



# Idaho Council *for the* Deaf and Hard of Hearing

7950 W. King St., Suite 101, Boise, ID 83704

## IEP Transition Support Goals

*Examples of Student Individual Education Program (IEP) support for life after high school*

### POST-SECONDARY EDUCATION/TRAINING GOALS

1. **Academic Preparation:**

*By the end of the school year, the student will independently use organizational tools (e.g., calendars, checklists) to manage assignments and deadlines for three consecutive months, preparing for the demands of post-secondary education or training programs.*

2. **Self-Advocacy Skills:**

*The student will identify and request at least three accommodations they need for college or vocational training (e.g., extended time, note-taking assistance) by the end of the semester.*

### EMPLOYMENT GOALS

3. **Job Readiness:**

*By the end of the school year, the student will complete a job application, write a résumé, and participate in at least one mock interview with 90% accuracy.*

4. **Workplace Communication:**

*The student will practice and demonstrate appropriate workplace communication skills (e.g., greeting, responding to feedback) in a work simulation or internship setting at least 4 times per quarter.*

5. **Soft Skills Development:**

*The student will demonstrate the ability to arrive on time and prepared for work-related activities (real or simulated) with 90% success over a 4-week period.*

### INDEPENDENT LIVING GOALS

2. **Financial Literacy:**

*The student will create and follow a monthly budget with no more than 2 teacher prompts, for 3 consecutive months, to prepare for independent living.*

3. **Transportation Skills:**

*By the end of the school year, the student will identify and use public transportation or a ride-sharing app to travel to a designated location independently, 3 out of 5 trials.*

4. **Health Management:**

*The student will demonstrate the ability to schedule their own medical appointments and refill prescriptions with 80% accuracy by the end of the semester.*

**COMMUNITY INVOLVEMENT GOALS**

6. **Community Access:**

*The student will participate in community-based activities (e.g., volunteering, attending events) independently or with minimal assistance at least once per month.*

7. **Social Interaction:**

*The student will initiate and maintain a conversation with peers or adults in a community setting at least twice per week, with 80% success.*

**SELF-DETERMINATION GOALS**

5. **Goal Setting and Reflection:**

*The student will identify personal goals for post-secondary life (education, career, or living arrangements) and review progress quarterly, with 90% participation in IEP meetings.*

6. **Decision-Making Skills:**

*The student will demonstrate problem-solving skills by identifying solutions to challenges in hypothetical scenarios (e.g., losing transportation or managing time conflicts) with 80% accuracy.*

These goals can be customized to reflect the student's strengths, needs, and aspirations, ensuring meaningful and measurable outcomes for their transition to adulthood.