



Picture Your Future

EXPLORING YOUR TRANSITION GOALS

TEACHER'S RESOURCES GUIDE

FIRST EDITION

Trust

Alaska Mental Health
Trust Authority



ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT

Division of Vocational Rehabilitation

A proud partner of the American Job Center Network

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First Edition 2021 Author: Rain Van Den Berg, MPH

Dedication—

This is dedicated to the many teachers around Alaska who strive for excellence with their students. Thank you for the work you do to support transition skills development that helps your students reach their goals.

Teacher's Resources Guide

Picture Your Future: Exploring Your Transition Goals

Purpose—

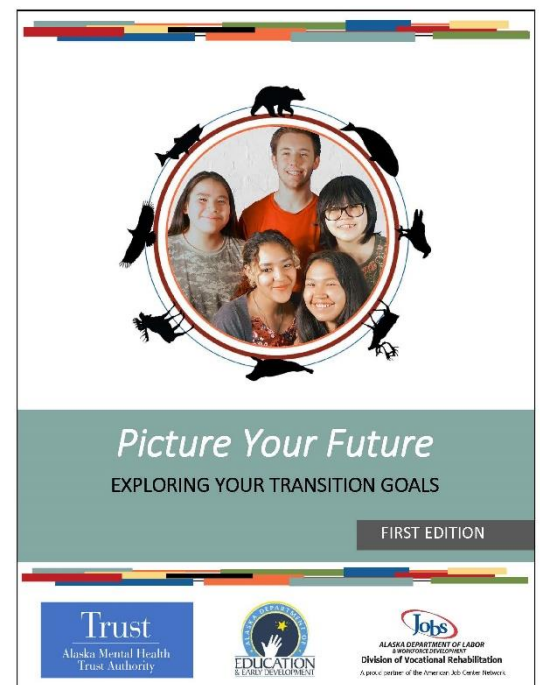
The purpose of the *Picture Your Future: Exploring Your Transition Goals* student workbook is to present possibilities for students to help them start to imagine and set goals for their future. It is designed to support the required areas of the IEP transition plan, but can be used with any transition age students.

The workbook helps students identify areas of interest that the teacher can focus on through IEP objectives and classroom activities. It is intended to be useful for all Alaskan students, both rural and urban.

The learning stories are intended to help students picture the different topics being described. Many examples are based on true stories submitted by teachers around Alaska.

The student workbook is designed to be printed, in sections or as a whole, for a given student to work through. It doesn't have to be printed in color.

There is a summary handout located in the back of the workbook that the student can fill in as they complete each section, so that at the end, they will have a summary of their plan.



Teacher's Resources Guide

Picture Your Future: Exploring Your Transition Goals

Purpose—

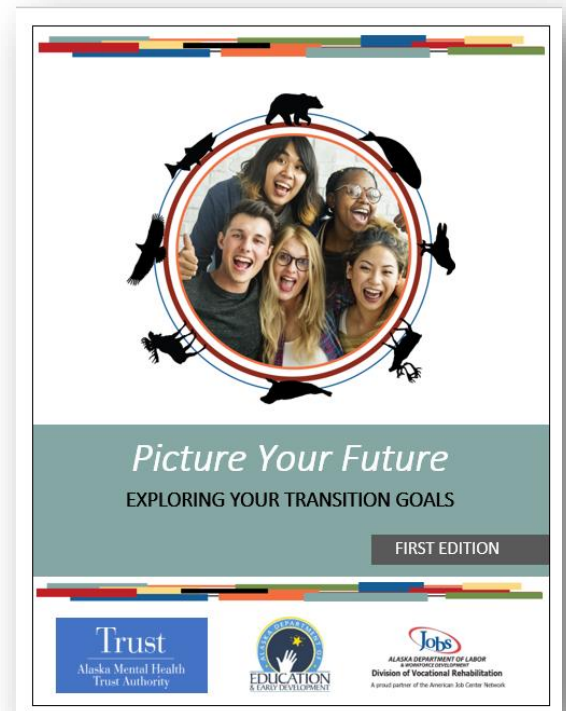
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Introduction

The introduction section outlines what is included in the workbook, the IEP transition plan, and goal-setting and facing challenges (problem-solving) skills. Goal-setting and facing challenges are key skills for gaining confidence and independence in life. Spending some time practicing these key skills in relation to the student's transition goals can be an important part of their transition plan.

Topic	Resources/Activities
The basics of the IEP and the role of the transition plan	<p>Alaska Transition Handbook to Adulthood and Employment Pages 8–12 cover the IEP transition plan, give tips for student participation in the IEP process, and give sample goals for different age students.</p> <p>Transition Tools for Life (Illinois) Pages 103–113 good chart of the IEP Transition planning process.</p>
Goal Setting Skills	<p>Traditional Alaska Transition Skills: Self-Employment and Financial Literacy Lesson to learn and practice goal setting skills starts on page 12.</p> <p><i>How to Set SMART Goals</i> (3:56) This video explains what it means to set SMART goals and gives many good examples. https://www.youtube.com/watch?v=wGbmAH4mBPA</p> <p>Listen to this Native Youth Olympics winner talk about how she reached her goals. https://www.pbs.org/video/indie-alaska-i-am-native-youth-olympian/</p> <p><i>Expanding the Circle Curriculum</i>: This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost \$99 digital version/\$150 hard copy + shipping. Unit 7 covers goal-setting. https://etc.umn.edu/curriculum/contents</p>
Facing a Challenge (Problem-solving) Skills	<p>Traditional Alaska Transition Skills: Self-Employment and Financial Literacy. Note: Cultural stakeholders from several Alaska Native tribes shared that it is a Western approach to think in terms of “problem-solving” and that “facing a challenge” is a more culturally responsive way to teach these skills to indigenous students. Life presents challenges which can be overcome. That is a normal part of life. The lesson and student handout to learn and practice facing challenges skills starts on page 19.</p> <p><i>Expanding the Circle Curriculum</i> (see above): Unit 9 covers problem-solving. https://etc.umn.edu/curriculum/contents</p>

Employment—Exploring Careers and Work

This section provides student tools to explore interests and work-related skills to help them start to imagine a career for themselves. The interest inventory is a simpler version of what you will find in AKCIS or in the South Dakota careers site, below. For students who have more advanced reading skills (and patience to answer more questions), try the “Career Wonders” interest inventory, or the interest inventory on AKCIS. Those assessments tie to more detailed career cluster information and results.

Topic	Resources/Activities
Career Interest Survey and Career Exploration	<p>Career Wonders (South Dakota): A more detailed inventory with more detailed career clusters and possible jobs, written at a 5th grade reading level. https://dlr.sd.gov/lmic/menu_career_wonders.aspx</p>
	<p>Alaska Career Exploration System (AKCIS) Use school login information to get to interest inventory (“Explore Your Occupation Matches”), job and career information, and post-secondary education and training information. https://acpe.alaska.gov/PLANNING/AKCIS</p>
	<p>Explore different kinds of jobs and what they pay in Alaska. https://live.laborstats.alaska.gov/occ/alloccso.cfm</p>
	<p>My Next Move: A good site to explore different kinds of careers, based on key words, industry, and interests. https://www.mynextmove.org/</p>
	<p>Bristol Bay Career Guide to Fishing, Seafood Processing, and Maritime trades. Each job shows needed skills and requirements.</p>
	<p><i>Expanding the Circle Curriculum</i>: This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 15 covers career development. https://etc.umn.edu/curriculum/contents</p>
Job Skills, Values, and Interests	<p>Contact your local Tribal Organizations to see what vocational training or subsistence programs exist in your community.</p>
	<p>Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development.</p>

Topic	Resources/Activities
Alaska Jobs in Demand	<p>Some of the top jobs are featured in the workbook, but this is an opportunity to talk about “hot jobs” or “jobs in demand.”</p> <ul style="list-style-type: none"> • The information was sorted from a much longer list found at: https://live.laborstats.alaska.gov/occfst/index.cfm • Industry Forecast Projections for Alaska: https://live.laborstats.alaska.gov/indfcst/index.cfm • Alaska Wages Information: https://live.laborstats.alaska.gov/wage/index.cfm#g31 <p>As time moves on, some kinds of jobs are easier to find than others. Some are likely to be needed for a long time to come. Preparing for a job in demand, if it matches interests and abilities, is a good way to be sure you will have work.</p>
Work in Your Community	<p>Customized Employment is a method of matching individuals to types of work, and tailoring jobs to fit individuals. This link has videos and information that can help you support your students in their career exploration. https://www.dol.gov/agencies/odep/program-areas/customized-employment</p> <p><i>Customized Employment Service Provider Manual</i> (Alaska Department of Labor). This explains customized employment processes. https://dol.alaska.gov/dvr/ce/CE%20Provider%20Manual%20-%20final%20120707c.pdf</p> <p>Tribal Organizations are often responsible for many functions in communities, including administrative, waste management, construction on HUD housing, electricians, plumbers and furnace/boiler repair. Contact your local Tribal Organization to see if job shadowing opportunities would exist for your students.</p>
Relationship Skills at Work	<p>So-called “soft-skills” are the skills most valued by employers. This curriculum by the Department of Labor designed for students with disabilities includes student activities and videos to learn the top skills of:</p> <ul style="list-style-type: none"> • Communication • Enthusiasm & Attitude • Teamwork • Networking • Problem Solving & Critical Thinking <p>https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills</p>

Topic	Resources/Activities
Subsistence	<p>A key part of life in rural Alaska. Subsistence can be an important way to connect to community, family, and culture. It can be a path to income revenue as well as providing food and nutrition. If you have students who are interested in learning subsistence as an employment skill, TVR in your area may have a program to help. See the information below on TVR and DVR.</p> <p>Traditional Alaska Transition Skills (2019) has guidance for how to include subsistence skills in the IEP as employment related skills, and contains lessons and handouts for learning set net fishing and cold-water safety skills.</p>
Self-Employment	<p>Traditional Alaska Transition Skills: Self-Employment and Financial Literacy (2020) Self-Employment Skills including lesson plans and student activities.</p> <p>Micro Enterprise Grants from The Alaska Mental Health Trust These grants strive to increase access to self-employment opportunities for persons with disabilities who are Trust beneficiaries (intellectual disabilities and others). Grant funds may be used for costs associated with starting a new business, expanding a current business or acquiring an existing business.</p> <p>Some TVR regional programs offer start-up loans and grants for small businesses. Check with your local program if you have a student who is interested in this route.</p>

Department of Vocational Rehabilitation (DVR) and Tribal Vocational Rehabilitation (TVR)

Students with disabilities transitioning from school to work can benefit from DVR and/or TVR involvement in their Transition Plan.

DVR/TVR can support students who are:

- interested in finding a job
- pursuing post-secondary education or training
- in need of support with self-employment or subsistence activities



The DVR / TVR Partnership means “No Wrong Door!”

DVR and TVR work closely together to coordinate services for transitioning students. Teachers should not be afraid to contact either organization about a particular student. While TVR’s services are for Alaska Native students, they are able to direct a student, family or teacher to the DVR counselor serving your region if appropriate. DVR and TVR can work jointly with a student to develop a plan for employment.

Think DVR/TVR if you can answer “yes” to these questions:

- Does the student have an IEP or 504 Plan?
- Does the student identify having, or suspected of having, a disability that could be a barrier to gaining and/or maintain employment?
- Is the student’s goal to get a job or pursue post-secondary education or vocational training?
- Do you anticipate that the student will need assistance to overcome barriers to employment or schooling?

Tribal Vocational Rehabilitation

There are 10 regional Tribal Vocational Rehabilitation (TVR) programs in Alaska. TVR provides culturally relevant services and supports to eligible tribally enrolled Alaska Native/American Indian’s that are based on the individual’s strengths, resources, priorities, concerns, abilities, capabilities and, most importantly, informed choice. TVR has flexibility to support the learning of traditional skills like subsistence and traditional healing.

TVR programs are available to work with the local school districts and the state DVR program to compliment transition plans.

- Contact the TVR Office in your area: <https://aivrttac.org/alaska/>
- See the [Alaska Transition Handbook](#) for more information on TVR in Alaska.

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) provides counseling and supports to individuals who have a disability in preparation for getting and keeping good jobs. To qualify, a person must have trouble getting or keeping a job because of a mental or physical disability. DVR staff can find someone to assess the person's disability, and if needed, DVR can fund this service. If a person is receiving Social Security for a disability and would like work, then s/he may qualify for DVR services.

- Visit the DVR website: labor.alaska.gov/dvr/
- Watch DVR's School to Work Orientation video
- Contact DVR to apply: labor.alaska.gov/dvr/contact.htm
- Visit the DVR Transition page for more information about programs: <https://labor.alaska.gov/dvr/transition.htm>
- See the [Alaska Transition Handbook](#) for more information.

DVR is tasked under the Workforce Innovation and Opportunity Act (WIOA) to provide **Pre-Employment Transition Services (Pre-ETS)** to every student with a disability in Alaska. Through partnerships with the Alaska Mental Health Trust, Department of Education and Early Development and the Division of Employment and Training, DVR has instituted a variety of projects to accomplish this. These projects, combined with DVR counselor's efforts at the local level, provide the foundation for us to reach over 900 students every year.



JOBZ Club: JOBZ Clubs occur after school and use engaging activities to introduce students to “work readiness skills.” DVR pays teachers to facilitate clubs in their schools. JOBZ Club is a great vehicle for teachers to prepare students for transition and also helps the teacher better connect with DVR.



S'Cool Store: Introduces student to entrepreneurship and small business concepts. Each of the five modules moves students through the process of opening a small business “pop-up.” The course is designed to get students thinking about their own interests and talents and how they can use small business concepts to turn those into a livelihood.

Transition Camps



Transition Camps: DVR partners with the DEED to fund Transition Camps, contracting with a team of highly qualified special education professionals through Southeast Regional Resource Center (SERRC). The Transition Camp team travels across the state doing 3–5 day conferences with school districts and juvenile justice facilities. At each conference, Pre-ETS activities are provided through community exploration, presentations by businesses, postsecondary education and vocational training providers that help youth develop a vision for their future.



Phlight Clubs: DVR contracts with Brightways Learning to conduct Phlight Clubs in school districts across the state. Phlight Clubs are 3-day, lock-in events designed to engage youth and their families for cultivating caring and connected schools and communities. Phlight Club incorporates Pre-ETS self-advocacy and work readiness skills training activities to help youth develop self-esteem and leadership skills.



PATHWAYS School to Career: DVR Partners with post-secondary vocational programs and high school CTE programs to offer students exposure to career pathways. Pathways incorporates “hands on learning” in specific career fields such as health care, culinary, carpentry, and powertrain technology.



Summer Work Programs: DVR funds summer work programs through school districts and community provider agencies all over the state. Summer Work combines 145 hours of paid work with 15 hours of classroom training to give students valuable work experience.

You can find out more about DVR’s Pre-Employment Transition Services at: <https://labor.alaska.gov/dvr/transition.htm>

Post-Secondary Education and Training

This section provides student tools to explore post-secondary options for education and career skill training. Students can explore options they can complete while in their home community or away. It explains the benefits of Occupational Endorsement Certificate programs that give important skills after a short time, but can be built on as a career.

Topic	Resources/Activities
College and other kinds of training	<p><i>Native Pathways Guidebook</i>: This culturally-relevant guide was developed to empower Native students to prepare, plan and successfully take the first steps of their higher education journey – with their identity firmly in hand. Helping students navigate school choice, applications, finances, and their first year at school, it includes contributions from Native graduates, professionals and artists. https://collegefund.org/wp-content/uploads/2020/07/Native-Pathways-Guidebook-2020-Rev.pdf</p>
	<p><i>Expanding the Circle Curriculum</i>: This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 16 covers Post-Secondary Education benefits and planning. https://etc.umn.edu/curriculum/contents</p>
	<p>Post-secondary programs for students with intellectual disabilities, which give the experience of college on a college campus, with life skill and job training. May or may not offer college credit. https://thinkcollege.net/college-search</p>
Occupational Endorsement Certificates (OEC)	<p>UAF, UAA, and UAS all offer OECs and other certificates. The easiest single place to view and link to program information is at: https://distance.alaska.edu/programs/</p>
Programs to Build Job Skills	<p>Job Corps is a free (based on income) job and independent living program located in Palmer, Alaska. https://alaska.jobcorps.gov/</p>
	<p>AVTEC is Alaska’s Vocational Technical College, located in Seward, Alaska. They offer training, assistance with necessary “soft skills” and employment search following graduation. https://www.avtec.edu/training-program-summary</p>
Online Learning	<p>Many programs are offered online through the University of Alaska. This page has all of the distance (online) degree and certificate programs on one page, with contacts and program information: https://distance.alaska.edu/programs/</p>

Topic	Resources/Activities
Where Do You Want to Live?	<p>Transition Tools for Life (2014): This book was created for Illinois, but has many student handouts on transition topics. Pages 174–176 are dedicated to thinking about housing needs for people with disabilities.</p> <p>https://www.fmptic.org/sites/default/files/2014%20Transition%20Tools%20for%20Life.pdf</p>
Paying for College or Training	<p>Students need to understand basic budgeting and financial literacy before working on College Financial Aid and college costs. Traditional Alaska Transition Skills: Self-Employment and Financial Literacy includes lessons and student handouts on managing money and creating a budget/spending plan.</p> <p><i>The Native Pathways Guidebook</i> has a good section on college costs and accessing financial aid. https://collegefund.org/wp-content/uploads/2020/07/Native-Pathways-Guidebook-2020-Rev.pdf</p> <p><i>Expanding the Circle</i> Curriculum: This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 10 covers Organizational Skills (including budgeting) and unit 16 covers paying for college and financial aid. https://etc.umn.edu/curriculum/contents</p> <p>Click the “Alaska Native Scholarships” tab to see opportunities by region: https://www.uas.alaska.edu/sitka/paying-for-college/index.html</p>
Putting it Together	<p>Students will likely need assistance using AKCIS to find out information on two of their choices to explore. School districts have a login, or students can use their Zip Code to access the site. https://acpe.alaska.gov/PLANNING/AKCIS</p>

Independent Living and Supports

This section goes through the basic skills students need as they become more independent. Though some topics are more for students with disabilities, all students can benefit from thinking through housing, health care transition, and managing money and time.

Topic	Resources/Activities
Independent Living Skills	<p>There are many service agencies and organizations that provide independent living services for people with disabilities</p> <ul style="list-style-type: none"> • The Access home page has three videos showing how three Alaskans have an improved quality of life through independent living supports: https://www.accessalaska.org/ • Hope Community Resources also supports independent living in some areas: https://www.hopealaska.org/services/community-living-options • SAIL (Southeast Alaska) supports independence and provides recreational opportunities for people with disabilities and seniors: https://www.sailinc.org/ • Alaska Disability Resource Centers help connect people with disabilities to independent living supports: http://dhss.alaska.gov/dsds/pages/adrc/default.aspx
Assistive Technology	<p>ATLA (Assistive Technology of Alaska) can help match technology to people with disabilities to improve quality of life and communication. https://www.atlaak.org/</p>
Housing	<p>Transition Tools for Life (2014): This book was created for Illinois, but has many student handouts on transition topics. Pages 174–176 are dedicated to thinking about housing needs for people with disabilities. https://www.fmptic.org/sites/default/files/2014%20Transition%20Tools%20for%20Life.pdf</p> <p>Youthhood.org has a section about finding an apartment, which may fit better for urban students but has good activities that help a youth think through what they would want and need. http://www.youthhood.org/apartment/fp_decisions.asp</p> <p>Section 811 Housing Assistance information: http://dhss.alaska.gov/dsds/Pages/aps/Independent-Supported-Living.aspx</p>

Topic	Resources/Activities
Self-Advocacy	<p>Example IEP goals related to Self-Advocacy: https://adayinourshoes.com/self-advocacy-iep-goals/</p> <p>Peer Power: A Self-advocacy group in Alaska that advocates for people with disabilities in Alaska. They organize events for people with disabilities to get involved. http://dhss.alaska.gov/gcdse/Pages/partners/peer-power.aspx</p> <p>The following resources are created for youth to learn self-advocacy and independent living skills, found at the Center for Parent Information and Resources.</p> <ul style="list-style-type: none"> • Youthhood.org. This fun and engaging site will remind students with disabilities that they are not alone as they explore community and build a future. There is a guide for teachers and others who work with youth on how to use the site. • Self-Advocacy Online (for students with intellectual disabilities): This resource-rich website pairs minimal text with short, step-by-step video clips of youth themselves talking about key topics such as the ADA, education, jobs, health, home, and self-determination. • Speak-Up: Guide for students to ask for what they need. http://www.centerforchildwelfare.org/kb/YouthSpaceDoc/speak_up.pdf <p>Dude, Where is My Transition Plan? (Tennessee, 2016) Transition workbook for teens. Page 12 in this transition workbook for teens has a good checklist of additional self-advocacy skills. Some topics/handouts more relevant for Alaskans than others.</p> <p><i>Expanding the Circle Curriculum</i>: This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 8 covers Self-Advocacy skills. https://etc.umn.edu/curriculum/contents</p>
Accommodation	<p>Students need to understand that while they are in public school, there are supports in place for their learning success, and that in college and work settings, they are responsible to get needed accommodations in place. Helping students develop self-awareness of their strengths and challenges, and what helps them overcome challenges is a critical part of transition success.</p>

Topic	Resources/Activities
Learning Styles	<p>Self-Assessment 20 questions to determine learning style: http://www.educationplanner.org/students/self-assessments/learning-styles.shtml Note: The idea of learning styles is somewhat controversial in education research. Most people benefit from a combination of techniques in order to learn and remember. It is included in this workbook as a way for the student to develop self-awareness of what helps them learn and remember, and to be more motivated about their own learning.</p>
Taking Charge of Your Health	<p><i>Dude, Where is My Transition Plan?</i> (Tennessee, 2016) Transition workbook for teens. Pages 17–18 focus on healthcare skills and a healthcare cheat sheet for students to complete.</p> <p>Got Transition? An excellent hub of resources for youth, parents, and medical professionals to help young people take charge of their health as they get older. https://www.gottransition.org/youth-and-young-adults/ https://www.gottransition.org/resources-and-research/youth-and-families.cfm</p> <p>My Health Passport: A document that can be filled out before a doctor’s visit to assist the person with a disability to be more independent during the visit. http://flfcic.fmhi.usf.edu/docs/FCIC_Health_Passport_Form_Typeable_English.pdf</p>
Managing Money and Time	<p><i>Building Native Communities: Financial Empowerment for Teens and Young Adults.</i> Financial Literacy curriculum for Native Americans with student handouts and activities. By the Oweesta Foundation.</p> <p><i>Expanding the Circle Curriculum:</i> This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 10 covers Organizational Skills (including budgeting) and time management. https://etc.umn.edu/curriculum/contents</p> <p><i>Traditional Alaska Transition Skills: Self-Employment and Financial Literacy</i> Budgeting and financial literacy lesson plans and student activities and handouts.</p>

Communication and Relationships

Communication and relationships are key skills that connect to every aspect of life. Interpersonal skills help people succeed at work and in their communities. Healthy boundaries and an understanding of friendship helps keep students safe in their relationships. Objectives to develop these skills can be included in the transition plan.

Topic	Resources/Activities
Social Emotional Skills	<i>Expanding the Circle Curriculum</i> : This was developed for indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Units 5–6 cover self-esteem and how to manage difficult emotions. https://etc.umn.edu/curriculum/contents
	Social Emotional Skills : Many concrete examples of how to include these kinds of goals in IEP. See appendix for list of SEL IEP goal examples, linked from this blog. https://adayinourshoes.com/social-skills-iep-goals/
	CASEL 5 PDF with defined areas and skills for Social Emotional: https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf
Positive Attitude	Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development. Starting on page 5, there is a good section on the importance of having a positive attitude, with student activities.
Respect for Elders and Others	Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development. Starting on page 19, there is a good section on the importance of showing respect and what it looks like, with student activities.



Topic	Resources/Activities
Relationships	<p>Activity: Use the relationships circle activity to understand where your students are in their understanding of boundaries. It can provide a good way to talk about things like bosses and teachers being in the acquaintance circle, and how people in these roles are not in the same category as friends. As needed, more time can be spent developing boundaries and practicing relationship skills.</p>
	<p>Relationship skills are important within a family, a community, and at work. So-called “soft-skills” are the skills most valued by employers. This curriculum by the department of Labor designed for students with disabilities includes student activities and videos to learn the top skills of:</p> <ul style="list-style-type: none"> • Communication • Enthusiasm & Attitude • Teamwork • Networking • Problem Solving & Critical Thinking <p>https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills</p>
	<p><i>Circles</i> curriculum by James Stanfield was recommended by a rural teacher as being very good for teaching social boundaries and the concepts of safe talk, touch and trust. \$799 for curriculum which includes videos, lessons, and activities.</p> <p>https://stanfield.com/product/circles-curriculum-intimacy-relationships-level-1-w1004-18/</p>
	<p><i>Friendship and Dating</i> (UAA) is a program that teaches teens and adults, 16 years old and older, with intellectual and related developmental disabilities, and youth with serious emotional disturbance (SED) how to develop and maintain healthy relationships and prevent interpersonal violence. Find out about becoming a facilitator or where trainings are being offered at https://www.uaa.alaska.edu/academics/college-of-health/departments/center-for-human-development/friendships-and-dating/</p>

Community Experiences and Fun

This section could also be called “recreation and leisure.” Recreational activities allow time to focus on fun challenges and relaxation. This is important for managing stress and reducing worries. These also provide important ways to make connections in the community.

Topic	Resources/Activities
Interests	This leisure interest inventory could be easily adapted with local activities that may be of interest to your students. Google “Leisure Interest Inventory,” and you will see a top result is from disabilities.temple.edu. The Word document downloads when you click it. This extensive list of activities can be adapted with local activities.
Connecting to Community Groups	Most communities have informal and formal organizations dedicated to a common cause or interest. Sharing and making connections around a common interest, rather than related to a disability, can be a powerful way for students to develop important relationships and improve their quality of life. Connecting around an interest is naturally inclusive. Encourage your students to try different kinds of activities and interests through community events and groups.
	Relationships made in the community can be key in finding employment and job skill development opportunities. Developing social networks in the community is an important transition skill.
	Inviting people from the community that are involved in community activities can be a great way to introduce these opportunities to students.
Cultural Information	The Alaska Native Knowledge Network has curriculum and cultural resource information. http://www.ankn.uaf.edu/IKS/tek.html# http://www.ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html
Traditional Arts	Traditional Alaska Transition Skills: Traditional Inupiaq Sewing Skills including teacher lesson plans and student activities and handouts. The appendix includes a sample outline for developing lessons to teach traditional arts.
	If a student is interested in learning a traditional art, ask culture bearers that have a relationship with the school to find someone with the desired skills. Time with a mentor can be written into their IEP as an accommodation. See the guidance about how to do this in Traditional Alaska Transition Skills (2019) .

Topic	Resources/Activities
Additional Subsistence Information	<ul style="list-style-type: none"> Subsistence as a Way of Life (Alaska Native Knowledge Network) http://www.ankn.uaf.edu/IKS/subsistence.html Traditional foods curriculum by APIAI: https://www.apiai.org/services/education/head-start/qaqamiigux-head-start-traditional-foods-preschool-curriculum/ Fish and Game Information about Subsistence: http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main Tribal Hunting and Fishing Rights Law: https://www.uaf.edu/tribal/112/unit_3/tribalhuntingandfishingrightssubsistenceanilca1980.php (Project by UAF) Article about subsistence as a matter of cultural survival: https://www.culturalsurvival.org/publications/cultural-survival-quarterly/alaska-native-subsistence-matter-cultural-survival

Topic	Resources/Activities
Additional Transition Resources	<ul style="list-style-type: none"> Developed for Rhode Island, this book has many student handouts about exploring interests, self-advocacy, and disability awareness: https://health.ri.gov/forms/worksheets/YouthTransitionWorkbook.pdf Check out this guide to Employment in Alaska for people with disabilities: http://dhss.alaska.gov/gcdse/Documents/EmpowermentThroughEmployment.pdf

Appendix:

Summary handout for the student workbook: As your students complete a section, have them write in the corresponding section on the summary. At the end of the process, they will have a summary of where they want to focus.

***What is an IEP?* student handout:** This can help you explain the IEP to students who have one. When a student can be a proactive member of the IEP team, it helps build important skills for their independence and self-advocacy as they become young adults. Adapted from the Rhode Island Youth Transition Workbook (2015), accessed 1-15-2021.

<https://health.ri.gov/forms/worksheets/YouthTransitionWorkbook.pdf>

Social Emotional Learning handout: This can be used with students who want to set SEL goals for their IEP. Source: Based on the CASEL 5 Framework, accessed 1/15/2021.

<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>.

Social Emotional Learning IEP Goals Examples: This handout came from <https://adayinourshoes.com/social-skills-iep-goals/>, accessed on 1/15/2021. The source of the PDF was anonymous.



Athabascan dancers preparing for potlatch: Public Domain accessed at U.S. National Archives Public Domain Archive

My Transition Goals

Name: _____

Instructions: Use the workbook pages to explore your thoughts about your goals for the future. Next, copy some of your answers below before moving to the next section. When you are finished, you will have a summary that you, your family, and your teachers can make into a plan.

Exploring Careers and Work

Skills, Aptitudes, and Interests (page 7)—

Things I enjoy: _____

Things I am good at (aptitudes): _____

Things I can do (skills): _____

Values (page 8)—Five values that are important to me:

1. _____

2. _____

3. _____

4. _____

5. _____

Work Places (page 9)—Four work places I would like:

1. _____

2. _____

3. _____

4. _____

Relationship Skills at Work (page 10)—Four skills I would like to get better at:

1. _____

2. _____

3. _____

4. _____

Career Interest Survey (page 11)—The kinds of jobs that fit me the best (Circle two):

Hands-on

Creative

Thinker

Organizer

Leader

Helper



Work in Your Community (Page 22)—

Two jobs in my community I am interested in learning more about:

1. _____ 2. _____

Work places I would like to visit and try out?

1. _____ 2. _____

Subsistence Activities (page 23 and 59)—

Subsistence activities I like to do: _____

Subsistence activities I want to learn: _____

Self-Employment (page 24)—

I am interested in having my own business (circle one): Yes No

If yes, the kind of business I want to explore: _____

Training or Education After High School

I am interested in these kinds of education or training after high school (page 32) (circle any):

College degree (2-year or 4-year or Advanced)

Occupational Endorsement Certificate (OEC)

Vocational Program (AVTEC/Job Corps)

Where I want to get my training or education (page 31) (Circle any you want):

Home community, local program

Home community online

Start online, then move for more training

Move to _____ for training/education

Two careers and training I am interested in (page 34):

_____ and _____



Independent Living and Supports

What I want my home to be like (page 37): _____

Empower Yourself (page 38)

My strengths: (What are you good at? What do you like about yourself?)

My challenges: (What is challenging for you to do?) _____

What helps me do the things that are challenging (page 39)?

People who help me: _____

Technology that helps me: _____

Accommodations that help me: _____

Medicine that helps me: _____

What would help me do well at school? (page 43) _____

What would help me do well at work? (page 43) _____

How do I learn best? (page 41) (Circle any)

Watching

Hearing

Reading

Hands-on

Taking Charge of My Health (page 43)—

The skills I want to learn next to take care of my own health:

1. _____

2. _____



Managing Money (page 47)—

I want to learn more about managing my own money (circle one): Yes No

One goal I have related to my budget (spending plan): _____

Managing Time (page 48)—Two time-management skills I want to work on:

1. _____

2. _____

Communication and Relationships

Relationship Skills (page 55)—Two relationship skills I want to work on:

1. _____

2. _____

Community Experiences and Fun

Four things I like to do (page 56)

1. _____ 2. _____

3. _____ 4. _____

Four kinds of activities I would like to learn about or explore (pages 57–59):

1. _____ 2. _____

3. _____ 4. _____

An interest I have that could lead to a job (page 60): _____



What is an IEP?

Your IEP stands for *Individualized Education Program*. It is created by your own specialized team that includes you, your teachers, your family, and may include service providers (Speech, OT, PT), your school guidance counselor, and anyone else you feel is important (like your employer or a support person).

An IEP is a plan that includes:

- What you do well
- How the challenges you have affect how you learn
- What skills you need to work on in school this year
- What services your school will provide
- Where your learning will take place
- What accommodations (supports) you need
- What your goals are for high school and after high school

Since your IEP is about you, it is a unique opportunity to share control of your life and your experiences in high school. When you actively participate in your IEP, you can contribute to your success after high school.

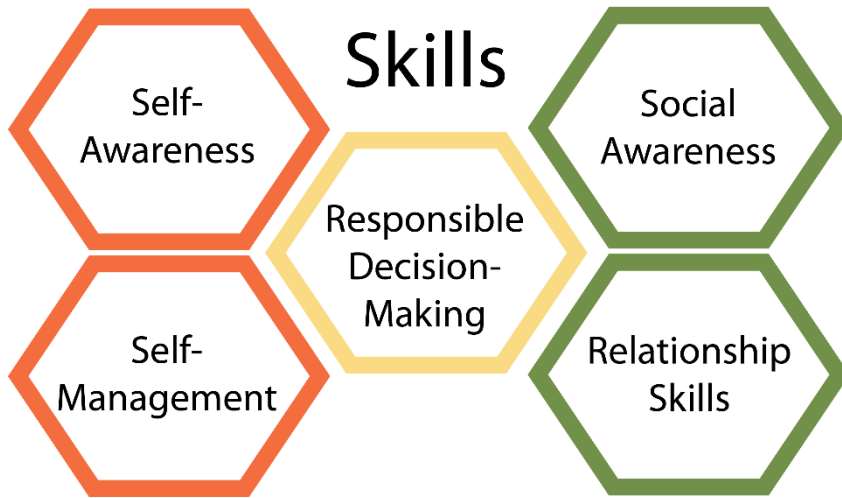
Your school and your teachers want everything in your IEP to help you. If you don't think something is helping you, tell an adult you trust. Each year your IEP will be reviewed and updated.



Adapted from the *Rhode Island Youth Transition Workbook* (2015)

Social Emotional

Skills



Social Emotional Skills help you in all areas of your life: In your community, in your family, in your friendships, and at work.

Learning these skills can be part of your IEP.

Look through the skills below, and put a checkmark next to the skills you think you already do well, and circle the skills you want to improve.

Self-Awareness	You understand how your emotions, thoughts, and values affect what you do.
	You know your strengths and areas you want to work on.
	You know your interests and what you want to do.
Self-Management	You can manage your emotions, thoughts, and what you do in different situations.
	You can use tools to manage stress.
	You can set and achieve goals.
Responsible Decision-Making	You can make caring choices about how you act and what you do in different kinds of situations.
	You know how to gather information, consider what it means, and then make a choice.
	You can think ahead about what a choice will lead to before you choose it.
Social Awareness	You can understand how another person might be feeling.
	You can see the strengths in others, and encourage them.
	You can understand and express gratitude.
Relationship Skills	You can communicate with others so they know what you mean.
	You can listen to others and understand what they mean.
	You can cooperate with others and work on a team.

Source: Based on the CASEL 5 Framework.

Social Emotional Goals

Content Strand: Alternatives to Conflict

Annual Goal #1 _____ will manage conflicts on a daily basis with _____ frequency, independent of teacher support, with teacher support as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Objective #1 Identify situations that may lead to conflict (e.g.. hurtful teasing. name calling).

Objective #2 Respond appropriately to peer pressure.

Objective #3 Constructively deal with situations that may lead to conflict.

Objective #4 Identify appropriate ways of dealing with conflict.

Objective #5 Name types of behaviors and language that are acceptable and unacceptable.

Objective #6 Name personal behaviors that may contribute to a conflict.

Objective #7 Walk away /seek help in physical confrontations or set-ups.

Objective #8 Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.

Objective #9 Approach another person for explanation-when perceived-to be unjustly criticized.

Objective #10 Resolve conflicts without physical contact or abrasive language (e.g., stating emotions/desire, or walking away).

Objective #11 Ignore peers when cued by teacher {verbal or sign}.

Objective #12 Seek assistance to resolve conflict after independent attempt.

Objective #13 Compromise in conflict situations by changing his/her own ideas to reach agreement.

Objective #14 Follow through on making commitments involved in a decision.

Objective #15 Ignore classroom conflict by remaining in seat, not getting verbally involved and practicing self management.

Objective #16 Cooperate with group decisions in which the student is not in agreement.

Objective #17 Appropriately state angry feelings to person involved in the situation.

Objective #18 Take a time out without physical assist by teacher(s).

Objective #19 Participate in competitive game until the end of the period, regardless of outcome without complaining (be a good sport).

Objective #20 Accept feedback appropriately.

Objective #21 Control temper in conflict situations with peer and/or adult.

Content Strand: Classroom/School Skills

Annual Goal #2 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Arrive at class with all materials required for daily assignments (e.g. paper, pen, pencil, text, homework, evaluation sheet).

Objective #2 Identify and follow school/building rules.

Objective #3 Attend school consistently.

Objective #4 Arrive at school/class on time.

Objective #5 Identify and follow rules in lunchroom, bathroom, halls, bus.

Objective #6 Identify and follow rules as specified in each class.

Objective #7 Report to all classes in timely manner (before the bell rings).

Objective #8 When in class, not leave without permission of staff.

Objective #9 Participate in small group activities.

Objective #10 Attend all scheduled appointments regularly and promptly (e.g. meetings with counselor, speech therapist and other support staff).

Objective #11 Deliver messages appropriately when asked by adult.

Objective #12 Sit in assigned seat.

Objective #13 Work quietly in the classroom.

Objective #14 Keep work area neat.

Objective #15 Complete assigned work on a daily basis.

Objective #16 Demonstrate on-task behavior, as specified during the class.

Objective #17 Ask for help when needed.

Objective #18 Adapt effectively to change (e.g. assemblies, fire drills, schedule changes, seat assignments, new students or exiting students).

Objective #19 Demonstrate knowledge of personal behavior.
 Objective #20 Demonstrate ability to generalize classroom/school rules in various situations (e.g. with other teachers, substitutes, mainstream classroom).
 Objective #21 Remain in seat unless given permission to get out of seat.
 Objective #22 Make up all missed assignments when absent from school.
 Objective #23 Ask for help in positive manner.
 Objective #24 Wait one's turn.
 Objective #25 Keep accurate record of classroom and homework assignments.
 Objective #26 Finish a given academic task on time.
 Objective #27 Appropriately seek teachers' help, when needed.
 Objective #28 Finish a given academic task on time.
 Objective #29 Attempt tasks that may be considered challenging and be willing to take a risk with new material.
 Objective #30 Leave desirable activity on request without losing control.
 Objective #31 Work consistently without verbal or physical disruption of other students.
 Objective #32 Produce work that is neat (e.g. uncrumpled paper, unsmudged writing and form, etc.).
 Objective #33 Check over work for errors.
 Objective #34 Accept correction appropriately.
 Objective #35 Produce work with stated required information.
 Objective #36 Answer or attempt to answer questions when called on by the teacher.
 Objective #37 State that she/he does not know the answer when appropriate.
 Objective #38 Volunteer an answer to the teacher's question in a voice tone, volume and physical manner appropriate to the situation.
 Objective #39 Use appropriate language.
 Objective #40 Follow direct/building rule concerning selection of food.
 Objective #41 Use utensils in a proper manner.
 Objective #42 Follow classroom, building rules concerning unwanted food.
 Objective #43 Deposit refuse in proper place.
 Objective #44 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #3 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Keep materials organized in work area.
 Objective #2 Refrain from dropping or throwing items.
 Objective #3 Pick up dropped items with verbal reminder without complaint.
 Objective #4 Pick up dropped items without verbal reminder or inappropriate comment.
 Objective #5 Refrain from talking or joining conversation when quiet is to be observed.
 Objective #6 Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors.

Content Strand: Classroom/School Skills

Annual Goal #4 _____ will follow directions given by teacher or staff or other adults with _____ frequency as measured by _____.

Objective #1 Follow verbal directions and complete requested task, assignment, etc., in a timely manner and with cooperation.
 Objective #2 Read and follow written directions in a timely manner and with cooperation.
 Objective #3 Recognize inability to understand directions and seek clarification or assistance before proceeding with task.
 Objective #4 Follow directions promptly without the need for verbal reminders,
 Objective #5 Comply with teacher requests within reasonable time span.
 Objective #6 Comply with requests from adults (e.g., teachers, principals, substitutes, and support staff).
 Objective #7 Demonstrate knowledge of class rules by complying with rules during class time.
 Objective #8 Follow classroom rules when lead teacher is not present.
 Objective #9 Appropriately discuss questions regarding rules with staff.

Objective #10 Comply with requests of peers placed in positions of authority (e.g., class monitors, school safety, hall monitors).
Objective #11 Follow the verbal direction in a timely manner.
Objective #12 Comply with time out request near or at own desk.
Objective #13 Comply with time out request within own classroom in a designated area.
Objective #14 Comply with time out request when outside the classroom in designated area.
Objective #15 Comply with procedures to re-enter classroom (i.e., processing, hassle logs, or any re-entry form).
Objective #16 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #5 _____ will remain on task and work independently with _____ frequency as measured by _____.

Objective #1 Sit on own chair at own desk (or remain in own space, e.g., carpet square, designated area, etc.) with appropriate posture (e.g. upright and facing front) with chair legs on the floor and with feet in front).
Objective #2 Ignore distractions in environment by continuing to focus on own work.
Objective #3 Work quietly when given an assignment to completion.
Objective #4 Work steadily with attention focused on task.
Objective #5 Work steadily on task for length of time required by the teacher when given an assignment or activity.
Objective #6 Stay on task when adults enter or leave the classroom.
Objective #7 Attend to lectures and discussions using eye contact, head nodding, hand raising, verbal participation.
Objective #8 Independently begin task from a pre-arranged schedule.
Objective #9 Attempt to independently resolve problems with an assignment before asking for help.
Objective #10 Engage in productive activity while waiting for the teacher's assistance.
Objective #11 Engage in pre-arranged free time activities upon completion of assigned task.
Objective #12 Ignore distractions while completing independent work.

Content Strand: Classroom/School Skills

Annual Goal #6 _____ will transition effectively between classes, between activities, from bus to school, from class to mainstream class, etc. with _____ frequency as measured by _____.

Objective #1 Line up appropriately.
Objective #2 Walk in line with other students keeping pace of the leader without making physical contact.
Objective #3 Change promptly from one activity/assignment to another without excessive hesitation or complaining.
Objective #4 Move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library, etc.).
Objective #5 Keep hands and feet to self.

Content Strand: Classroom/School Skills

Annual Goal #7 _____ will engage in appropriate group activity (play, academics, classroom discussion, etc.) with _____ frequency as measured by _____.

Objective #1 Accept group activity as defined by staff or majority of students.
Objective #2 Share materials willingly.
Objective #3 Work with others by exhibiting examples of behaviors: e.g., dividing and completing assigned responsibilities, exchanging opinions
Objective #4 Participate cooperatively with small group of students.
Objective #5 Participate cooperatively in large structured group.
Objective #6 Participate cooperatively in non-structured group activities.
Objective #7 Lead or present to group (e.g., present oral reports, initiate group activity).

Objective #8 Take action to carry out the group plans or decisions.
 Objective #9 Follow designated group discussion rules.
 Objective #10 Participate in a discussion led by the teacher by listening, raising hand and waiting to be recognized.
 Objective #11 Make remarks relevant to the topic of conversation.
 Objective #12 Make remarks to others that will be courteous and constructive.
 Objective #13 Wait quietly and respectfully while others are speaking.
 Objective #14 Raise hand and wait quietly to be called upon.
 Objective #15 Use appropriate phrases (i.e., "please, and thank-you, and excuse me").
 Objective #16 Approach teachers and/or other adults appropriately.
 Objective #17 Use appropriate body language in gaining attention.
 Objective #18 Ask for assistance only when needed.
 Objective #19 Ask permission if wanting to give or receive physical contact, e.g., hug.
 Objective #20 Wait quietly and appropriately until adult can respond.

Content Strand: Classroom/School Skills

Annual Goal #8 _____ will control impulsive behavior with _____ frequency as measured by _____.

Objective #1 Verbalize difference between impulsive and self-controlled behavior.
 Objective #2 Demonstrate difference between impulsive and self-controlled behavior.
 Objective #3 Identify impulsive behaviors and potential consequences in real and/or simulated situations.
 Objective #4 Practice self controlled behaviors in real or simulated situations.
 Objective #5 Increase rate of self-controlled behaviors.
 Objective #6 Self monitor rate of self-monitor behaviors.

Content Strand: Classroom/School Skills

Annual Goal #9 _____ will respect property of others and school property according to classroom and/or school rules with _____ frequency as measured by _____.

Objective #1 Distinguish someone else's property from own.
 Objective #2 Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given.
 Objective #3 Ask permission to use another's property. (i.e., do not use/disturb/remove another person's property).
 Objective #4 Return borrowed material at or before the previous/agreed upon time.
 Objective #5 Use and return borrowed items to the owner in original condition.
 Objective #6 Make restitution and be responsible when taking something without permission.
 Objective #7 Demonstrate appropriate use of building and surroundings.
 Objective #8 Demonstrate correct use of classroom equipment and materials.
 Objective #9 Demonstrate safe use of playground equipment in such a way as not to endanger self or others.
 Objective #10 Return all equipment to the proper storage place.

Content Strand: Classroom/School Skills

Annual Goal #10 _____ will maintain and improve appropriate school skills in the mainstream setting with _____ frequency as measured by _____.

Objective #1 Generalize appropriate behavior to mainstream settings.
 Objective #2 Utilize behavioral checklist or other communication to mainstream teachers and return to designated teacher.
 Objective #3 Respect classroom rules and expectations in each mainstream setting.
 Objective #4 Adapt to differences in various settings.
 Objective #5 Transition to mainstream class appropriately and on time.
 Objective #6 Bring necessary materials to mainstream class.
 Objective #7 Maintain appropriate hall behavior with escort to mainstream class.

Objective #8 Maintain appropriate hall behavior independently.
Objective #9 Relate appropriately to mainstream peers in classroom.
Objective #10 Function successfully in mainstream with one to one adult support.
Objective #11 Function successfully and independently in mainstream setting.

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #11 _____ will identify and manage feelings (i.e., anger, anxiety, stress, frustration) on a daily basis with _____ frequency as measured by _____.

Objective #1 Identify behaviors that cause others to become angry (e.g., calling others names, tattling, making unkind remarks and discussing others).
Objective #2 Express anger appropriately by using words to state feelings.
Objective #3 Ask adult for help or move away to a quiet area (voluntary time out).
Objective #4 Follow the direction to take a time out when asked by teacher.
Objective #5 Respond to teasing from peers appropriately.
Objective #6 Control temper in conflict situations with adults.
Objective #7 Receive feedback appropriately.
Objective #8 Listen to the opinion of a peer without interrupting or walking away.
Objective #9 Seek help appropriately.
Objective #10 State how his/her behavior affects others.
Objective #11 Identify way(s) to ease frustration in hypothetical situations.
Objective #12 Identify signs of frustration in self.
Objective #13 Name ways people show approval/disapproval.
Objective #14 Describe situation(s) in which student experiences a given emotion.
Objective #15 Describe condition(s) which make the student feel angry.
Objective #16 Distinguish between fact, rational belief and irrational belief.
Objective #17 Manage unreasonable fears.
Objective #18 Name alternative, appropriate ways to express emotions (pleasure, anger, and/or frustration).
Objective #19 Express emotions appropriate to given situations.
Objective #20 Describe feelings or mood when asked.
Objective #21 Correctly identify emotions (happy, scared, angry, sad, etc.) from a set of pictures.
Objective #22 Continue to maintain appropriate behavior even when frustrated.
Objective #23 Identify signs of anxiety and stress in self and others.
Objective #24 Practice methods to reduce anxiety and stress in real and simulated situations.
Objective #25 Use appropriate methods to reduce anxiety and stress in real and simulated situations.
Objective #26 Demonstrate self-control as directed by the teacher in role playing situation.
Objective #27 Identify situations which lead to stress.
Objective #28 Name alternative ways to handle frustration.
Objective #29 Identify behaviors which demonstrate self-control.
Objective #30 State a complaint appropriately.
Objective #31 Answer a complaint appropriately.
Objective #32 Respond to persuasion appropriately.
Objective #33 Respond to failure appropriately.
Objective #34 Respond to accusation appropriately.
Objective #35 Accept NO for an answer.
Objective #36 Say NO to an inappropriate/unreasonable request(s).

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #12 _____ will identify and express feelings/strengths about self and others with _____ frequency, (independent of teacher prompts and redirections) as measured by _____.

Objective #1 State feelings by using affective vocabulary and non-verbal cues.
Objective #2 Make positive self-affirmations.
Objective #3 Identify/state the accomplishments of others.
Objective #4 Make positive statement about the qualities and accomplishments of self.
Objective #5 Make positive statement about the qualities and accomplishments of others.

Objective #6 Identify areas of improvement.

Objective #7 Act respectfully toward an individual with different qualities and characteristics (i.e., accept the person without derogatory comment, hurtful teasing or actions).

Objective #8 Show understanding of another's feelings.

Objective #9 Name things the student likes and dislikes about self.

Content Strand: Interpersonal Skills

Annual Goal #13 _____ will demonstrate appropriate play skills, peer relations, cooperative learning and assertiveness with _____ (frequency) as measured by _____.

Objective #1 Play without disrupting others.

Objective #2 Join in a game or activity when invited by another student.

Objective #3 Appropriately ask another student or students to play during classroom and free-play activities already in progress.

Objective #4 Share toys and/or school equipment upon request with other students in a play situation.

Objective #5 Engage in cooperative play with at least one other peer.

Objective #6 Learn and follow the rules when playing an organized game.

Objective #7 Wait for turn when playing in a game.

Objective #8 Use a voice tone and volume appropriate to the game and the setting.

Objective #9 Display effort in a competitive game situation (e.g., listen to rules of the game, pay attention to action of game, and take an active part).

Objective #10 Handle defeat in a competitive game situation by congratulating the winner without grumbling or engaging in other negative behaviors.

Objective #11 Handle winning in a competitive game situation by supporting the loser, (e.g., without verbally attacking, degrading, making fun of, or engaging in other negative behaviors).

Objective #12 Play as a member of any team game, carrying out the strategies and rules of the game.

Objective #13 Identify appropriate behavior when presented with real or simulated situations involving peer pressure.

Objective #14 Engage in appropriate behavior when confronted with inappropriate behavior.

Objective #15 Recognize when peer pressure may be harmful.

Objective #16 Use assertive behavior in resisting harmful peer pressure.

Objective #17 Offer to help a peer at an appropriate time.

Objective #18 Offer help to the teacher at appropriate times.

Objective #19 Express verbal support (e.g., give constructive feedback to a peer).

Objective #20 Take appropriate action in supporting a person whose rights are being violated.

Objective #21 Let others borrow school material at appropriate times.

Objective #22 Maintain a reasonable distance from others during conversation.

Objective #23 Make introductions.

Objective #24 Initiate conversation with peers.

Objective #25 Join in a conversation.

Objective #26 Refrain from interrupting others in conversation.

Objective #27 Stay on same subject as others.

Objective #28 Use socially acceptable means when necessary to interrupt, such as excuse me, etc.

Objective #29 Use an appropriate voice and words when interacting with peers or adults.

Objective #30 Invite others to join in activities.

Objective #31 Acknowledge others when praised for good deeds or accomplishments.

Objective #32 Accept peer's ideas for group activities.

Objective #33 Cooperate with peers without prompting.

Objective #34 Wait his/her turn in games or activities.

Objective #35 Ask permission of others to borrow.

Objective #36 Return borrowed items in a timely manner.

Objective #37 Return items in same condition as borrowed.

Objective #38 Respond appropriately when told she/he cannot borrow an item.

Objective #39 Identify aggressive, assertive, and passive behavior and styles.

Objective #40 Identify non-verbal cues e.g. voice tone, facial expressions, and body languages.

Objective #41 Practice assertiveness skills in real and simulated situations.

Objective #42 Appropriately question rules that are unfair.
 Objective #43 Appropriately express feeling when wronged.
 Objective #44 Appropriately question rules which may be unfair.
 Objective #45 Seek guidance prior to making certain decisions.
 Objective #46 Accept responsibility for changing own behaviors.
 Objective #47 Identify actions needed to improve interpersonal situations (e.g., decrease behaviors which provoke negative reactions, offer to help person who is experiencing stress).
 Objective #48 Ignore teasing by walking away or not responding.
 Objective #49 Wait for turn in social situation without adult supervision.
 Objective #50 Wait his/her turn.
 Objective #51 Engage in rules of good sportsmanship.
 Objective #52 Engage in _____ minutes of free play or social situation without tattling, without supervision.
 Objective #53 Be an equal participant in play or conversation.
 Objective #54 Maintain appropriate space and boundaries.

Content Strand: Interpersonal Skills

Annual Goal #14 _____ will use age appropriate social-sexual behavior _____ (frequency) as measured by _____.

Objective #1 Dress and groom appropriately according to school standards (e.g., buttons buttoned and zippers zipped, clothing covering private body parts).
 Objective #2 Identify appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).
 Objective #3 Select appropriate means to gain attention or affection.
 Objective #4 Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.
 Objective #5 Respect others' physical space and personal rights by not touching.
 Objective #6 Use appropriate movements, touching and/or gestures.

Content Strand: Problem Solving Skills

Annual Goal #15 _____ will make appropriate decisions on a daily basis with _____ frequency as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.).

Objective #1 Gather necessary information to make decisions.
 Objective #2 Make simple decisions at teacher's suggestions.
 Objective #3 Make simple decisions independently.
 Objective #4 Describe steps in making a decision.
 Objective #5 Identify a situation requiring a decision.
 Objective #6 Identify options available in making a decision.
 Objective #7 Describe possible consequences of a decision.
 Objective #8 Select option(s) which best meet own needs.
 Objective #9 Seek guidance prior to making certain decisions.
 Objective #10 Follow through on making commitments involved in a decision.
 Objective #11 Make decisions based on own abilities.
 Objective #12 Set realistic personal goal(s).
 Objective #13 Arrange problems by importance.
 Objective #14 Participate in developing a plan to meet personal and academic goals.
 Objective #15 Follow through with plan or modify plan to meet goal.
 Objective #16 State own strengths and weaknesses in general school behavior.
 Objective #17 Label examples of peer behaviors as cooperative or uncooperative.
 Objective #18 State those behaviors which lead to production of positive school work.
 Objective #19 State possible compromise(s) to end a disagreement.
 Objective #20 Identify examples of behavior which impede a group discussion.
 Objective #21 Identify possible ways to resolve the conflict in a hypothetical situation.
 Objective #22 Identify the conflict in simulated situations.
 Objective #23 Identify the conflict in real situations.
 Objective #24 Voluntarily accept responsibility for own behavior without making excuses.

Objective #25 Accept consequences of a wrong doing without excessive complaining.
Objective #26 Apologize/make restitution when own actions have injured or infringed upon another.
Objective #27 Follow redirection to a time-out area.
Objective #28 Take a voluntary time out.
Objective #29 Follow classroom behavior consequence plan.
Objective #30 Accept feedback appropriately.
Objective #31 Accurately recount the details of an event in which student was involved.
Objective #32 Voluntarily report violation of rules (accidental or intentional) to a teacher.
Objective #33 Say "no" to inappropriate/unreasonable request(s).

Content Strand: Transportation and Public Conduct

Annual Goal #16 _____ will use appropriate behaviors while riding the bus, taxi or other public transit in public setting with _____ frequency as measured by _____.

Objective #1 Demonstrate knowledge of bus rules by reciting or writing the rule.
Objective #2 Demonstrate knowledge of bus rules by complying with rules.
Objective #3 Comply with bus driver's directions.
Objective #4 Enter and exit bus in an orderly manner.
Objective #5 Transition from bus to classroom and classroom to bus in an orderly manner.
Objective #6 Speak in appropriate language, volume, tone or voice.
Objective #7 Remain in seat with seat belt fastened while bus is in motion.
Objective #8 Respect rights and property of others on the bus.
Objective #9 Board bus in a timely manner.
Objective #10 Keep hands and feet to self and inside the bus.
Objective #11 Sit in assigned seat.
Objective #12 Maintain safe behavior on bus, taxi or other public transit.
Objective #13 Demonstrate appropriate social skills by complying with rules.
Objective #14 Stay in designated area.

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