|  |  |  |  |
| --- | --- | --- | --- |
| **Template: IEP DISCUSSION STARTERS - Education, Training**  The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life**.** *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.* | | | |
|  | **IEP Team should consider:** | | |
| **Planning** | **Academic Skills** | **Functional Skills** |
| For the young person with a disability planning to go on to:  **post-secondary education** | * College planning * College tuition * Vocational training * Personal living skills * Career assessment * Career counseling * Assistive technology * Complete college/vocational school application forms * Complete financial aid forms | * Type of Diploma working toward * Research Skills * Quality skills in reading, writing, and math * Good test taking skills * Research and write topical papers * Take good notes * Summarize content information, analyze information, and compare and contrast topics | * Money Management * Time Management * Personal Hygiene * Taking initiative * Make complex work-related and personal decisions * Seek out assistance when needed. * Quality self-advocacy skills. |
| Student Name: |  |  |  |

**Template: IEP DISCUSSION STARTERS - Employment**

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life**.** *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **IEP Team should consider:** | | |
| **Planning** | **Academic Skills** | **Functional Skills** |
| For the young person with a disability who needs some assistance when moving into the  **world of work or in retaining a job** | * On-the-job training * Job seeking skills training * Job placement * Resume preparation * Assistance with independent living * Short-term job coaching * Counseling and guidance | * Adequate skills in reading, writing, and math * Interview, write resumes, and cover letters * Search jobs online * Good computer skills * Operate various tools such as cash register and other tools for calculation of items or money. | * Punctuality * Manage a daily schedule * Taking orders from others * Transfer learning from one job to another * Make simple work-related decisions * Work six-eight hours a day * Problem solving skills * Use public transportation |
| Student Name: |  |  |  |

**Template: IEP DISCUSSION STARTERS - More Intensive Supports**

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life**.** *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **IEP Team should consider:** | | |
| **Planning** | **Academic Skills** | **Functional Skills** |
| For the young person with a disability needing **more intensive support** to gain, retain, or prepare for employment | * Vocational assessment * Supported employment * Work adjustment * Community-based assessment * Job coaching * Important skill information * Referral to community programs | * Tell time * Basic skills in reading, writing, and math * Complete application with assistance * Keep track of hours worked * Identify and follow safety/danger signs in work place | * Follow work rules * Work for six-eight hours a day given breaks for disability * Follow directions * Use public transportation * Learn new task with specialized instruction * Communicate needs effectively * Adjust to change in routine * Perform tasks at an adequate work pace |
| Student Name: |  |  |  |