



Secondary Transition: Sample Transition Goals and Objectives

*In the helter-skelter world of Monitoring and Compliance, the goals and objectives that follow will likely require some beautification. Their purpose is **not** to be exemplars of compliance, but rather as a catalyst for thinking creatively about writing functional goals related to Secondary Transition.*

Writing Focus:

Goal: I will improve my written expression skills from non-functional to a level that will allow me to successfully communicate on the job and in my community.

Objectives:

1. Given a simulated telephone conversation, I will correctly take notes and leave a message for the intended recipient to teacher satisfaction.
2. Given a topic sentence, I will write a paragraph related to the topic composed of a minimum of 4 sentences; two providing details and one a conclusion to teacher satisfaction.
3. Given a task of multiple steps, I will correctly write a step-by-step "how to do" descriptor for completing that task which a fellow student can follow without my assistance.
4. Given a destination, I will clearly write directions for the task completion or for arriving at the destination that can be correctly followed by another student.

Goal: I will improve my writing skills to a level where I can communicate in a clear, logical and precise manner.

Objectives:

1. Provided with a topic and a dictionary, I will write a minimum of 50 words about the topic with less than 5% errors in grammar, punctuation, spelling and syntax.
2. Provided with a variety of writing situations (thank you note, sympathy card, business letter, notes, etc.), I will compose the content using the conventions appropriate to the style required as evaluated by my teacher.
3. Given a topic, I will demonstrate mastery of the introduction-support-conclusion format as measured by my teacher's evaluation.

Reading Focus:

Goal: Kathy will increase her reading fluency skills from reading 80 words per minute correct on fifth grade material to reading 135 words per minute correct.

Objectives:

1. The student will increase oral reading rate on 5th grade material by two words per week on daily time samples.
2. The student will maintain the number of errors at no more than 5 per minute passage.
3. Given a list of 25 words that are commonly found on job applications, loan applications, and lease agreements, I will read aloud with 100% accuracy and define to teacher satisfaction.

Goal: Kathy will improve her reading comprehension skills from needing to orally read the passage to being able to scan the passage for information.

1. Provided with randomly chosen articles from a local newspaper, the student will read silently and correctly answer 5 literal comprehension and 5 inferential comprehension questions with 80% accuracy.
2. Given a randomly chosen newspaper article of approximately 150 words, the will scan the article to correctly answer who, what, and where questions within one minute.

Goal: Kathy will increase her reading skills to a level that will allow her to independently follow instructional material.

1. Given a kit that requires minimal assembly, the necessary tools, and a manual, Kathy will independently assemble the product.
2. Given a sample of safety regulation typically posted at a business, Kathy will explain the regulations verbally to her teacher's satisfaction.
3. Given job application forms from a variety of local businesses, the student will read aloud and correct identify the information requested, to teacher satisfaction.

Goal: The student will increase her/his ability to gather information from written material to a level the teacher deems proficient.

Objectives:

1. Given text written at the student's approximate independent reading level, he/she will skim to find correct meaning as measured by teacher probe questions to teacher satisfaction.
2. Given text written at the student's approximate independent reading level, and a list of 10 pieces of information to locate, s/he will scan the text for details to teacher satisfaction.
3. Given text written at the student's approximate independent reading level, s/he will mark the text to high light important information to teacher satisfaction.

Math Focus:

Goal: The student will increase his math skills from being able to compute given problems to being able to apply operations to solve problems.

Objectives:

1. Given 20 word 20 words that indicated a calculation operation (i.e., total, product, increase, etc.), the student will correct identify the operation with 95% accuracy.
2. Given twenty word problems requiring application of a single mathematical operation to solve, student will correctly answer with 85% accuracy.
3. Given twenty word problems requiring application of a two or more mathematical operations to solve, student will correctly answer with 75% accuracy.

Goal: The student will increase his/her functional math skills to a level that will allow independent completion of daily living tasks.

Objectives:

1. Given a bank statement and check book register, the student will correct complete a reconciliation statement with 100% accuracy.
2. Given the price of 20 items, the student will correctly calculate their final cost on a 20% reduction sale with a 7.5% sales tax with 85% accuracy.
3. Given a list of various formulas for calculation distance, speed, volume, sale price, etc, and 20 word problems, the student will use the correct formulas to solve the problem for a minimum of 16 problems
4. Presented with a problem, the student will employ a variety of strategies (diagram, chart, equation, work backwards, etc) to correct estimate the solution to teacher satisfaction.

Employment focus:

Goal: The student will demonstrate an increased understanding (from not being able to verbalize to being able to independently verbalize) of the work-related practices necessary for on-the-job success including but not limited to the following: attendance, punctuality, pride of performance, initiative in taking on tasks.

Objectives:

1. During the course of the semester, the student will interview a minimum of two local employers either in person or on the phone, to discuss those characteristics that they most value in employees
2. In at least one of his classes this semester, the student will arrange to meet individually with one of his teachers to discuss his progress and performance.
3. 100% of the time on days when he will be absent from school, the student will call the office to explain his absence before 8:15 a.m. of that day.
4. The student will be in class with book, paper and pen, before the sound of the final bell 95% of the time.
5. The student will successfully complete, to teacher satisfaction, 5 units from the Life Skills curriculum, including, but not limited to, units on job applications and resumes, budgeting and finance, housing, and taxes.

Goal: The student will increase his/her ability to follow directions promptly from sporadically to consistently as measured by teacher observation.

Objectives:

1. When being given directions verbally, the student will correctly use 'attentive listening' strategies as measured by teacher observation, in 4 of 5 trials.
2. When provided with verbal and/or written directions, the student will proceed as directed until the directions have been correctly met on 4 of 5 trials as measured by teacher observation.

Goal: The student will increase his/her organizational skills from rarely to routinely being organized as measure by teacher observation.

Objectives:

1. The student will use strategies for being more effective and efficient on 4 of 5 occasions as evaluated by teacher checklists.
2. The student will keep a daily 'to-do list' of specific tasks with 80% accuracy, as measured by teacher.

Goal: Student will increase his/her awareness of career options from having no clue to identifying choices.

Objective:

1. The student will use a variety of sources to identify 2 major career fields of interest.
2. The student will give an oral or written report on educational requirements, programs, and requirements for admission to career training program.
3. The student will use multiple sources to determine the availability of employment in a chosen career in a specific area.

Goal: Student will increase his/her understanding of how his/her behavior affects a situation from minimal to being able to verbalize.

Objectives:

1. When confronted by an individual in authority, with something with which s/he does not agree, the student will comply first and question at an appropriate time.
2. When given directions, the student will acknowledge that s/he understands by making an appropriate verbal response.
3. When counseled by an employer on how to improve the quality of his/her work, the student will positively acknowledge the advice and accept any responsibility for mistakes.

Activities:

- Engage in role playing conflict resolution strategies. Enroll in an anger management class.
- Verbally compliment two different individuals each day for two weeks.
- Interview an employer concerning most productive job related behaviors

Functional Living Skills Focus:

Goal: Student will increase awareness of community living options from no knowledge to being able make choices based upon criteria.

Objectives:

1. Given a list of vocabulary typically associated with the housing industry, the student will be able to read aloud with 100% accuracy and define to teacher satisfaction 85% of the terms.
2. Given three different rental scenarios, the student will chose the most economical apartment and explain his/her decision process to the teacher.
3. Given an employment and family scenario created by the teacher and using any resources available, the student will locate an appropriate living quarters within the community.

Goal: Student will increase his/her functional living skills from a level that requires close supervision to a level of requiring minimal supervision.

Objectives:

1. When presented with a variety of bills (such as telephone, electricity, gas, etc.), the student will be able to read aloud with 90% accuracy and correctly answer 9 of 10 teacher generated questions about the bills' content.
2. Given 20 scenarios in which the student is required to make change for a wide variety of monetary amounts, the student will correctly make change 100% of the time.
3. Given a scenario of an evening of entertainment, the student will correctly (within 20% of the teacher estimate) estimate the cost.
4. Given all relevant data, the student will correctly (to teacher satisfaction) estimate the cost of operating a vehicle for a six month period.

Goal: Student will increase his/her money management skills from a level that requires close supervision and constant monitoring to a level of requiring minimal supervision.

Objectives:

1. When presented with a variety of bills (such as telephone, electricity, gas, etc.), the student will be able to read aloud with 90% accuracy and correctly answer 9 of 10 teacher generated questions about the bills' content.
2. Given 20 scenarios in which the student is required to make change for a wide variety of monetary amounts, the student will correctly make change 100% of the time.
3. Given a scenario of an evening of entertainment, the student will correctly (within 20% of the teacher estimate) estimate the cost.
4. Given all relevant data, the student will correctly (to teacher satisfaction) estimate the cost of operating a vehicle for a six month period.

Behavior focus:

Goal: The student will increase his/her understanding of how his/her behavior affects a situation to a level where s/he can correctly and calmly verbalize a scenario and discuss alternative responses.

Objectives:

1. 80% of the time, when confronted by an individual in authority, with something with which the student does not agree, the student will comply first and question at an appropriate time.
2. 100% of the time, when given directions, the student will acknowledge that s/he understands or does not understand, by making an appropriate verbal response.
3. When counseled by an employer on how to improve the quality of his/her work, the student will positively acknowledge the advice and accept any responsibility for mistakes.

Goal: The student will increase his/her skills for appropriate interaction with others to a level that will allow for successful employment.

Objectives:

1. Given a variety of scenarios, the student will demonstrate (or be able to verbalize) the skills (correct behaviors) necessary be considered "customer friendly" as verified by teacher (or employer).
2. Given a variety of scenarios, the student will demonstrate (or be able to verbalize) language that is appropriate to the situation (i.e.: with a supervisor, co-worker, customer).

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