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| --- |
| **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: |  |  |  |