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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
 |