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| **Examples: 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. |
| **EXAMPLE:**  **Allison**  Will attend Eastern Oregon University next year. | Allison needs help:   * Contacting EOU Disability Services * Applying for Federal Student Financial Aid * Determining a specific field in child development | Allison needs:   * Additional help in reading comprehension * Practice writing a research paper * Writing assignments that will help her express her thoughts | Allison needs:   * More help with organization skills * Skills using a planner * A process to help her manage social time and study time * An advisor who will help her keep on track each semester. |
| **EXAMPLE:**  **Jamarreo**  Will attend Rogue Valley Community College next year. | Jamarreo needs help:   * Understanding the consequences of illegal acts * Researching Oregon laws regarding street racing * Applying to Medicaid for hearing aids * Related to the cleaning and caring for hearing aids * Applying for a small business license. | Jamarreo needs:   * Instruction and practice in on-the-job safety. * Additional help in written expression * Reading and comprehending technical texts | Jamarreo needs:   * Instruction in anger management * Self-Determination training * Instruction in appropriate decision making skills |

**Examples: 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.*

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|  | **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 |
| **EXAMPLE:**  **Alex**  C:\Users\Jackie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\62OYZRFJ\MP900448444[1].jpgWill continue to work at Office Depot after graduation. | Alex needs help:   * Determining long term employment goals * Exploring the possibility of living in an apartment with a roommate * Applying for vocational rehabilitation services * Completing tax forms * Registering to vote | Alex needs:   * Additional training in math * A process to help him complete tasks more quickly * More practice comprehending work-related technical text * Computer training in math programs such as Excel or Access * Personal banking instruction | Alex needs:   * More social experiences that will require him to express himself orally * Instruction and practice on how to communicate with people in authority * Self-advocacy skill building * Public transportation instruction |

**Examples: 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.*

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|  | **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 |
| **images.jpgEXAMPLE:**  **Rolanda**  Will participate in a center-based program and technologically supported self-employment. | Rolanda needs help:   * Applying for vocational rehabilitation services * Applying for Social Security assistance * With a comprehensive vocational assessment | Rolanda needs:   * To identify safety/danger signs * Practice with augmentative devises * To participate in the adapted academic program and functional curriculum * Instruction and practice with appropriate hygiene practices * To increase her strength and flexibility | Rolanda needs:   * To extend the amount of time she can focus on one task * To consistently use a switch to communicate her needs * More appropriate devices to increase independence in center-based environment |