**Transition Goals**

Identifying Colleges

By (date), when given access to a computer connected to the internet, (name) will research and identify at least (5) possible 4-Year Colleges that match his/her needs by listing: the name and location of the college, the major(s)/degree(s) that lead to his/her career of interest, the GPA range, SAT/ACT score range, and the cost of each college for (2 out of 2) college identification exercises.

By (date), when given access to a computer connected to the internet, (name) will research and identify at least (4) possible 2-Year Colleges that match his/her needs by listing: the name and location of the college, the degree/certificate(s) that lead to his/her career of interest, commuting/travel plans, and the cost of the college for (2 out of 2) college identification exercises.

By (date), when given access to a computer connected to the internet, (name) will research and identify at least (4) possible Technical colleges that match his/her needs by listing: the name and location of the college, the major(s)/degree(s) that lead to his/her career of interest, the prerequisite entrance requirements, the GPA range, SAT/ACT score range, and the cost of the college for (2 out of 2) college identification exercises.

Job Shadowing

By (date), after determining 3 areas of career interest by completing an online interest inventory (e.g. [CACareerzone.org Self-Assessment](http://www.cacareerzone.org/assessments) ) and updating (name's) resume (e.g. including current education, volunteer/extracurricular activities, and any paid work experience), (name) will contact (call or email) (3) professionals as possible job shadowing opportunities and set up an appointment for an informational interview in person, via phone or video chat.

Appearance

By (date), when in the classroom or at work, (name) will dress appropriately (e.g. follow school dress code, wear assigned uniform with shirt tucked in or dress in business casual attire) while maintaining good hygiene and a groomed appearance (e.g. hair brushed and neat, clean teeth, clean clothes) for each day of school/work for (5 out of 5 days) each week.

Making Purchases

By (date), when making a purchase on the phone (e.g. calling the mobile phone service provider to pay the cell phone bill), after dialing the company phone number, selecting the option to pay the bill and connecting with a representative, (name) will successfully complete the purchase by stating personal information including: name, account number, credit/debit card number, expiration date, and security code for (3 out of 3) purchases.

By (date), after selecting the needed items from the grocery store, (name) will make a purchase by giving the clerk the necessary amount of money in cash using the [Dollar-Up Method](http://www.specialeducationadvisor.com/develop-money-skills-next-dollar-up-app-review/) (providing cash for payment by rounding up to the nearest dollar) for (3 out of 3) purchases.

Signals for Need or Attention

By (date), given an opportunity for the student to express the desire for a need or attention (e.g. request to go to the bathroom or request for teacher assistance), (name) will verbally or physically express his or her desire for a need or attention in socially appropriate ways (e.g. politely stating, "I need to use the bathroom.", using teacher created hand signal) for (3 out of 3) assistance opportunities.

Expressing Preferences

By (date), when asked by his/her teacher for his/her preference regarding a familiar topic (e.g. "Would you like to have a salad for lunch?”, "Would you like to go to the library?"), (name) will verbally express his/her preference in a complete sentence (e.g. “Yes, please I would like to go to the library”, a polite firm “No thank you, I do not like hamburgers.") for (3 out of 3) opportunities.

Career Exploration

By (date), after completing a career online survey (e.g. free [Live Career](http://www.livecareer.com/career-test#.UwU8okJdXq) interest survey) and given the results (e.g. personal strengths, aptitudes, employability skills, possible careers), (name) will identify (4) possible careers and write a (3) sentence explanation of how his/her areas of strength apply to each of his/her identified career path possibilities for (3 out of 4) career choices in (1 out of 1) reflective writing exercise.

Social

By (date), during social time, (name) will maintain a conversation with an unfamiliar peer or adult for at least (6) conversational turns by directly responding to what was said (e.g. share an on-topic comment, ask a follow up question, paraphrase what was said, ask clarification) and refrain from a social behavior (e.g. invade personal space, interrupt others, make off-topic or inappropriate comments) for (3 out of 3) conversations.

By (date), during a social gathering, (name) will initiate a social interaction with an unfamiliar adult or peer, introduce oneself (e.g. approach another person, shake hands, state a greeting), share a "conversation starter” (e.g. about the weather or sports team), engage in conversation using socially appropriate communication behaviors (e.g. respond to partner, ask on-topic questions) and refrain from asocial behaviors (e.g. invade personal space, interrupt others, make off-topic comments, use mobile phone) for at least (2) conversation initiations in (3 out of 3) social interaction opportunities.

Follows directions Household Chores

By (date), after receiving verbal instructions for a multi-step household chore (e.g. cooking and washing dishes, exit procedures), (name) will complete all steps for the household chore in the correct order for (4 out of 4) times.

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 Community Service

By (date), after independently setting an appointment with his/her counselor in order to obtain information about community service requirements for graduation, (name) will research, list and report to teacher at least (3) local agencies/institutions/resources within the community that he/she has contacted to schedule his/her volunteer opportunities.

Job Skills

By (date), given a job application at \_\_\_\_\_, (name) will use his/her own resume as a reference to complete the application, including the sections for demographics, education, previous employment, and references, at 100% accuracy in information provided, spelling, punctuation, capitalization, and grammar for (1 out of 1) job application.

By (date), given (1) sample resume/template and after gathering pertinent personal information, (name) will electronically create (or update) a (1 page) resume including: personal demographic information, at least (1) detail in each of the following areas: education, special skills, work/volunteer experience, extra curricular activities, hobbies/interests, and references with 100% accuracy in spelling, punctuation, capitalization, and grammar for (1 out of 1) resume writing exercise.

By (date), given a mock interview for a student selected desired job with an unfamiliar adult, (name) will demonstrate appropriate professional interview behavior such as appropriate greetings, facial expressions, arm/hand gestures, tone of voice and personal space and (name) will orally respond to at least (3) commonly asked interview questions by referring to his/her resume (3) times for (3 out 3) mock interview exercises.

By (date), after being given a choice of (2) non-academic tasks by his/her teacher (e.g. run errands for teacher, collect classroom materials, arrange/tidy classroom) and completing (1) of the tasks, (name) will complete a reflective writing activity by assigning a score (1-5) to each of the following categories: previous experience with task, execution of task, ability to request clarification/help, and level of fulfillment for (2 out of 3) non-academic tasks performed.

By (date), given a [schedule](https://goalbookapp.com/toolkit/strategy/schedules) for school or work (e.g. start time, break/lunch time, and end time), (name) will follow the schedule to arrive to class/work on time, take the mandated break at the correct time, and end class/work on time, for each day of scheduled class/work for (4 out of 4) weeks

Services in the Community

By (date), when given access to a computer connected to the internet, (name) will research an adult service provider (e.g. Department of Rehabilitation, Center for Independent Living, Regional Center, Vocational Rehabilitation and Workforce Investment Act Partners) by listing the name and location, identifying (1) service provided, and all the eligibility requirements for at least (5) local services providers in his/her community.

Adjust to Changes

By (date), when presented with an unexpected change in routine (e.g. the bus/train is late or does not stop at the stop), (name) will utilize coping strategies in order to calm his/her self, problem solve solutions or actions to respond to the change (e.g. continues to wait for the next bus/train, or uses his/her cell phone to call the bus company, uses back up plan) and refrain from shutting down (e.g. throw a tantrum, "lose one's cool") for (3 out of 3) unexpected changes in routine.





