Work
36 ➡	5311	will locate line for bank teller		III-A-2	Transition
				WC15	Employment: Work
37 ➡	5312	will wait appropriately in bank line		III-A-2	Transition
			SCANS S	WC15	Employment: Work
38 ➡	5313	will conduct transaction with teller at bank		III-A-2	Transition
			SCANS S	WC15	Employment: Work
39 ➡	5314	will apply for bank account		III-A-2	Transition
			SCANS N	WC8	Employment: Work
40 ➡	5315	will complete savings account deposit/withdrawal		III-A-2	Transition
			SCANS N	WC15	Employment: Work
41 ➡	5316	will endorse check		III-A-2	Transition
			SCANS N	EBS12	Employment: Work
42 ➡	5317	will apply for an ATM card		III-A-2	Transition
			SCANS N	WC8	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
43 ➡	5318	will use a bank card to make a simple purchase		III-A-2	Transition
			SCANS N	WC8	Employment: Work
44 ➡	5319	will balance a sample budget using a calculator		III-A-2	Transition
			SCANS N	WC9	Employment: Work
45 ➡	5320	will develop a budget for living independently based on average rents		III-A-2	Transition
			SCANS N	WC10	Employment: Work
46 ➡	5321	will explain information on payroll stub		III-A-2	Transition
			SCANS N	WC11	Employment: Work
47 ➡	5322	will pick up materials and put in a designated place		III-A-3	Transition
			SCANS S	WC12	Employment: Work
48 ➡	5323	will maintain a neat and orderly work space		III-A-3	Transition
			SCANS N	WC12	Employment: Work
49 ➡	5324	will bring required materials (notebook,pencils,calculator)		III-A-3	Transition
			SCANS N	WC12	Employment: Work
50 ➡	5325	will retrieve materials/items for an activity when given (verbal/gestural/light physical) prompt		III-A-3	Transition
				WC18	Employment: Work
51 ➡	5326	will call emergency numbers and give pertinent information (place, problem, name, address) in role-play situation		III-A-4	Transition
			SCANS S	EBS32	Employment: Work
52 ➡	5327	will locate a security guard or store clerk if lost		III-A-4	Transition
				EBS35	Employment: Work
53 ➡	5328	will identify police in the community as resources of help if needed		III-A-4	Transition
			SCANS S	EBS35	Employment: Work
54 ➡	5329	will ask for assistance from supervisor if needed		III-A-4	Transition
			SCANS N	WC14	Employment: Work
55 ➡	5330	will identify the different staff members on campus and their various roles (e.g. librarian, attendance clerk, counselor)		III-A-4	Transition
			SCANS N	EBS35	Employment: Work
56 ➡	5331	will identify ____ community agencies that can provide assistance with employment opportunities		III-A-4	Transition
			SCANS N	WC16	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
57 ➡	5332	will identify three references for a job and ask them for letters of reference or to be references on an application		III-A-4	Transition
			SCANS N	PS13	Employment: Work
58 ➡	5333	will contact three employers for applications		III-A-4	Transition
			SCANS N	JS1	Employment: Work
59 ➡	5334	will contact the human resources department of a prospective employer to apply for employment		III-A-4	Transition
			SCANS N	JS1	Employment: Work
60 ➡	5335	will initiate appropriate communication for need		III-B-1	Transition
			SCANS S	SE1	Employment: Work
61 ➡	5336	will ask a question to seek a specific piece of information		III-B-1	Transition
			SCANS S	SE1	Employment: Work
62 ➡	5337	will meet with a counselor or representative from the community college or trade school of interest		III-B-1	Transition
			SCANS N	WC15	Employment: Work
63 ➡	5338	will visit the career center utilizing at least one of the services available		III-B-1	Transition
			SCANS N	WC15	Employment: Work
64 ➡	5339	will use an online program to view occupatons of interst		III-B-1	Transition
			SCANS N	CE5	Employment: Work
65 ➡	5340	will register with the Youth Employment Service		III-B-1	Transition
			SCANS N	WC15	Employment: Work
66 ➡	5341	will attend a career day or faire		III-B-1	Transition
			SCANS N	CE1	Employment: Work
67 ➡	5342	will locate words in a dictionary		III-B-1	Transition
				WC16	Employment: Work
68 ➡	5343	will use the dictionary to find definitions		III-B-1	Transition
			SCANS N	WC16	Employment: Work
69 ➡	5344	will use the dictionary to find correct spelling of words		III-B-1	Transition
			SCANS N	WC16	Employment: Work
70 ➡	5345	will locate books using a card catalogue or computer system		III-B-1	Transition
			SCANS N	WC16	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
71 ➡	5346	will locate information in a text using the index and table of contents		III-B-1	Transition
			SCANS N	WC16	Employment: Work
72 ➡	5347	will locate terms using a glossary		III-B-1	Transition
			SCANS N	WC16	Employment: Work
73 ➡	5348	will sequence letters of the alphabet		III-B-2	Transition
				WC18	Employment: Work
74 ➡	5349	will alphabetize words with the same first letter		III-B-2	Transition
				WC18	Employment: Work
75 ➡	5350	will alphabetize words with the same first two letters		III-B-2	Transition
			SCANS S	WC18	Employment: Work
76 ➡	5351	will assist teacher/office staff with collating copies		III-B-2	Transition
			SCANS S	WC18	Employment: Work
77 ➡	5352	will group objects together by size/function/color/shape		III-B-2	Transition
			SCANS S	WC18	Employment: Work
78 ➡	5353	will demonstrate accurate outlining/note taking skills		III-B-2	Transition
			SCANS N	PS3	Employment: Work
79 ➡	5354	will develop an outline for a topic using notes from reference materials		III-B-2	Transition
			SCANS N	WC16	Employment: Work
80 ➡	5355	will keep a notebook with papers filed in appropriate sections		III-B-2	Transition
				PS3	Employment: Work
81 ➡	5356	will keep a file or portfolio of work related materials		III-B-2	Transition
			SCANS N	PS3	Employment: Work
82 ➡	5357	will attend a career faire and report requirements for two career presentations		III-B-3	Transition
			SCANS N	CE1	Employment: Work
83 ➡	5358	will use a computer to store and access information		III-B-4	Transition
			SCANS S	WC19	Employment: Work
84 ➡	5359	will keep track of expenses using a calculator		III-B-4	Transition
				EBS21	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
85 ➡	5360	will access information from a CD or internet using a computer	III-B-4	Transition
			SCANS N WC19	Employment: Work
86 ➡	5361	will access a career exploration site or program at the school library/computer lab/career center to identify 3 possible job interests	III-B-4	Transition
			SCANS N CE5	Employment: Work
87 ➡	5362	will save information from a computer on a CD for flash drive for future use	III-B-4	Transition
			SCANS N WC19	Employment: Work
88 ➡	5363	will open a file on the school computer for storing assignments	III-B-4	Transition
			SCANS N WC19	Employment: Work
89 ➡	5364	will maintain a checking account using a calculator to balance expenses/income	III-B-4	Transition
			SCANS N PS2	Employment: Work
90 ➡	5365	will work cooperatively in group situations	III-C-1	Transition
			WC14	Employment: Work
91 ➡	5366	will interact with peers/teacher using an agreed upon problem solving model to find a solution to a group situation	III-C-1	Transition
			SCANS N WC13	Employment: Work
92 ➡	5367	will participate in a group project in a specific role with a specific aspect of the task to complete	III-C-1	Transition
			SCANS N WC20	Employment: Work
93 ➡	5368	will join an on campus service club	III-C-1	Transition
			SCANS N WC20	Employment: Work
94 ➡	5369	will participate in a group service project	III-C-1	Transition
			SCANS N WC20	Employment: Work
95 ➡	5370	will be a buddy with another student	III-C-2	Transition
			SCANS S WC20	Employment: Work
96 ➡	5371	will offer to help fellow students	III-C-2	Transition
			WC20	Employment: Work
97 ➡	5372	will volunteer to help at the elementary school	III-C-2	Transition
			SCANS N WC20	Employment: Work
98 ➡	5373	will treat customers/co-workers courteously	III-C-3	Transition
			SCANS N WC14	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
99 ➡	5374	will greet customers/co-workers appropriately	III-C-3	Transition
			SCANS N WC14	Employment: Work
100 ➡	5375	will serve as a club officer	III-C-4	Transition
			SCANS N WC20	Employment: Work
101 ➡	5376	will volunteer in a work area of interest	III-C-4	Transition
			SCANS N WC20	Employment: Work
102 ➡	5377	will participate in a leadership role in a club or student government	III-C-4	Transition
			SCANS N WC20	Employment: Work
103 ➡	5378	will participate in a peer mediation session	III-C-5	Transition
			SCANS S EBS31	Employment: Work
104 ➡	5379	will work cooperatively in group situations with people who are of a different race, sex, religion	III-C-6	Transition
			SCANS N WC14	Employment: Work
105 ➡	5380	will decrease inappropriate language/symbols/epithets that are racial/sexist/prejudiced	III-C-6	Transition
			SCANS N EBS31	Employment: Work
106 ➡	5381	will participate in a mediation session	III-C-6	Transition
			SCANS N EBS31	Employment: Work
107 ➡	5382	will correctly use the phone system at work	III-D-2	Transition
			SCANS N PS7	Employment: Work
108 ➡	5383	will use the bus system, making transfers if needed, to get to work	III-D-2	Transition
			SCANS N EBS35	Employment: Work
109 ➡	5384	will accurately identify supervisor and chain of command at the work site	III-D-2	Transition
			SCANS N WC21	Employment: Work
110 ➡	5385	will write a persuasive paragraph or letter of suggestion about improving a local system	III-D-2	Transition
			SCANS N WC22	Employment: Work
111 ➡	5386	will organize pieces to be mailed	III-D-2	Transition
			SCANS N PS7	Employment: Work
112 ➡	5387	will identify and name tools needed for a specific job	III-E-1	Transition
			SCANS S WC28	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
113 ➦	5388	will identify the sign for poison	III-E-1	Transition
			SCANS S WC23	Employment: Work
114 ➦	5389	will identify the amount of an item need from a recipe or label	III-E-1	Transition
			SCANS S WC24	Employment: Work
115 ➦	5390	will use measuring spoon to measure dry/wet ingredients	III-E-1	Transition
			SCANS S PS7	Employment: Work
116 ➦	5391	will identify the necessary materials to make a snack/meal by pointing when named	III-E-1	Transition
			SCANS S WC25	Employment: Work
117 ➦	5392	will match item to be cooked with appropriate kitchen item/utensil	III-E-1	Transition
			WC26	Employment: Work
118 ➦	5393	will demonstrate the appropriate use of materials	III-E-1	Transition
			WC27	Employment: Work
119 ➦	5394	will list materials and resources needed for a class project/job	III-E-1	Transition
			SCANS N WC28	Employment: Work
120 ➦	5395	will demonstrate appropriate use of tools for a job	III-E-1	Transition
			SCANS N WC27	Employment: Work
121 ➦	5396	will ask supervisor if unsure how to use a tool	III-E-2	Transition
			SCANS S SE1	Employment: Work
122 ➦	5397	will demonstrate appropriate use of kitchen utensils	III-E-2	Transition
			SCANS S WC27	Employment: Work
123 ➦	5398	will use kitchen appliance (stove/oven/electric skille/blender/toaster/coffee maker) independently	III-E-2	Transition
			SCANS S WC27	Employment: Work
124 ➦	5399	will set time on timer and respond when it goes off	III-E-2	Transition
			SCANS S WC18	Employment: Work
125 ➦	5400	will prepare a snack/meal using a picture/written recipe	III-E-2	Transition
			SCANS S PS7	Employment: Work
126 ➦	5401	will dust/polish furniture using cloth/duster/polish	III-E-2	Transition
			SCANS S PS7	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
127 ➦	5402	will sweep floor using broom and dustpan		III-E-2	Transition
			SCANS S	PS7	Employment: Work
128 ➦	5403	will clean a mirror/window using spray cleaner		III-E-2	Transition
			SCANS S	PS7	Employment: Work
129 ➦	5404	will wash floor with a mop		III-E-2	Transition
			SCANS S	PS7	Employment: Work
130 ➦	5405	will clean sink/tub/toilet using appropriate cleaning supplies		III-E-2	Transition
			SCANS S	PS7	Employment: Work
131 ➦	5406	will empty waste basket, locate place to dump, return, and put in new liner		III-E-2	Transition
			SCANS S	PS7	Employment: Work
132 ➦	5407	will wash off table and counters using the appropriate cleaner/sponge for the job		III-E-2	Transition
			SCANS S	PS7	Employment: Work
133 ➦	5408	will sort clothes to wash		III-E-2	Transition
			SCANS S	PS7	Employment: Work
134 ➦	5409	will load washing machine, add soap, and turn on		III-E-2	Transition
			SCANS S	PS7	Employment: Work
135 ➦	5410	will fold/hang clothing		III-E-2	Transition
			SCANS S	PS7	Employment: Work
136 ➦	5411	will serve food by carrying plates/items from preparation area ato serving area using oven mitts when necessary		III-E-2	Transition
			SCANS S	PS7	Employment: Work
137 ➦	5412	will set table by placing items in the correct locations on the table		III-E-2	Transition
			SCANS S	PS7	Employment: Work
138 ➦	5413	will clear place settings and dump trash		III-E-2	Transition
			SCANS S	PS7	Employment: Work
139 ➦	5414	will wash dishes in a sink		III-E-2	Transition
			SCANS S	PS7	Employment: Work
140 ➦	5415	will demonstrate the appropriate use of materials on the job		III-E-2	Transition
			SCANS N	WC27	Employment: Work

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
141 ➦	5416	will observe safety rules on the job		III-E-2	Transition
			SCANS N	WC29	Employment: Work
142 ➦	5417	will demonstrate use of various office machines		III-E-2	Transition
			SCANS N	WC27	Employment: Work
143 ➦	5418	will enter information into a computer		III-E-2	Transition
			SCANS N	WC19	Employment: Work
144 ➦	5419	will ask for assistance from supervisor if needed		III-E-3	Transition
			SCANS N	SE1	Employment: Work
145 ➦	5420	will maintain a neat and orderly work area		III-E-3	Transition
				WC30	Employment: Work
146 ➦	5421	will ask supervisor where a tool/piece of equipment goes if unsure		III-E-3	Transition
			SCANS S	SE1	Employment: Work
147 ➦	5422	will return equipment to appropriate storage area		III-E-3	Transition
				WC27	Employment: Work
148 ➦	5423	will clean up work station when completed		III-E-3	Transition
			SCANS N	WC30	Employment: Work
149 ➦	5424	will care for tools properly		III-E-3	Transition
			SCANS S	WC27	Employment: Work
150 ➦	5425	will identify own written name		I-1	Transition
			SCANS S	WC17	Employment: Basic Skills
151 ➦	5426	will dial emergency number on the phone		I-1	Transition
			SCANS S	EBS32	Employment: Basic Skills
152 ➦	5427	will identify the sign for the appropriate restroom		I-1	Transition
			SCANS S	WC17	Employment: Basic Skills
153 ➦	5428	will read and follow ____ step directions for a job or task		I-1	Transition
			SCANS S	EBS1	Employment: Basic Skills
154 ➦	5429	will locate directions on a worksheet		I-1	Transition
			SCANS S	EBS1	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
155 ➦	5430	will read directions on a worksheet		I-1	Transition
			SCANS S	EBS1	Employment: Basic Skills
156 ➦	5431	will locate line for bank teller		I-1	Transition
				EBS5	Employment: Basic Skills
157 ➦	5432	will locate bus stop		I-1	Transition
				EBS44	Employment: Basic Skills
158 ➦	5433	will wait and identify for bus with the correct number (matching number, using card)		I-1	Transition
			SCANS S	EBS6	Employment: Basic Skills
159 ➦	5434	will identify the appropriate bus number for a particular destination		I-1	Transition
			SCANS N	EBS6	Employment: Basic Skills
160 ➦	5435	will read a bus schedule and identify home and school locations		I-1	Transition
			SCANS N	EBS6	Employment: Basic Skills
161 ➦	5436	will read a bus schedule and plan a trip to the store		I-1	Transition
			SCANS N	EBS6	Employment: Basic Skills
162 ➦	5437	will read a bus schedule and determine appropriate time/route for destination		I-1	Transition
				EBS6	Employment: Basic Skills
163 ➦	5438	will travel independently to/from ____ on a public bus		I-1	Transition
			SCANS N	EBS6	Employment: Basic Skills
164 ➦	5439	will follow a visual schedule to complete ____ job taks		I-1	Transition
			SCANS N	EBS1	Employment: Basic Skills
165 ➦	5440	will follow a written schedule to complete ____ job taks		I-1	Transition
			SCANS N	EBS1	Employment: Basic Skills
166 ➦	5441	will identify words commonly found on an application for employment		I-1	Transition
			SCANS N	EBS7	Employment: Basic Skills
167 ➦	5442	will identify abbreviations commonly found in employment want ads		I-1	Transition
			SCANS N	EBS8	Employment: Basic Skills
168 ➦	5443	will read a "notice of position available" and answer ____ questions about the notice		I-1	Transition
			SCANS N	EBS28	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
169 ➦	5444	will locate ____ businesses affiliated with a personal career interest in the white and/or yellow pages		I-1	Transition
			SCANS N	WC16	Employment: Basic Skills
170 ➦	5445	will demonstrate comprehension of vocabulary words commonly used in resume writing		I-1	Transition
			SCANS N	EBS9	Employment: Basic Skills
171 ➦	5446	will correctly spell words commonly used in resume writing		I-1	Transition
			SCANS N	EBS10	Employment: Basic Skills
172 ➦	5447	will define vocabulary words commonly included in employment rights guidelines		I-1	Transition
			SCANS N	EBS11	Employment: Basic Skills
173 ➦	5448	will define vocabulary words commonly associated with labor unions		I-1	Transition
			SCANS N	EBS11	Employment: Basic Skills
174 ➦	5449	will trace/write personal information on request (first/last name, address, phone number)		I-2	Transition
				PS4	Employment: Basic Skills
175 ➦	5450	will use a name stamp to sign a _____		I-2	Transition
			SCANS S	EBS12	Employment: Basic Skills
176 ➦	5451	will endorse check using a (name stamp/model)		I-2	Transition
			SCANS S	EBS12	Employment: Basic Skills
177 ➦	5452	will write down a phone message		I-2	Transition
			SCANS N	EBS13	Employment: Basic Skills
178 ➦	5453	will answer the telephone and take an accurate written message using role-play situations		I-2	Transition
			SCANS N	EBS13	Employment: Basic Skills
179 ➦	5454	will write ____ paragraphs based on a career interest using correct form, spelling, and grammar		I-2	Transition
			SCANS N	EBS14	Employment: Basic Skills
180 ➦	5455	will complete an application for a driver license without prompts of assistance		I-2	Transition
			SCANS N	EBS15	Employment: Basic Skills
181 ➦	5456	will complete an application for employment		I-2	Transition
			SCANS N	EBS15	Employment: Basic Skills
182 ➦	5457	will compose a letter of application using correct form, spelling, and grammar		I-2	Transition
			SCANS N	EBS16	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
183 ➡	5458	will compose a resume using correct form, spelling, and grammar	I-2	Transition
			SCANS N JS2	Employment: Basic Skills
184 ➡	5459	will complete an application for social security card	I-2	Transition
			SCANS N EBS15	Employment: Basic Skills
185 ➡	5460	will write a letter to a business or association for information about an area of career interest	I-2	Transition
			SCANS N EBS16	Employment: Basic Skills
186 ➡	5461	will count coins for a simple purchase	I-3	Transition
			EBS5	Employment: Basic Skills
187 ➡	5462	will use "next dollar" strategy to make a purchase	I-3	Transition
			EBS5	Employment: Basic Skills
188 ➡	5463	will use a coin card to make a simple purchase	I-3	Transition
			SCANS S EBS5	Employment: Basic Skills
189 ➡	5464	will identify "amount due" from register display	I-3	Transition
			SCANS S EBS17	Employment: Basic Skills
190 ➡	5465	will make change up to ____ dollars	I-3	Transition
			SCANS S EBS17	Employment: Basic Skills
191 ➡	5466	will buy stamps/mail a package at post office	I-3	Transition
			SCANS S EBS5	Employment: Basic Skills
192 ➡	5467	will pay for a meal in a restaurant using the "next dollar" strategy	I-3	Transition
			SCANS S EBS5	Employment: Basic Skills
193 ➡	5468	will locate numbers on a clock/watch upon request	I-3	Transition
			SCANS S EBS45	Employment: Basic Skills
194 ➡	5469	will manipulate hands in a model clock to match sample	I-3	Transition
			SCANS S EBS45	Employment: Basic Skills
195 ➡	5470	will match drawn analog clock time(s) to sample(s)	I-3	Transition
			SCANS S EBS45	Employment: Basic Skills
196 ➡	5471	will match printed digital clock time(s) to sample(s)	I-3	Transition
			SCANS S EBS45	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
197 ➡	5472	will point to drawn/printed clock time(s) named on samples		I-3	Transition
				EBS24	Employment: Basic Skills
198 ➡	5473	will match/point to identified times (o'clock, half-hour, quarter-hour)		I-3	Transition
			SCANS S	EBS45	Employment: Basic Skills
199 ➡	5474	will set time on a watch		I-3	Transition
				EBS45	Employment: Basic Skills
200 ➡	5475	will set time on a clock		I-3	Transition
				EBS45	Employment: Basic Skills
201 ➡	5476	will set/turn off alarm on a clock		I-3	Transition
				EBS45	Employment: Basic Skills
202 ➡	5477	will identify times for daily activities (school, work, meals, bed, medication)		I-3	Transition
			SCANS S	EBS45	Employment: Basic Skills
203 ➡	5478	will use an ATM for simple transactions		I-3	Transition
			SCANS S	EBS19	Employment: Basic Skills
204 ➡	5479	will verbalize hourly/monthly income		I-3	Transition
			SCANS S	WC11	Employment: Basic Skills
205 ➡	5480	will make a monthly budget		I-3	Transition
				EBS20	Employment: Basic Skills
206 ➡	5481	will keep track of expenses using a calculator		I-3	Transition
				EBS21	Employment: Basic Skills
207 ➡	5482	will drop coins into the slot on the bus		I-3	Transition
			SCANS S	EBS44	Employment: Basic Skills
208 ➡	5483	will pay bus driver with the correct change		I-3	Transition
			SCANS S	EBS44	Employment: Basic Skills
209 ➡	5484	will complete a W-4 form		I-3	Transition
			SCANS N	EBS22	Employment: Basic Skills
210 ➡	5485	will complete a time sheet showing quarter, half, and three-quarters of an hour in decimal form		I-3	Transition
			SCANS N	EBS23	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
211 ➡	5486	wil use time card/time clock at work		I-3	Transition
			SCANS N	EBS23	Employment: Basic Skills
212 ➡	5487	will use cash register to ring up customers' purchases		I-3	Transition
			SCANS N	EBS17	Employment: Basic Skills
213 ➡	5488	will state "amount due" from register display		I-3	Transition
			SCANS N	EBS17	Employment: Basic Skills
214 ➡	5489	will make change from cash register display		I-3	Transition
			SCANS N	EBS17	Employment: Basic Skills
215 ➡	5490	will calculate wages earned based on hours worked at a given hourly wage		I-3	Transition
			SCANS N	EBS25	Employment: Basic Skills
216 ➡	5491	will calculate wages earned based on hours worked at a given hourly wage minus benefits and taxes		I-3	Transition
			SCANS N	EBS25	Employment: Basic Skills
217 ➡	5492	will complete a simple State tax form without assistance		I-3	Transition
			SCANS N	EBS22	Employment: Basic Skills
218 ➡	5493	will compute percent of withholdings on pay check		I-3	Transition
			SCANS N	EBS26	Employment: Basic Skills
219 ➡	5494	will indicate need for assistance using a communication system		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
220 ➡	5495	will indicate need for assistance using words		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
221 ➡	5496	will end one activity and indicate readiness to begin another by pointing to materials		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
222 ➡	5497	wil raise had to indicate "I'm finished"		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
223 ➡	5498	will notify others when finished with an activity using eye gaze/head turn		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
224 ➡	5499	will notify others when finished with an activity using a communication system		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
225 ➡	5500	will notify others when finished with an activity by pointing		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
226 ➡	5501	will notify others when finished with an activity by vocalizing		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
227 ➡	5502	will notify others when finished with an activity by verbalizing		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
228 ➡	5503	will sign to indicate basic needs		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
229 ➡	5504	will point to pictures/words to indicate needs		I-4	Transition
			SCANS S	EBS29	Employment: Basic Skills
230 ➡	5505	will use at least ____ new signs to indicate needs		I-4	Transition
			SCANS S	EBS30	Employment: Basic Skills
231 ➡	5506	will use the word/sign "Thank you" to peers or staff when appropriate		I-4	Transition
			SCANS S	EBS30	Employment: Basic Skills
232 ➡	5507	will present/point to a break card to indicate need to leave an activity		I-4	Transition
				EBS30	Employment: Basic Skills
233 ➡	5508	will use a (picture/gesture/prop) to express basic need		I-4	Transition
			SCANS S	EBS30	Employment: Basic Skills
234 ➡	5509	will ask for a break to express frustration		I-4	Transition
			SCANS S	EBS31	Employment: Basic Skills
235 ➡	5510	will use a pay phone to dial 911		I-4	Transition
			SCANS S	EBS19	Employment: Basic Skills
236 ➡	5511	will ask for assistance with curbs if no "curb cuts" are available for wheelchair access		I-4	Transition
				EBS44	Employment: Basic Skills
237 ➡	5512	will ask for assistance when crossing the street		I-4	Transition
			SCANS S	EBS44	Employment: Basic Skills
238 ➡	5513	will show bus pass to driver		I-4	Transition
				EBS44	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
239 ➡	5514	will indicate a need to stop by (telling driver, pushing button, pulling cord)		I-4	Transition
			SCANS S	EBS44	Employment: Basic Skills
240 ➡	5515	will request transfer slip from bus driver		I-4	Transition
			SCANS S	EBS44	Employment: Basic Skills
241 ➡	5516	will call (taxi, parent, friend) for a ride		I-4	Transition
			SCANS S	EBS32	Employment: Basic Skills
242 ➡	5517	will verbalize directions to __ locations on campus stating directionality and/or landmarks		I-4	Transition
			SCANS N	EBS2	Employment: Basic Skills
243 ➡	5518	will verbalize directions to __ specific activities (game, sport, food prep.)		I-4	Transition
			SCANS N	EBS2	Employment: Basic Skills
244 ➡	5519	wil deliver a message verbally from one source to another using role-play situations		I-4	Transition
			SCANS N	EBS32	Employment: Basic Skills
245 ➡	5520	will dial a telephone number and ask for information (business hours, ordering information, etc.) using role-play situations		I-4	Transition
			SCANS N	EBS32	Employment: Basic Skills
246 ➡	5521	will give a class presentation on a career of choice		I-4	Transition
			SCANS N	EBS33	Employment: Basic Skills
247 ➡	5522	will request accommodations/modifications from a teacher in a general education class		I-4	Transition
			SCANS N	SE1	Employment: Basic Skills
248 ➡	5523	will request accommodations from an employer		I-4	Transition
			SCANS N	SE1	Employment: Basic Skills
249 ➡	5524	will modify/clarify statements upon listener's request		I-4	Transition
			SCANS N	PS11	Employment: Basic Skills
250 ➡	5525	will provide __ pieces of critical background information based on listener's needs		I-4	Transition
			SCANS N	PS11	Employment: Basic Skills
251 ➡	5526	will differentiate formal/informal situations and state terms used to address listener in each		I-4	Transition
			SCANS N	PS11	Employment: Basic Skills
252 ➡	5527	will use appropriate intensity/rate of speech/prosody of speech/volume when speaking		I-4	Transition
			SCANS N	PS11	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
253 ➡	5528	will use effective eye contact when communicating with co-workers or colleagues		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
254 ➡	5529	will use effective facial expressions when communicating with co-workers or colleagues		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
255 ➡	5530	will use effective body posture and movement when communicating with co-workers or colleagues		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
256 ➡	5531	will use effective distance and spatial relationships when communicating with co-workers or colleagues		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
257 ➡	5532	will speak with permission or in turn when communicating with co-workers or colleagues		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
258 ➡	5533	will repond verbally to comments/questions from peers or co-worker		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
259 ➡	5534	will initiate conversations with peers or co-worker		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
260 ➡	5535	will make positive comments to peers or co-worker		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
261 ➡	5536	will apologize to others as appropriate		I-4	Transition
				EBS3	Employment: Basic Skills
262 ➡	5537	will use an appropriate volume when speaking to peers/adults		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
263 ➡	5538	will use appropriate comments in response to praise		I-4	Transition
			SCANS N	EBS3	Employment: Basic Skills
264 ➡	5539	will use appropriate greetings with peers/adults		I-4	Transition
			SCANS N	WC14	Employment: Basic Skills
265 ➡	5540	will respond verbally when spoken to by a teacher or co-worker		I-4	Transition
			SCANS N	PS11	Employment: Basic Skills
266 ➡	5541	will verbalize his/her feelings using an "I" statement rather than a blame statement when upset		I-4	Transition
				EBS31	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
267 ➦	5542	will use picture clues to follow an ____ part sequenced activity		I-5	Transition
			SCANS S	EBS1	Employment: Basic Skills
268 ➦	5543	will follow directions given with tactile cues		I-5	Transition
			SCANS S	EBS1	Employment: Basic Skills
269 ➦	5544	will follow directions from signed commands		I-5	Transition
			SCANS S	EBS1	Employment: Basic Skills
270 ➦	5545	will follow directions given with verbal instructions		I-5	Transition
			SCANS S	EBS1	Employment: Basic Skills
271 ➦	5546	will follow a ____ part verbal direction		I-5	Transition
				EBS1	Employment: Basic Skills
272 ➦	5547	will decrease interruptions when others are talking		I-5	Transition
				EBS41	Employment: Basic Skills
273 ➦	5548	will retell, paraphrase, or explain what a speaker has said		I-5	Transition
			SCANS N	EBS42	Employment: Basic Skills
274 ➦	5549	will identify sequence of events by answering questions about a listening selection		I-5	Transition
			SCANS N	EBS42	Employment: Basic Skills
275 ➦	5550	will retell or paraphrase a listening selection including ____ details		I-5	Transition
			SCANS N	EBS42	Employment: Basic Skills
276 ➦	5551	will deliver a message verbally from one source to another		I-5	Transition
			SCANS N	EBS32	Employment: Basic Skills
277 ➦	5552	will answer the telephone and take an accurate written message		I-5	Transition
			SCANS N	EBS13	Employment: Basic Skills
278 ➦	5553	will interview someone in a job or career of interest and write _____		I-5	Transition
			SCANS N	EBS34	Employment: Basic Skills
279 ➦	5554	will attend a presentation at the career center by someone employed in an area of interest and list ____ job requirements		I-5	Transition
			SCANS N	EBS34	Employment: Basic Skills
280 ➦	5555	will participate in a job shadow in the community in an area of interest and list ____ job requirements		I-5	Transition
			SCANS N	CE3	Employment: Basic Skills

Behavior List

Ref. No.		Behavior	Grade	Std.	Domain/Category
281 ➦	5556	will identify alternative positive solutions to a problem		I-6	Transition
			SCANS S	WC13	Employment: Basic Skills
282 ➦	5557	will ask for specified accommodations when needed		I-6	Transition
			SCANS S	SE1	Employment: Basic Skills
283 ➦	5558	will write pros/cons list to make a decision		I-6	Transition
			SCANS S	EBS43	Employment: Basic Skills
284 ➦	5559	will share with teacher/counselor a current difficulty and brainstorm solutions		I-6	Transition
			SCANS S	WC13	Employment: Basic Skills
285 ➦	5560	will contact special education case manager for support in problem solving difficult situations		I-6	Transition
				WC13	Employment: Basic Skills
286 ➦	5561	will call for transportation (taxi/bus/Dial-a-ride)		I-6	Transition
			SCANS S	EBS19	Employment: Basic Skills
287 ➦	5562	will locate "curb cuts" for wheelchair and proceed safely across street		I-6	Transition
			SCANS S	EBS35	Employment: Basic Skills
288 ➦	5563	will ask supervisor for help in a difficult situation on the worksite		I-6	Transition
			SCANS S	SE1	Employment: Basic Skills
289 ➦	5564	will respond appropriately to typical interview questions in a role playing situation		I-6	Transition
			SCANS N	EBS36	Employment: Basic Skills
290 ➦	5565	will predict two possible outcomes of a given solution		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills
291 ➦	5566	will use the process of elimination in solving a problem		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills
292 ➦	5567	will plan action steps in resolving a problem		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills
293 ➦	5568	will list in sequence the components of the agreed-upon problem solving model		I-6	Transition
				WC13	Employment: Basic Skills
294 ➦	5569	will use the agreed-upon problem solving model to address a hypothetical situation		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
295 ➡	5570	will interact with the teacher using the agreed-upon problem solving model to find a solution in a group situation		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills
296 ➡	5571	will interact with peers using the agreed-upon problem solving model to find a solution in a group situation		I-6	Transition
				WC13	Employment: Basic Skills
297 ➡	5572	will use the agreed-upon problem solving model to find appropriate solutions to a personal problem		I-6	Transition
			SCANS N	WC13	Employment: Basic Skills
298 ➡	5573	will identify internal and physical indicators of stress that may lead to behavioral outbursts		I-6	Transition
				EBS4	Employment: Basic Skills
299 ➡	5574	will identify strategies for relaxation		I-6	Transition
				EBS4	Employment: Basic Skills
300 ➡	5575	will identify strategies to reduce anxiety		I-6	Transition
				EBS4	Employment: Basic Skills
301 ➡	5576	will discuss his/her feelings and the alternative behavior s/he will choose to replace an inappropriate behavior		I-6	Transition
			SCANS N	EBS31	Employment: Basic Skills
302 ➡	5577	will work cooperatively in group situation		I-6	Transition
			SCANS N	WC20	Employment: Basic Skills
303 ➡	5578	will pass the test for a driver license		I-6	Transition
			SCANS N	WC15	Employment: Basic Skills
304 ➡	5579	will identify ____ personal skills that can be applied to a job setting			Transition
				TE13	Employment: Career
305 ➡	5580	will identify requirements for a job in ____ different areas of interest			Transition
				CE1	Employment: Career
306 ➡	5581	will identify ____ specific careers of interest			Transition
				CE1	Employment: Career
307 ➡	5582	will visit a job of interest in the community and write ____ things s/he likes about the job			Transition
				CE1	Employment: Career
308 ➡	5583	will explore ____ career interests and write about likes/dislikes and/or requirements for the job			Transition
				CE1	Employment: Career

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
309 ➡	5584			Transition
			CE1	Employment: Career
310 ➡	5585			Transition
			CE3	Employment: Career
311 ➡	5586			Transition
			CE3	Employment: Career
312 ➡	5587			Transition
			CE3	Employment: Career
313 ➡	5588			Transition
			CE1	Employment: Career
314 ➡	5589			Transition
			TE13	Employment: Career
315 ➡	5590			Transition
			CE4	Employment: Career
316 ➡	5591			Transition
			CE4	Employment: Career
317 ➡	5592			Transition
			CE5	Employment: Career
318 ➡	5593			Transition
			CE5	Employment: Career
319 ➡	5594			Transition
			CE5	Employment: Career
320 ➡	5595			Transition
			JS1	Employment: Job Seeking
321 ➡	5596			Transition
			JS2	Employment: Job Seeking
322 ➡	5597			Transition
			WC17	Employment: Job Seeking

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
323 ➦	5598			Transition
			EBS15	Employment: Job Seeking
324 ➦	5599			Transition
			JS4	Employment: Job Skills
325 ➦	5600			Transition
			JS4	Employment: Job Skills
326 ➦	5601		II-1	Transition
			SCANS S EBS1	Employment: Personal
327 ➦	5602		II-1	Transition
			SCANS S PS1	Employment: Personal
328 ➦	5603		II-1	Transition
			PS1	Employment: Personal
329 ➦	5604		II-1	Transition
			SCANS S PS1	Employment: Personal
330 ➦	5605		II-1	Transition
			SCANS S WC15	Employment: Personal
331 ➦	5606		II-1	Transition
			SCANS S WC15	Employment: Personal
332 ➦	5607		II-1	Transition
			SCANS S PS2	Employment: Personal
333 ➦	5608		II-1	Transition
			SCANS S EBS32	Employment: Personal
334 ➦	5609		II-1	Transition
			SCANS S PS3	Employment: Personal
335 ➦	5610		II-1	Transition
			SCANS S WC30	Employment: Personal
336 ➦	5611		II-1	Transition
			SCANS S WC30	Employment: Personal

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
337 ➦	5612	will arrive at school/work on time	II-1	Transition
			SCANS N	WC30 Employment: Personal
338 ➦	5613	will be in classroom before the bell rings	II-1	Transition
			PS3	Employment: Personal
339 ➦	5614	will be at work and ready to begin when shift begins	II-1	Transition
			SCANS N	WC30 Employment: Personal
340 ➦	5615	will be in his/her seat ready to work when tardy bell rings	II-1	Transition
			PS3	Employment: Personal
341 ➦	5616	will remain in class for entire period	II-1	Transition
			SCANS N	PS3 Employment: Personal
342 ➦	5617	will decrease response time to adult/authority figure	II-1	Transition
			SCANS N	PS3 Employment: Personal
343 ➦	5618	will comply with teacher's directions	II-1	Transition
			SCANS N	PS3 Employment: Personal
344 ➦	5619	will bring required materials (notebook, pencils, calculator) to class	II-1	Transition
			PS3	Employment: Personal
345 ➦	5620	will complete homework assignments	II-1	Transition
			SCANS N	PS3 Employment: Personal
346 ➦	5621	will complete assignments in general education classes	II-1	Transition
			SCANS N	PS3 Employment: Personal
347 ➦	5622	will finish class work on time	II-1	Transition
			PS3	Employment: Personal
348 ➦	5623	will keep a daily assignment notebook of class assignments and homework expectations	II-1	Transition
			PS3	Employment: Personal
349 ➦	5624	will attend class daily	II-1	Transition
			PS3	Employment: Personal
350 ➦	5625	will complete the school day	II-1	Transition
			PS3	Employment: Personal

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
351 ➡	5626	will take breaks and return on time		II-1	Transition
			SCANS N	PS14	Employment: Personal
352 ➡	5627	will travel independently to/from work using _____		II-1	Transition
			SCANS N	EBS35	Employment: Personal
353 ➡	5628	will supply basic personal information by showing ID card (e.g. name, address, phone number)		II-2	Transition
			SCANS S	PS4	Employment: Personal
354 ➡	5629	will supply basic personal information in writing (e.g. name, address, phone number)		II-2	Transition
			SCANS S	PS4	Employment: Personal
355 ➡	5630	will supply basic personal information verbally		II-2	Transition
			SCANS S	PS4	Employment: Personal
356 ➡	5631	will request accommodations need for the job		II-2	Transition
			SCANS S	WC14	Employment: Personal
357 ➡	5632	will state disability and accommodations needed appropriately		II-2	Transition
			SCANS S	SE1	Employment: Personal
358 ➡	5633	will identify __ positive work traits from a list of worker traits that are both positive and negative traits		II-2	Transition
			SCANS S	PS5	Employment: Personal
359 ➡	5634	will ask for assistance from supervisor if needed		II-2	Transition
			SCANS N	WC14	Employment: Personal
360 ➡	5635	will request appropriate accommodations from general education class teachers/work supervisor		II-2	Transition
			SCANS N	SE1	Employment: Personal
361 ➡	5636	will ask for help with difficult assignments		II-2	Transition
				SE1	Employment: Personal
362 ➡	5637	will identify __ positive person traits from a list of worker traits that are both positive and negative traits		II-2	Transition
			SCANS N	PS5	Employment: Personal
363 ➡	5638	will ask for a break if feeling frustrated on the job		II-2	Transition
			SCANS N	EBS31	Employment: Personal
364 ➡	5639	will identify deadlines of assignments/exams		II-3	Transition
			SCANS S	PS6	Employment: Personal

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
365 ➦	5640	will identify payday	II-3	Transition
			SCANS S PS6	Employment: Personal
366 ➦	5641	will pick up personal items and put them in an appropriate place	II-3	Transition
			SCANS S PS7	Employment: Personal
367 ➦	5642	will choose clothing appropriate to activity or event	II-3	Transition
			PS9	Employment: Personal
368 ➦	5643	will maintain appropriate hygiene for the job	II-3	Transition
			SCANS S PS8	Employment: Personal
369 ➦	5644	will fold clothing	II-3	Transition
			SCANS S PS7	Employment: Personal
370 ➦	5645	will hang clothing	II-3	Transition
			PS7	Employment: Personal
371 ➦	5646	will groom appropriately for the job	II-3	Transition
			SCANS S PS8	Employment: Personal
372 ➦	5647	will wear proper uniform/clothing for the job	II-3	Transition
			SCANS S PS9	Employment: Personal
373 ➦	5648	will identify ___ healthy grooming traits from a list of both healthy and unhealthy grooming traits	II-3	Transition
			SCANS S PS8	Employment: Personal
374 ➦	5649	will wait in line appropriately	II-3	Transition
			WC15	Employment: Personal
375 ➦	5650	will place money/ATM card into wallet before leaving bank/store	II-3	Transition
			SCANS S WC15	Employment: Personal
376 ➦	5651	will store passbook in a safe place	II-3	Transition
			SCANS S WC15	Employment: Personal
377 ➦	5652	will identify days of personal meetings/appointments	II-3	Transition
			PS6	Employment: Personal
378 ➦	5653	will maintain a monthly calendar for extra curricular activities and long term assignments	II-3	Transition
			PS3	Employment: Personal

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
379 ➡	5654	will keep a notebook with class papers filed in appropriate sections		II-3	Transition
			SCANS N	PS3	Employment: Personal
380 ➡	5655	will keep a file of work papers/checkstubs/resumes /reference information		II-3	Transition
			SCANS N	PS3	Employment: Personal
381 ➡	5656	will identifyappropriate clothing to purchase for a job		II-3	Transition
			SCANS N	PS9	Employment: Personal
382 ➡	5657	will ignore verbal provaction from a peer by walking away/not replying/not reacting		II-4	Transition
			SCANS S	EBS31	Employment: Personal
383 ➡	5658	will ignore teasing or criticism by a peer		II-4	Transition
			SCANS S	EBS31	Employment: Personal
384 ➡	5659	will give an appropriate verbal response to teasing or criticism		II-4	Transition
			SCANS S	EBS31	Employment: Personal
385 ➡	5660	will ignore inappropriate behavior of others		II-4	Transition
			SCANS S	EBS31	Employment: Personal
386 ➡	5661	will reduce incidence of aggression to others		II-4	Transition
			SCANS S	EBS31	Employment: Personal
387 ➡	5662	will reduce incidence of noncompliance to authority requests		II-4	Transition
				EBS31	Employment: Personal
388 ➡	5663	will share responsibility for putting away materials		II-4	Transition
			SCANS S	WC18	Employment: Personal
389 ➡	5664	will initiate a verbal/nonverbal response that is appropriate to the social context		II-4	Transition
			SCANS S	EBS31	Employment: Personal
390 ➡	5665	will state anger rather than use physical violence		II-4	Transition
			SCANS N	EBS31	Employment: Personal
391 ➡	5666	will respond in a non-aggressive manner to staff when corrected		II-4	Transition
				EBS31	Employment: Personal
392 ➡	5667	will continue working		II-4	Transition
			SCANS N	PS3	Employment: Personal

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
393 ➦	5668	will request a "time away" when in a stressful situation	II-4	Transition
			SCANS N WC14	Employment: Personal
394 ➦	5669	will treat customers/coworkers courteously	II-4	Transition
			SCANS N WC30	Employment: Personal
395 ➦	5670	will work cooperatively in group lesson	II-4	Transition
			SCANS N WC20	Employment: Personal
396 ➦	5671	will appropriately introduce self to potential employer	II-4	Transition
			SCANS N JS1	Employment: Personal
397 ➦	5672	will explain situations truthfully	II-5	Transition
			PS11	Employment: Personal
398 ➦	5673	will distinguish between fact and fiction in a listening situation	II-5	Transition
			SCANS S PS11	Employment: Personal
399 ➦	5674	will state causes of own behavior	II-5	Transition
			PS11	Employment: Personal
400 ➦	5675	will accept consequences of own behavior	II-5	Transition
			PS11	Employment: Personal
401 ➦	5676	will bring supplies/materials to class	II-5	Transition
			SCANS N PS3	Employment: Personal
402 ➦	5677	will arrive on time	II-5	Transition
			SCANS N PS3	Employment: Personal
403 ➦	5678	will list own strengths and challenges		Transition
			TE8	Employment: Self
404 ➦	5679	will state own disability accurately		Transition
			TE8	Employment: Self
405 ➦	5680	will request accommodations from employer/teacher		Transition
			WC14	Employment: Self
406 ➦	5681	will state a types of work s/he likes to do		Transition
			TE13	Employment: Self

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
407 ➦	5682			Transition
			EBS30	Employment: Self
408 ➦	5683			Transition
			SE1	Employment: Self
409 ➦	5684			Transition
			SE2	Employment: Self
410 ➦	5685			Transition
			SE2	Employment: Self
411 ➦	5686			Transition
				Independent Living
412 ➦	5687			Transition
			TE5	Training
413 ➦	5688			Transition
			TE5	Training
414 ➦	5689			Transition
			TE5	Training
415 ➦	5690			Transition
			TE17	Training
416 ➦	5691			Transition
			TE17	Training
417 ➦	5692			Transition
			TE7	Training
418 ➦	5693			Transition
			TE8	Training
419 ➦	5694			Transition
			TE12	Training
420 ➦	5695			Transition
			TE12	Training

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
421 ➡	5696	will complete a _____ course as a prerequisite to _____			Transition
				TE12	Training
422 ➡	5698	will complete a _____ shop class			Transition
				TE12	Training

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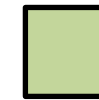
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