



## MEET JOHN

### Pre-Reading Question

- *How would you handle a situation where a student's postsecondary goals are unrealistic?*
- *What are some strategies you have used to help students be more involved in writing their goals?*

John is a high school student with cerebral palsy. He has some communication deficits and currently reads at a third grade level and is on track to earn a special education diploma. His teacher has implemented use of a high-technology communication device, which he can type on and practice writing with a stylus. In addition, John receives accommodations for reading such as reading aloud with the help of his device and extra time on assessments. His teacher administered the Transition Planning Inventory to assess his interests and abilities related to post school outcomes. Results show that John wants to attend a regular four-year college to earn a bachelor's degree. Since this is not an option for John, his teacher prepares a list of possible employment options.

### What's the Problem?

John is on track to receive a special education diploma, which would make him ineligible to earn a college degree. Instead of starting a conversation with John about his desire to go to college, she makes the decision for him to just focus on employment options.

### What's the Solution?

During his IEP meeting, his teacher reviews the assessment results with John and his family. She explains that although John will not be eligible to earn a bachelor's degree, there are other postsecondary education options to consider. By bringing information and material about local programs, the team is able to discuss the options for John. John expresses that the postsecondary education program at a university in his area would be his first choice. They decide on a postsecondary transition goal for him to attend a postsecondary education program and map out the annual goals and transition services that will guide programming for him to meet this goal.

### Post-Reading Questions

- *Did John's teacher consult the right information and people when writing goals? Why or why not? If not, what could she have done to improve the goal writing process?*
- *Review the components of a "good," well-written goal. What are they?*
- *How would you incorporate assessment to inform planning*