

Directions: Cut out the “Transition Service” and “Annual Goal” headings as well as each box below. Participants will then put each transition service/annual goal beneath the correct heading.

<b>Transition Service</b>	<b>Annual Goal</b>
By the end of the IEP, the student will research and identify three possible careers.	Given that Jeremy wants to attend community college after high school, when provided instruction on writing a letter of intent, Jeremy will independently develop a 5 paragraph essay explaining his desire to attend college, his major, and his work ethic with no punctuation or spelling errors as measured by teacher evaluation every other week.
LEA will invite and assist the family in applying with the Department of Intellectual and Developmental Disabilities.	During Maggie’s junior year, Maggie will complete a self-determination course to better understand her strengths and areas of improvement so that she can communicate her desires, interests, and preferences during her IEP meeting and to upcoming agencies.
During Maggie’s junior year, Maggie will complete a self-determination course to better understand her strengths and areas of improvement so that she can communicate her desires, interests, and preferences during her IEP meeting and to upcoming agencies.	Given a current bus schedule and destination, Alison will arrive on time to the destination for 8 consecutive bus trips as measured by teacher shadow/observation.
Ja’Vaughn will draft a resume and cover letter as well as thank you note for after interviews.	Given an instructional level reading probe, Monique will correctly read 140 WCPM with no more than 2 errors as measured by weekly progress monitoring probes to prepare her for college entrance exams.
Emily will complete 8 <sup>th</sup> grade transition requirements by completing a formal transition assessment, completing a student interest questionnaire, and	

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attending her IEP meeting as measured by teacher observation.	
Johnathan will be prepared for future expectations and responsibilities by bringing his supplies to class.	
On the WBL Career Exploration field trip, Lori will complete the application open a checking account.	
Jessica will go with the school system to get a bus pass and a current bus schedule.	
During the current IEP, Dakari will attend a college fair to explore the entrance requirements and to choose a college to apply for.	
Erica will fill out paperwork necessary to begin receiving services from Vocational Rehabilitation.	