

Although IDEA 2004 requires short-term objectives only for students receiving alternate assessments, we have included sample objectives for all goals, to be used as you feel appropriate.

Employment

- *Annual Goal 1:* The student will develop a realistic career plan.
 - *Short-Term Objective:* The student will identify two career interests after completing [number] interest inventories.
 - *Short-Term Objective:* The student will list four duties for each job by exploring [number] careers through job shadowing or work samples.
 - *Short-Term Objective:* The student will select three (or more) possible careers and identify the training required for these careers.
 - *Short-Term Objective:* The student will develop a list of possible occupations/jobs that are a match to personal interests.
- *Annual Goal 2:* The student will develop skills needed for employment in the occupation he or she has selected.
 - *Short-Term Objective:* The student will demonstrate the occupationally specific skills needed for the occupation. These will be demonstrated on a community-based job and evaluated through a rating scale completed monthly by the employer.
 - *Short-Term Objective:* The student will demonstrate competence in interviewing for a job by participating in a simulated interview and completing all of the steps on the interview rating form.
 - *Short-Term Objective:* The student will list five job openings obtained from a variety of want ads in the newspaper.
 - *Short-Term Objective:* The student will demonstrate competence in job skills such as attendance, task completion, work rate, and work quality as demonstrated by receiving a B or better on community-based work evaluations for a 9-week period.

Postsecondary Education

- *Annual Goal 1:* The student will enroll in a postsecondary education program that provides education in his or her area of career interest.
 - *Short-Term Objective:* The student will identify [number] postsecondary education sites that offer programs related to his or her stated career interest.
 - *Short-Term Objective:* The student will list the admittance procedures, prerequisites, and costs for each of the postsecondary sites identified.
 - *Short-Term Objective:* The student will select the postsecondary education site that most closely corresponds with his or her occupational goals and resources and state the rationale for this choice.

- *Short-Term Objective:* After touring the postsecondary education sites, the student will identify his or her individual needs and required accommodations with admissions personnel.
- *Short-Term Objective:* The student will complete the application procedure for the postsecondary education site selected.
- *Short-Term Objective:* The student will correctly complete applications for financial aid for postsecondary education. Correctness will be defined as the provision of correct information in the correct blanks.

Maintaining a Home

- *Annual Goal 1:* The student will demonstrate the ability to secure appropriate housing.
 - *Short-Term Objective:* The student will report the amount of rent asked for in [number] ads for housing by [date].
 - *Short-Term Objective:* After arranging for and completing a tour of [number] semi-independent residential options, the student will report back to the class five positive and five negative features of each one.
 - *Short-Term Objective:* Based on his or her interests and abilities, the student will select the most appropriate living site. The student will provide a rationale for this selection.

Involvement in the Community

- *Annual Goal 1:* The student will participate in leisure time and recreational activities.
 - *Short-Term Objective:* The student will identify [number] leisure/recreational activities or organizations in the community.
 - *Short-Term Objective:* The student will participate in [number] recreational activity (activities) each week for the next [number] weeks.
 - *Short-Term Objective:* The student will list [number] recreational activity (activities) sponsored by two community agencies during the next [number] months.
 - *Short-Term Objective:* The student will make plans with a peer to attend a spectator event.
 - *Short-Term Objective:* The student will attend an adult-supervised party and participate in age-appropriate activities.
- *Annual Goal 2:* The student will care for his or her own personal needs.
 - *Short-Term Objective:* The student will demonstrate the ability to sort laundry by light and dark with 100% accuracy by completing all of the steps on a checklist.

- *Short-Term Objective:* The student will balance a checkbook ledger for a 1-month statement period with 100% accuracy.
- *Short-Term Objective:* The student will demonstrate clean and sanitary dishwashing by completing all of the steps on a teacher checklist.
- *Short-Term Objective:* The student will independently prepare [number] well-balanced meals using foods from the five basic food groups.
- *Short-Term Objective:* From a set of pictures, the student will select the pictures that are of people who are dressed appropriately for work in an office environment with 100% accuracy.
- *Annual Goal 3:* The student will obtain necessary financial/income assistance support.
 - *Short-Term Objective:* The student will indicate whether he or she is eligible for income support from the Social Security Administration after contacting it to determine this eligibility.
 - *Short-Term Objective:* The student will state whether he or she is eligible for vocational rehabilitation services.
 - *Short-Term Objective:* The student will identify [number] agencies that provide financial assistance/income support.
 - *Short-Term Objective:* The student will complete the application process for low income subsidized housing with 100% accuracy.
- *Annual Goal 4:* The student will carry out civic responsibilities.
 - *Short-Term Objective:* The student will register to vote by age 18.
 - *Short-Term Objective:* The student will register for military service by age 18.
 - *Short-Term Objective:* The student will use the public library to check out [number] books one time each month for the next [number] months.
 - *Short-Term Objective:* The student will have his or her income tax forms completed by April 15th.
 - *Short-Term Objective:* The student will provide volunteer service [number] time(s) per semester.
- *Annual Goal 5:* The student will obtain appropriate medical service.
 - *Short-Term Objective:* The student will list [number] situations that would lead him or her to seek assistance by dialing 911.
 - *Short-Term Objective:* The student will name his or her hospital of preference.
 - *Short-Term Objective:* The student will name his or her doctor and dentist.
 - *Short-Term Objective:* The student will select an appropriate doctor and make an appointment in a nonemergency situation.
 - *Short-Term Objective:* From a list of [number] physical conditions, the student will be able to identify which physical conditions require a doctor's care with 100% accuracy.
- *Annual Goal 6:* The student will access community services to address personal needs in a variety of settings.

- *Short-Term Objective:* The student will demonstrate the ability to make an appointment with the [e.g., barber, hair stylist, dentist, doctor] by calling the service provider and using his or her calendar to set the appointment.
- *Short-Term Objective:* The student will identify his or her strengths and challenges to a person with whom he or she is familiar.
- *Short-Term Objective:* The student will role-play describing his or her specific challenges/disability to a service provider such as a postsecondary counselor, group home administrator, or adult service agency employee. This role play will be evaluated through the use of a checklist containing the major steps for this process.
- *Short-Term Objective:* The student will contact a community agency and ask for information about its services, following all of the steps generated in class discussion. The student's performance will be rated by the checklist of steps generated in class discussion.
- *Annual Goal 7:* The student will demonstrate the ability to seek effective insurance coverage.
 - *Short-Term Objective:* The student will list [number] types of insurance available to consumers.
 - *Short-Term Objective:* The student will list the types of insurance he or she wants to purchase and why.
 - *Short-Term Objective:* The student will identify the types of insurance carried by his or her family and whether or not he or she is covered by this insurance.
 - *Short-Term Objective:* The student will indicate what is needed to qualify for Medicaid.
 - *Short-Term Objective:* Through a role play, the student will demonstrate the steps involved in obtaining selected insurance coverage. Performance will be evaluated by a checklist containing the major steps in this process.
- *Annual Goal 8:* The student will use transportation within the community.
 - *Short-Term Objective:* The student will schedule his or her transportation through the special services system for [number] events.
 - *Short-Term Objective:* The student will obtain a driver's license.
 - *Short-Term Objective:* The student will use regular public transportation to get to work on time for 10 consecutive days.

Satisfactory Personal and Social Relationships

- *Annual Goal 1:* The student will demonstrate socially appropriate behaviors in a variety of settings.
 - *Short-Term Objective:* The student will role-play appropriate behaviors in given situations, with a rating by peers of 90% on the social behavior checklist.

- *Short-Term Objective:* The student will appropriately greet and introduce himself or herself to a co-worker, completing all of the steps on a social skills checklist.
- *Short-Term Objective:* The student will name/identify [number] types of relationships.
- *Short-Term Objective:* The student will initiate a social activity with a peer.
- *Short-Term Objective:* The student will identify the problem, when given a challenging situation, and list three possible solutions.

REFERENCES

- Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 17, 115-124.
- Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 (2004).

ADDITIONAL RESOURCES

- Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services: A functional approach* (4th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2005). *Transition planning for secondary students with disabilities* (2nd ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Kochhar-Bryant, C. A., & Bassett, D. S. (Eds.). (2002). *Aligning transition and standards-based education: Issues and strategies*. Arlington, VA: Council for Exceptional Children.
- Sitlington, P. L., & Clark, G. M. (2006). *Transition education and services for students with disabilities* (4th ed.). Boston: Allyn & Bacon.
- Trainor, A. A., Patton, J. R., & Clark, G. M. (2005). *Case studies in assessment for transition planning*. Austin, TX: Pro Ed.