



## ADDITIONAL READING

### Resources

#### **Annual Goal Bank: Bridges4Kids**

<http://www.bridges4kids.org/IEP/iep.goal.bank.pdf>

This resource from the state of Oregon includes numerous suggestions of annual IEP goals in twelve areas including both academic and functional skills.

#### **National Technical Assistance Center on Transition (NTACT)**

NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

Check out their transition planning page for information on writing postsecondary goals, including multiple case studies outlining examples of goals in education/training, employment, and independent living.

Here is a link to the Indicator 13 checklist on the website. Review your transition plan against the checklist to ensure you are meeting IDEA and state requirements: [http://transitionta.org/sites/default/files/transitionplanning/NSTTAC\\_ChecklistFormB.pdf](http://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf)

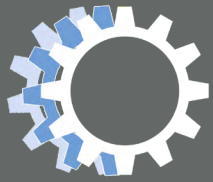
#### **TennesseeWorks**

<http://www.tennesseeworks.org/getting-to-work/transition-planning/>

A statewide partnership of agencies and organizations committed to increasing employment outcomes for young people with disabilities.

Check out their transition planning page for specific examples of postsecondary goals and other information related to developing a transition plan.

Sign up for their monthly newsletter at <http://www.tennesseeworks.org/subscribe/> and select your role to get



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news and information specific to educators.

### **Wrightslaw**

<http://www.wrightslaw.com/info/trans.index.htm>

Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities. Their website includes a variety of information related to transition planning.

### **Zarrow Center for Transition Planning**

<http://www.ou.edu/education/centers-and-partnerships/zarrow.html>

The Zarrow Center for Learning Enrichment facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities. ZC faculty, staff, and students do this through self-determination oriented evaluation, research, development, transition education instruction, and dissemination of best educational and support practices.

### **O\*Net Online**

<https://www.onetonline.org>

O\*Net Online is a great tool for career exploration and job analysis! The website has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more.

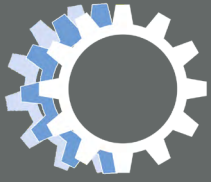
### **Occupational Diploma Information Sheet**

[http://transitiontn.org/wp-content/uploads/2016/11/Occupational\\_Diploma\\_FAQs.pdf](http://transitiontn.org/wp-content/uploads/2016/11/Occupational_Diploma_FAQs.pdf)

## **For Further Reading**

Mazzotti, V.L., Rowe, D.A., Kelley, K.R., Test, D.W., Fowler, C.H., Kohler, P.D. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42(2), 44-51.

Peterson, Y.L., Burden, J.P., Sedaghat, J.M., Gothberg, J.E., Kohler, P.D., & Coyle, J.L. (2013). Triangulated IEP transition goals: Developing relevant and genuine annual goals. *TEACHING Exceptional Children*, 45(6), 46-57.



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Rowe, D.A., Mazzotti, V.L., Hirano, K., & Alverson, C.Y. (2015). Assessing transition skills in the 21st century. *TEACHING Exceptional Children*, 47(6), 301-309.

Shaw, S.F., Dukes, L.L., & Madaus, J.W. (2012). Beyond compliance: Using the summary of performance to enhance transition planning. *TEACHING Exceptional Children*, 44(5), 6-12.