

IEP Goals for Self-Advocacy and Transition

Self-Advocacy:

Student will identify by name his/her disability

Student will conduct research on his/her disability and be able to explain it

Student will respond with personal information such as name, address, parent's and primary doctor's names and contact information

Student will schedule doctor/therapy appointments independently

Student will advocate for sensory accommodations while out within the community

Student will know who and how to contact in case of emergency

Student will name, identify by sight, and know proper dosages of medications taken

Student will order refill for medication from pharmacy

Transition:

Student will participate in testing to determine vocational matches

Student will complete necessary skills to prepare him/her to transition to competitive or supported employment

Student will acquire the skills to successfully transition to a two-year or four-year college/university

Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational and community)

