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by B J

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Transition Goals Template

	Transition Goal <i>(Measurable goal)</i>	Transition-Related Service <i>(Related to and supports transition goal)</i>	Activity <i>(Related to and supports transition goal)</i>
1 Education/Training <i>(i.e., vocational, post-secondary education, on-the-job training, apprenticeship, etc)</i>	Upon completing high school, Gabriel will enroll in a college to pursue a career of his choice while also training at the local grocery store.	Gabriel will meet with high school guidance counselors regularly to discuss important paperwork and deadlines for college applications.	Tour post school occupational programs.
Employment <i>(i.e., sheltered, volunteer, competitive, etc)</i>	Upon graduating from high school and training in bagging groceries, Gabriel will work part-time for the local grocery store.	Gabriel will job shadow a mature employee in an occupation field of choice and interview adult workers during the local grocery store training.	Participate in the high school career fair to learn about careers
1 Independent Living <i>(i.e., daily living skills, leisure, transportation, access to adult services, etc)</i>	After clearing his studies, Gabriel will live with his siblings to learn English and Spanish and participate fully in football training and running.	Gabriel will learn about community organizations that assist and support people with disabilities.	Meet with social workers to discuss interpersonal skill development as well as registering for the draft and learn about public service obligations/opportunities (Harrison et al., 2017).

Rationale: I created a transition plan based on Gabriel's case scenario that I believe will help him learn more and new skills and be happier and complete the requirements necessary in the local grocery shop operations. Therefore, it is apparent that once an individual graduates from high school, the next level of education would have to do with his career choice, thus the reason why Gabriel will enroll in a college to pursue a career of his choice. This education would provide him with the essential skills necessary for his employment (Martin & Zhang, 2020). Similarly, since Gabriel's work-study program at school has already exposed him to the working environment, he would have ample time to train on business operations at the local grocery store to gain more experience to lead to a permanent employment opportunity. Also, the local grocery store would provide a learning opportunity for Gabriel since the store manager has already developed an interest in having him work part-time after he completes his studies. In addition, Gabriel's verbal skills improved as a result of his family involvement is quite encouraging. Therefore, if he continues living with them, then the chances of improving in English and Spanish will be very high because his siblings are fluent in the two languages. Thus, it is expected that their daily interaction will help improve Gabriel's language skills. Moreover, if Gabriel is constantly engaged in fun activities that he likes, his input would be felt. This rationale is essential because he would not hold back; instead, Gabriel will strive to be the best version of himself every time he is involved in such activities.

References

Harrison, J. R., State, T. M., Wills, H. P., Custer, B. A., & Miller, E. (2017). Transition Goals for Youth with Social, Emotional, and Behavioral Problems: Parent and Student Knowledge. *Preventing School Failure: Alternative Education for Children and Youth*, *61*(3), 248-257.

Martin, J., & Zhang, D. (2020). Student Involvement in the Transition Process. In *Handbook of Adolescent Transition Education for Youth with Disabilities* (Pp. 120-137). Routledge.

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