

TRANSITION

Sample Goals and Objectives in Various Areas

Keep in mind that goals are broad statements which describe what a student can reasonably be expected to accomplish in a special education program within a twelve month time period. Goals and objectives focus on skills to be learned or behaviors to be maintained or changed as identified by the educational needs that result from the disability. Tutorials for writing quality goals are available. Though we strongly recommend that teachers use the transition IEP format in the years following a transition evaluation, regardless of student age, strictly academic goals are still appropriate, especially prior to age 16.

Since transition is about providing students with the skills to be successful after high school despite their disability, these samples suggest ways of writing functional academic goals within the transition areas. Their quality is not guaranteed!

Math goals with a transition 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.

Reading with a transition focus:

Goal: The student will increase her/his reading skills to a level that will him/her to function independently within the community.

Objective:

1. Given randomly selected articles from the local newspaper, the student will increase his/her oral reading fluency rate from 80 words correct per minute to 120 words correct per minute.
2. Given job application forms from a variety of local businesses, the student will read aloud and correct identify the information requested, to teacher satisfaction.
3. Provided with an unassembled object and written directions, the student will correct follow the directions to assemble the object, to teacher satisfaction.
4. 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.
5. 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.

TRANSITION

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 make the text to high light important information to teacher satisfaction.

Transition writing skills:

Goals: 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; with at least two providing details and one a conclusion, to teacher satisfaction.
3. Given a task or 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, business letter, essay, notes, etc.), I will writing 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.

Processing skills with an employment focus:

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.

Behavior focus:

TRANSITION

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).

Functional living skills:

Goal: Student will increase awareness of community living options from no knowledge to being able 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 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.

For clarification, additional information or individual/group in-service, contact:

Steve Schoenbauer, Transition Coordinator
Northern Lights Special Education Cooperative
302 14th St.
Cloquet, MN 55720
(218)879-1283 x6018
218-879-1285 fax
sschoenbauer@nlsec.k12.mn.us