

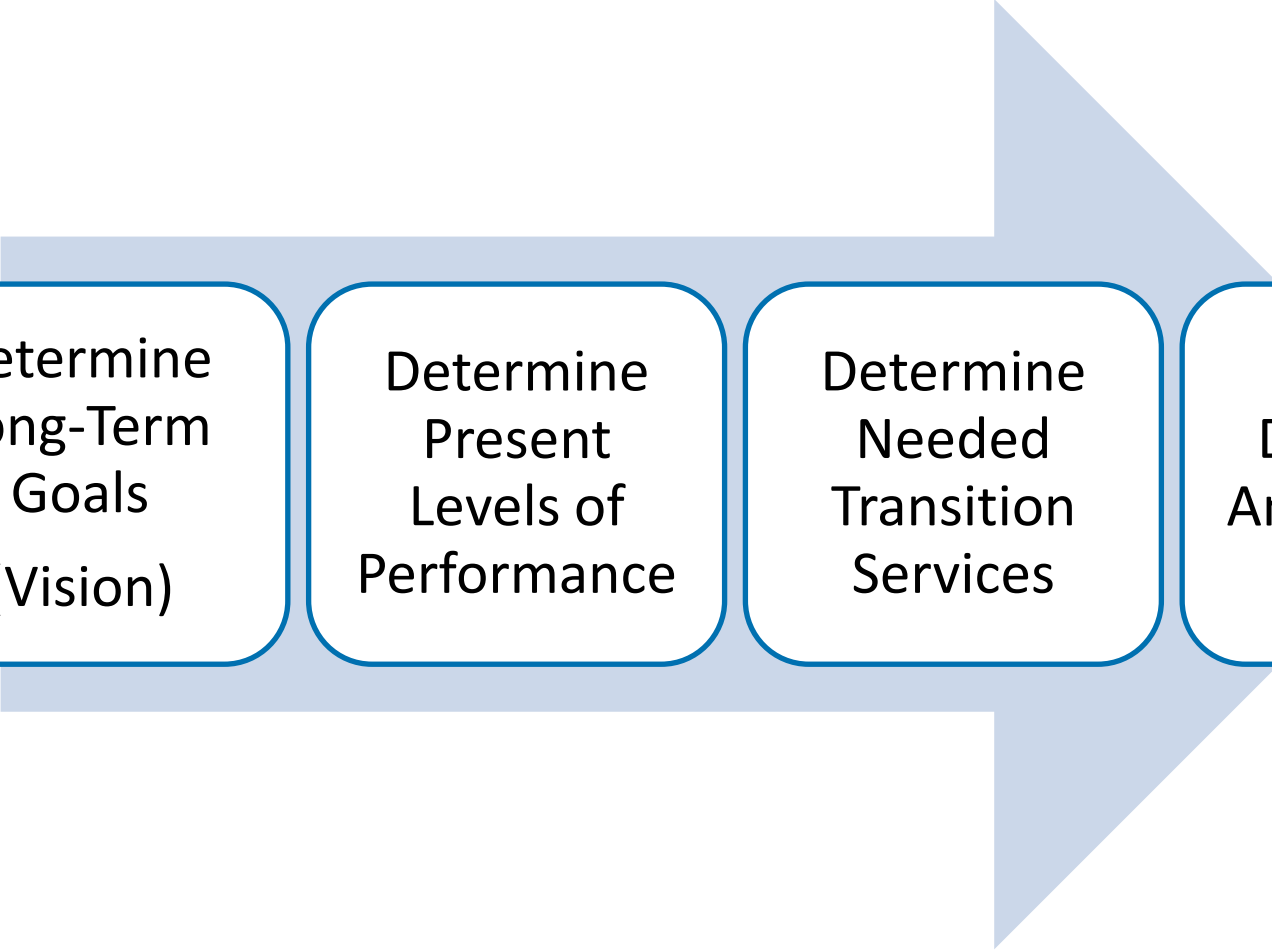
# Short & Long Term Goal Writing

Presented by Lindsey Anderson



OSSE Division of Specialized Education  
Secondary Transition Webinar Series

# Transition Planning



Determine  
Long-Term  
Goals  
(Vision)

Determine  
Present  
Levels of  
Performance

Determine  
Needed  
Transition  
Services

Determine  
Annual Goals



# Module Overview

## **Objectives:**

- Identify and write appropriate and compliant postsecondary goals
- Identify and write appropriate annual goals for the transition plan

## **Guiding Questions:**

1. How can I support students and families as they develop a vision for the future?
2. What are the essential elements of an appropriate and compliant postsecondary goal?
3. How do I determine and write appropriate and compliant annual transition goals?
4. What is the relationship between assessment results, goals, transition services, and courses of study?

# Guiding Question 1

**How can I support students and families as they develop a vision for the future?**



# Identifying the Vision

- Visualization Activities
- Student Interviews
- Parent Interviews



# Activity: Creating a Vision

## Purpose:

- Experience one tool that can be used to help students to create a vision for their lives after high school

## Task:

1. Get comfortable, close your eyes, and listen to the guided visualization.

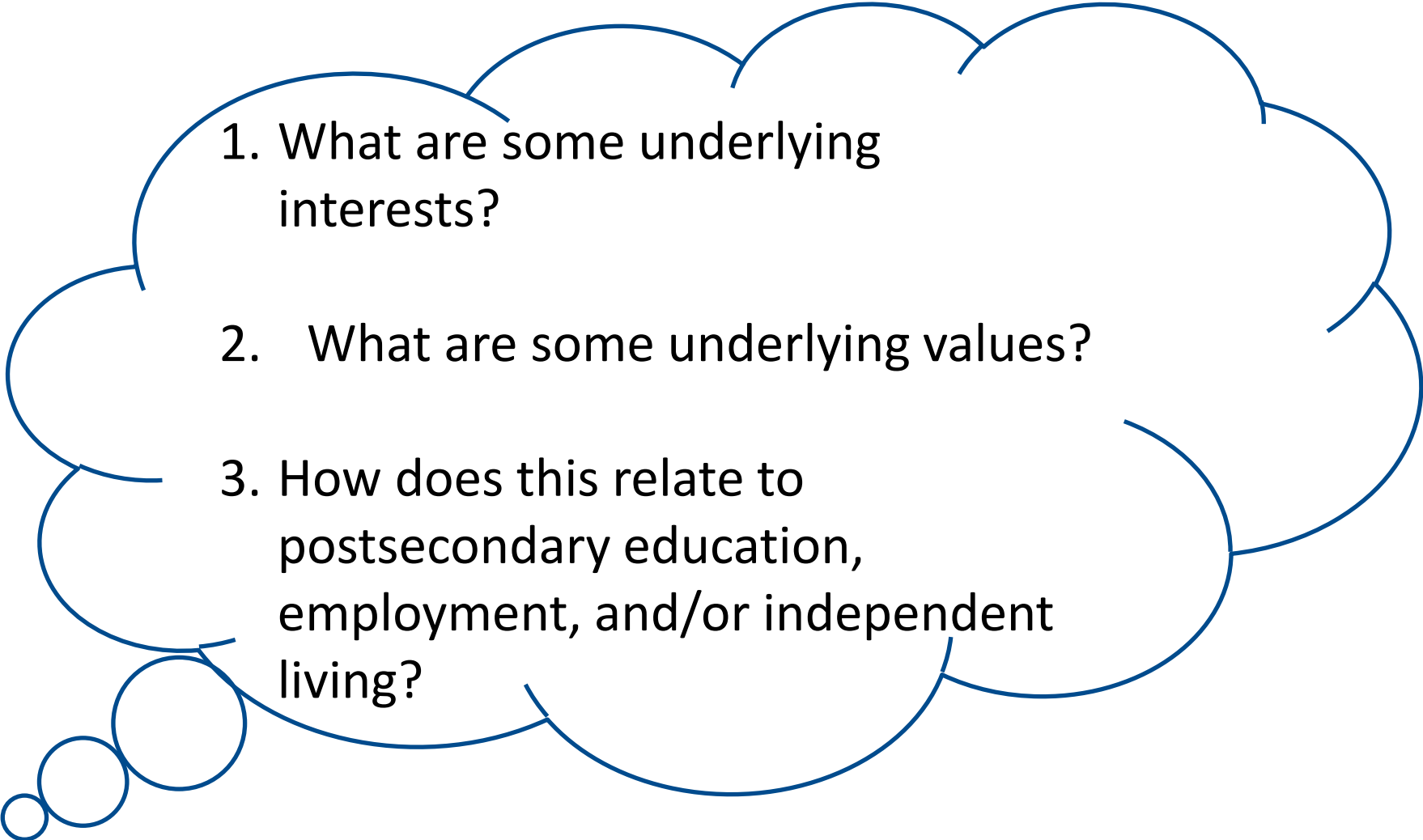




Be  
Creative

The image features the words "Be Creative" in a highly stylized, bubbly, and decorative font. The letters are white and stand out against a black, irregular, starburst-like background. This black background is further embellished with numerous small white stars and swirls. The entire graphic is centered within a white rectangular area, which is itself framed by a thick blue border.

# Activity: Creating a Vision

- 
1. What are some underlying interests?
  2. What are some underlying values?
  3. How does this relate to postsecondary education, employment, and/or independent living?

# Student Interviews

- What kind of work do you see yourself doing when you are 25?
- What kind of education or training is required to obtain that type of work? Are you interested in that education or training?
- What do you need to accomplish while in high school to meet those goals?
- What could you work on this year to reach your goals?



# Student Interviews

How can we collect visioning information from students who can (or will) not respond to interview questions?

# Experiences Lead to a Vision

Experiences



Vision

# Parent Interviews

- Describe your child's best possible day 10 years from now?
- Describe your child's worst possible day 10 years from now?
- What is your worst fear for your child?
- What are your short- and long -term goals for your child's future?
- What are your child's goals for his or her future?



# Moving from Dreams to Goals

Dreams



Postsecondary  
Goals

## Guiding Question 2

**What are the essential elements of an appropriate and compliant postsecondary goal?**



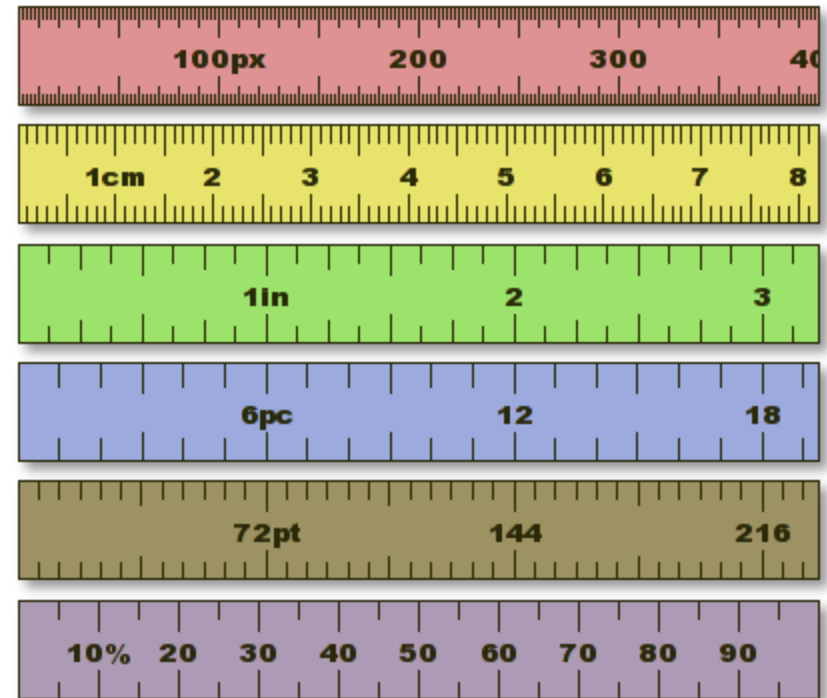


# Appropriate Measurable Postsecondary Goals

- The IEP must contain measurable postsecondary goals for the student in the areas of education/training and employment.
- When appropriate, it should contain a measurable postsecondary goal for independent living skills.
- **THESE ARE THE STUDENT'S GOALS!**

# Essential Elements of Postsecondary Goals

- Ensure the goal can be counted or measured
  - Patric plans to...
  - Patric is interested in...
  - Patric would like to....
  - Patric WILL ....



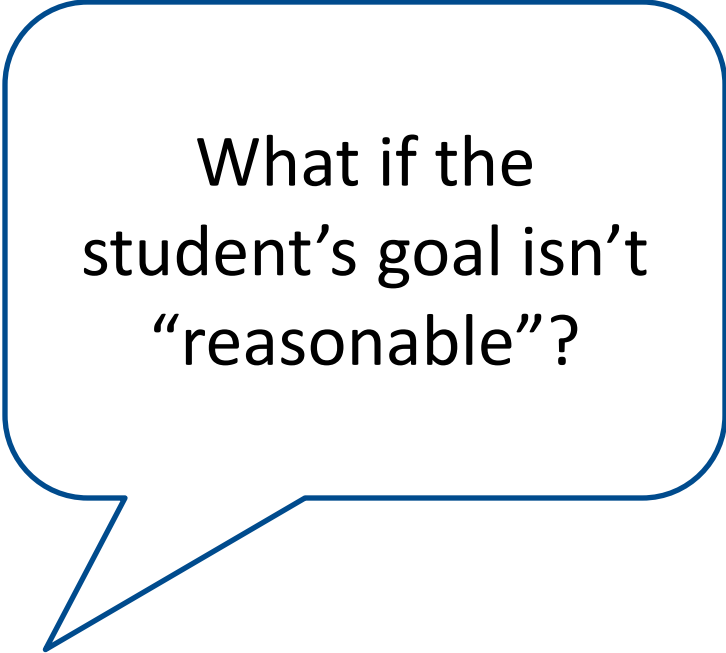
# Essential Elements of Postsecondary Goals

- The goal will be met after the student graduates or exits school
  - After graduating from high school...
- Usually measured one year after leaving secondary school



# Essential Elements of Postsecondary Goals

- Based on the information available about the student, the goal seems reasonable for the student



What if the student's goal isn't "reasonable"?

# Education/Training

- 4 year college or university
- Technical college
- 2 year college
- Military
- On-the-job training in a specific career field
- Independent living skill training
- Vocational training program
- Apprenticeship
- Job Corps



# Postsecondary Education

After graduating from high school, Marcel will get on the job training to prepare her for a job related to childcare.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Education

## Compliant Postsecondary Goal

After graduating from high school, Marcel will get on the job training to prepare her for a job related to childcare.

## Non-compliant Postsecondary Goal

# Postsecondary Education

David does not want to go to college.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?



# Postsecondary Education

## Compliant Postsecondary Goal

- After graduating from high school, Marcel will get on the job training to prepare her for a job related to childcare.

## Non-compliant Postsecondary Goal

- David does not want to go to college.

# Postsecondary Education

Brenda will join the military where she will obtain job training.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Education

## Compliant Postsecondary Goal

- After graduating from high school, Marcel will get on the job training to prepare her for a job related to childcare.

## Non-compliant Postsecondary Goal

- David does not want to go to college.
- Brenda will join the military where she will obtain job training.

# Postsecondary Education

After high school, Eddie will participate in a center-based program designed to provide vocational training with medical and therapeutic supports.

## Consider:

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

*Is this goal compliant?*



# Postsecondary Education

## Compliant Postsecondary Goal

- After graduating from high school, Marcel will get on the job training to prepare her for a job related to childcare.
- After high school, Eddie will participate in a center-based program designed to provide vocational training with medical and therapeutic supports.

## Non-compliant Postsecondary Goal

- David does not want to go to college.
- Brenda will join the military where she will obtain job training.

# Employment

- Paid Employment
  - Competitive
  - Supported
  - Sheltered
- Unpaid
  - Volunteer work
  - Internship



# Postsecondary Employment

Calvin wants to be a marine biologist when he is older.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Employment

## Compliant Postsecondary Goal

## Non-compliant Postsecondary Goal

- Calvin wants to be a marine biologist when he is older.



# Postsecondary Employment

Following high school, Mary will receive job development services from a vocational rehabilitation service Provider.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Employment

## Compliant Postsecondary Goal

- Following high school, Mary will receive job development services from a vocational rehabilitation service provider.

## Non-compliant Postsecondary Goal

- Calvin wants to be a marine biologist when he is older.

# Postsecondary Employment

After high school, Diamond plans to continue volunteering at her church.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Employment Goals

## Compliant Postsecondary Goal

- Following high school, Mary will receive job development services from a vocational rehabilitation service provider.

## Non-compliant Postsecondary Goal

- Calvin wants to be a marine biologist when he is older.
- After high school, Diamond plans to continue volunteering at her church.

# Postsecondary Employment Goals

While attending Mitchell College, Kevin will work part-time at a job on campus.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Postsecondary Employment

## Compliant Postsecondary Goal

- Following high school, Mary will receive job development services from a vocational rehabilitation service provider.
- While attending Mitchell College, Kevin will work part-time at a job on campus.

## Non-compliant Postsecondary Goal

- Calvin wants to be a marine biologist when he is older.
- After high school, Diamond plans to continue volunteering at her church.

# Independent Living

- Adult living
- Daily living
- Independent living
- Financial literacy
- Transportation
- Community participation



# Independent Living

After high school graduation, Wilmer will buy a large mansion in Hollywood with the money that he's saved from his part-time job at Chipotle.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?



# Independent Living

## Compliant Postsecondary Goal

## Non-compliant Postsecondary Goal

- After high school graduation, Wilmer will buy a large mansion in Hollywood with the money that he's saved from his part-time job at Chipotle.

# Independent Living

After high school,  
Anthony will live  
independently with a  
roommate in the  
Washington, DC area.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Independent Living

## Compliant Postsecondary Goal

- After high school, Anthony will live independently with a roommate in the Washington, DC area.

## Non-compliant Postsecondary Goal

- After high school graduation, Wilmer will buy a large mansion in Hollywood with the money that he's saved from his part-time job at Potbelly.

# Independent Living

After graduating from high school, Nick will participate in community integrated leisure activities such as going to the YMCA, going to movies, and going to church.

*Is this goal compliant?*



## **Consider:**

- Can this goal be counted or measured?
- Is it clear that this goal will be achieved after high school?
- Does the goal seem reasonable?

# Independent Living

## Compliant Postsecondary Goal

- After high school, Anthony will live independently with a roommate in the Washington, DC area.
- After graduating from high school, Nick will participate in community integrated leisure activities such as going to the YMCA, going to movies, and going to church.

## Non-compliant Postsecondary Goal

- After high school graduation, Wilmer will buy a large mansion in Hollywood with the money that he's saved from his part-time job at Potbelly.

# Postsecondary Goals: Review and Tricks

- Include the essential elements
- Use results- and action-oriented terms
  - “enroll”
  - “work”
  - “live independently”
- Use descriptors whenever possible
  - “full-time”
  - “supported”
- Be as specific as possible

## Guiding Question 3

**How do I determine and write annual transition goals?**



# Postsecondary vs. Annual Goals

## Postsecondary Goals

- Long-term
- Determined by the student
- Designed to be measured one year after graduation
- May begin broad and get more specific and refined each year
- Must be related to student's strengths, interests, preferences

## Annual Goals

- Short-term
- Determined by the team
- Designed to be measured at least quarterly
- Specific
- Must be related to postsecondary goals, present levels of performance/function, and transition activities



# Annual Goals

- For each postsecondary goal, there must be at least one annual IEP goal that will help the student to make progress toward his or her postsecondary goals.
- Annual goals should be connected to the transition services that are being provided.



# Establishing Annual Goals

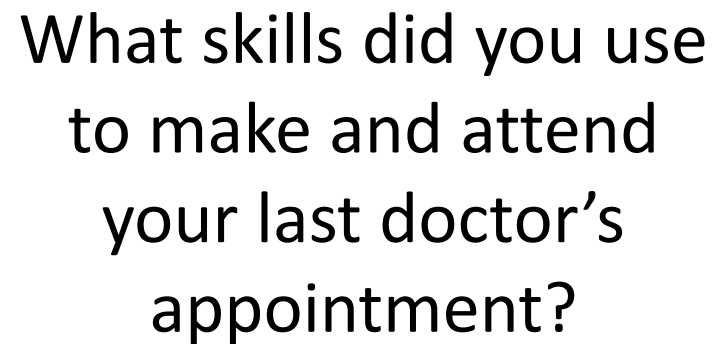
1. To achieve his or her postsecondary goals, what skills and knowledge must this student attain during this academic year?
2. What skills and knowledge does the student currently have to support the attainment of his or her postsecondary goals?



(Test, 2012)

# Establishing Annual Goals

Frequently, adults who have successfully made their way through postsecondary school and employment are unaware of the number and variety of skills they have used along the way.



What skills did you use  
to make and attend  
your last doctor's  
appointment?

**After graduating from high school, Calvin will independently use public transportation to get to and from work and community activities.**

# Writing Annual Goals

Statement of measurement of a student's progress in a specific skill or behavior related to his or her transition services over the course of one year.



# Writing Annual Goals

- Must include:
  - Timeframe
  - Conditions
  - Behavior
  - Criterion



Given an origin, destination, and timeframe, Calvin will independently use the trip planner tool on the WMATA website to determine the best route to take with 100% accuracy during 5 trials.

# Activity: Goal Writing

- **Purpose:** To practice writing grade appropriate, aligned postsecondary and annual transition goals.
- **Tasks:**
  1. Think about one of your students. Write an appropriate, compliant, **9<sup>th</sup> grade\*** postsecondary goal for him/her in the area of education, employment **OR** independent living.
  2. Conduct a task analysis of the postsecondary goal.
  3. Write one annual goal for the 9<sup>th</sup> grade postsecondary goal.
  4. Write a postsecondary and annual goal for the same student for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.

\*If you work with students earning a certificate of completion, focus on their final four years of secondary school.

## Guiding Question 4

**What is the relationship between assessment results, goals, transition services, and courses of study?**





# Transition Services

“There is nearly an infinite set of services and experiences that could lead successfully from school to work for some individuals.

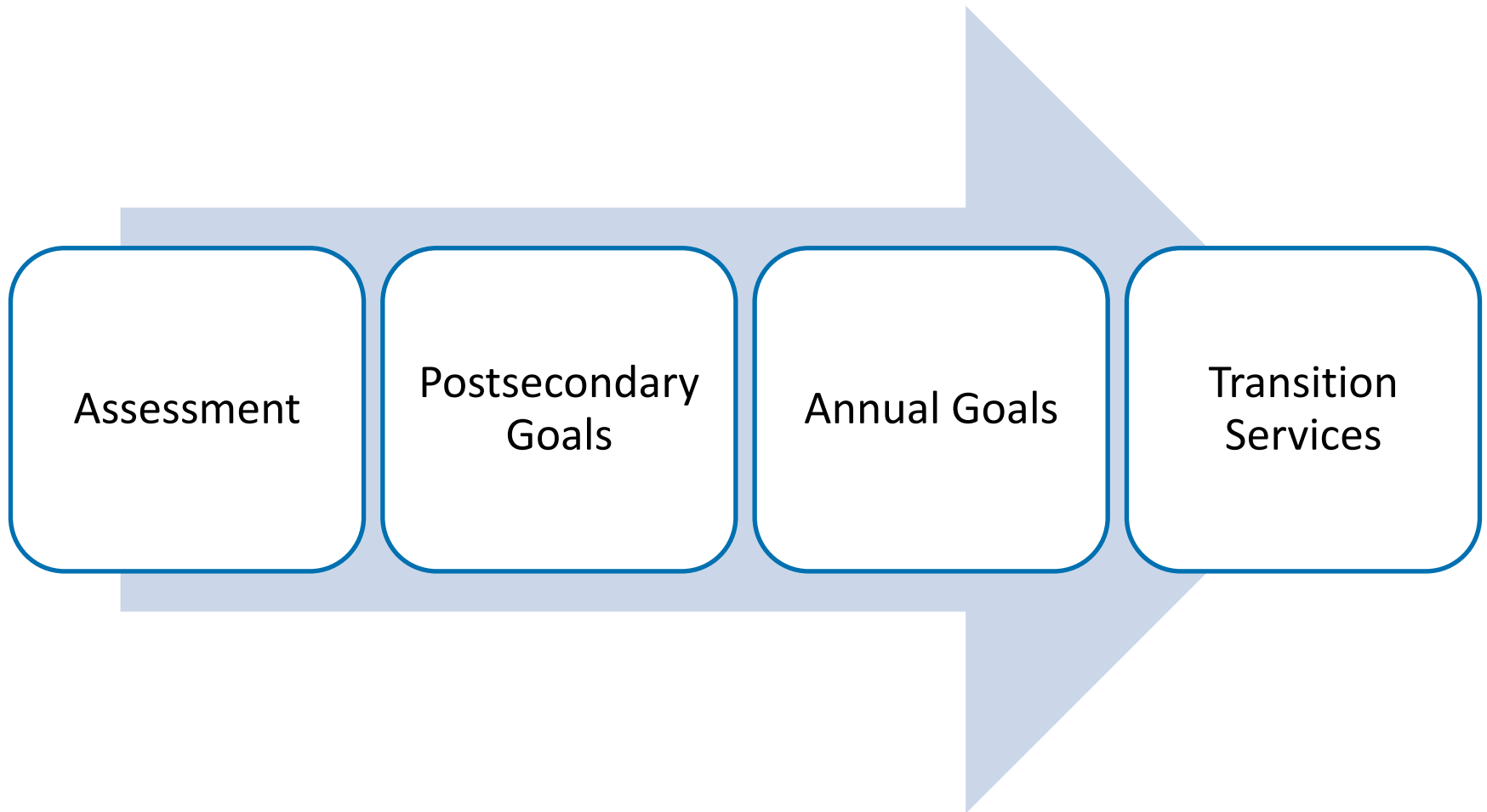
Naturally, distinctions must be made among these, in order to reflect important differences in policy, authority, and practice among the many public agencies that can be involved in transition services.”

**Madeline Will**

***Bridges from School to Work Life***

**1985**

# Transition Planning



# WHAT are Transition Services?

- **Transition Services** are a *coordinated set of activities*.
- **Coordinated activities** are *tasks or activities* that students will complete to learn the skills and knowledge associated with each annual goal.
- The **task and activities** must be based on the individual student's needs, preferences, and interests and may include instruction, related services, community based experiences, and adult services.

# WHERE can activities take place?

- The coordinated activities may take place at:
  - School
  - Home
  - Community-based settings

# WHO is responsible for each activity?

- It is important to identify the person who will be responsible for facilitating completion of each activity.
- Responsible persons could include special education teachers, general education teachers, related service providers, adult service providers, co-workers, family members, caregivers, friends, or others who may be able to offer assistance to students in completing their transition goals.

**FYI...**

**Kenneth in attendance DCPS  
collaborative fall, October 1st of  
this school year**



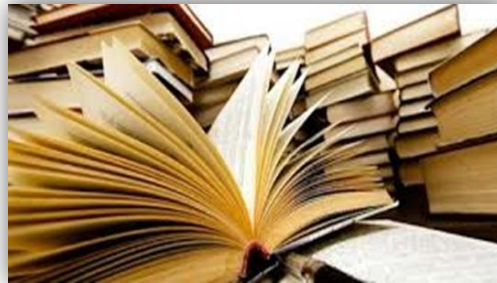
# Annual Goal

Given appropriate resources, Kenny will demonstrate knowledge of 2 colleges' admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy, by November of the current school year.

# Course of Study – Quick Review

A student's course of study must ensure that the student has the *knowledge and skills* to *qualify for* and *successfully complete* at least one of the following paths:

- 2 or 4 year postsecondary program
- CTE/Vocational Program
- Apprenticeship
- On-the-job training leading to a postsecondary credential (certificate, license, Associates or BA)





# Course of Study – Quick Review

- **A student's course of study should:**
  - Directly relate to the student's PLOP and postsecondary goals
  - Improve the academic and functional achievement of the student
  - Align with the student's transition goals and academic requirements for a high school diploma or certificate of completion



# Wrap Up

## Guiding Questions:

1. How can I support students and families as they develop a vision for the future?
2. What are the essential elements of an appropriate and compliant postsecondary goal?
3. How do I determine and write annual transition goals?
4. What is the relationship between assessment results, goals, transition services, and courses of study?

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