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## Secondary Transition: Student Involvement Goals by Age

What follows are samples for your consideration. They simply represent a possible method of dealing with some transitional issues that are a routine part of every special needs student's development. Involvement of a student in their IEP process is not only a transition requirement; it will actually simplify what you need to do!

These Transitional goals are related to self-understanding, self-advocacy and self-determination with an approximate age guideline. They are NOT WRITTEN as annual instructional goals but could become those with addition of an appropriate "from level..... to level" statement and measurement method.

**Age 13 Goal:** *To increase the student's awareness of his/her interests, abilities, strengths and needs.*

Activities or objectives would relate to the student's completion of informal transitional inventories. This can be done through interviews, questioners, checklists, etc. At age fourteen, this information can be used as a "Review of Current Data" for one of the two required sources for official assessment.

**Age 14 Goal:** *The student will develop an increased understanding of their disability and it's educational implications.*

Activities or objectives could include research on the topic, interviews with experts, identifying famous individuals with a similar disability, giving a written or oral report on the disability, etc.

Additionally, the student should identify personal accommodations that would aid in their success both in the classroom and the community. Student can arrange to meet with a classroom teacher to explain necessary accommodations.

**Age 14/15 Goal:** *The student will develop an understanding of the five transition areas as they relate to the IEP process.*

Activities or objectives could require a demonstration (report, drawings, poster, conversation, etc.) that the student understands the content of the five areas and is able to explain the intent of the transition process.

**Age 15 Goal:** *The student will increase his/her participation in the IEP process.*

Activities or objectives can be both informational (demonstrate an understanding of what an IEP is, who has one and what its purpose is) and application (create a step by step plan for increase the student's leadership of the IEP meeting). Student could be actively involved in due process. For example, the student could help to identify who should be invited and be responsible for sending out the team meeting notices.

**Age 16 Goal:** *The student will become actively involved in writing her/his own IEP.*

Activity: Using hard copy and with teacher assistance and information gathered from the team meeting, the student could write her/his present levels of performance and identify the needs and possibly goals within the five transition areas.

**Age 17:** Goal: *Student will demonstrate an understanding of how their rights and responsibilities change at the "Age of Majority".*

Activities or objectives can relate to non-classroom issues such as registering to vote or registering with the selective service or understanding the changes in how the legal process treats adults, as well as delineating the student's rights and responsibilities in the IEP process.

**Age 18:** Goal: *By his/her senior year, he student have developed the facilitation skills to lead the IEP meeting.*

Activity could be to develop a step-by-step outline for what should happen and how, including introductions, addressing present levels of performance and setting goals, etc. and then being responsible for complete all or part of those steps.

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