

Figure 3.7
IEP Vocational Goals Form (Ben)

Student Ben School Pleasant High School
 D.O.B. 8/11/83 Review date 5/16/01

Present performance level

Ben has worked at one fast-food restaurant for 3 weeks. He has had difficulty getting to work on time. Ben can complete a simple work application but has difficulty with job interview skills. He scored 55% on the ability to answer questions appropriately and perform acceptable social mechanics. Ben is deficient in job search, working cooperatively with co-workers, and job termination skills. A vocational assessment indicates that Ben would do well working in vocations that would require him to use his hands, such as plumbing; Ben would like to work in a store.

Long-term goal

Ben will independently obtain and maintain a competitive work placement for 6 months.

Objective(s)	Provider	Criteria	Evaluation
<i>Objective 1: Ben will search, apply, and interview for at least six different jobs in the community.</i>	<i>Life skills class and vocational program</i>	<i>Formal skills-training program</i>	<i>Vocational attendance records</i>
<i>Objective 2: Ben will maintain paid employment for at least 6 months with 0 major infractions.</i>	<i>Vocational program</i>	<i>Paid work for 6 months</i>	<i>Vocational attendance records</i>
<i>Objective 3: Ben will maintain 90% attendance at a work placement for 3 consecutive months.</i>	<i>Vocational program</i>	<i>90% attendance for 3 consecutive weeks</i>	<i>Vocational attendance records</i>
<i>Objective 4: Ben will name three reasons it is appropriate to quit a job and state the steps for terminating a job.</i>	<i>Life skills class and vocational program</i>	<i>80% on written test</i>	<i>Formal skills-training program</i>

Figure 3.8
Integrated Service Plan

Student Sally D.O.B. 1/1/80 Date of plan 1/15/96

Present		Placement date	Stable
Residential	Home with natural mother and sister	Returned 3/95	<input checked="" type="radio"/> yes <input type="radio"/> no
Vocational	No public school for last year and no vocational training	None	yes <input checked="" type="radio"/> <input type="radio"/> no
Future		Projected date	Comments
Residential	Independent living	6/99	Apartment
Vocational	Part-time employment and community college	6/99	No

FINANCIAL

Long-term goal	Sally will demonstrate the ability to budget all monthly income to pay monthly expenses for independent apartment living.		
Action	Agency	Timeline	Completed
Sally will be provided instruction in banking and maintaining monthly income to include bills, transportation, supplies, food, recreation, medical, and other expenses.	High school	6/96	
Sally will open a savings account and begin to save money for transition to her own apartment.	Family	6/97	
Sally will be provided instruction in how to use public assistance, low income housing, and food stamps.	High school	6/97	
Sally will open a checking account.	Family	6/97	

VOCATIONAL TRAINING

Long-term goal	Sally will obtain and maintain competitive employment for 6 months.		
Action	Agency	Timeline	Completed
Sally will receive instruction in skills to include work adjustment, job seeking, interactions with supervisors and co-workers, and job exiting skills.	High school	1/96	
Sally will compile a current resume, personal information needed, and reference letters for use in job search.	Vocational program	1/97	
Sally will receive community-based job training in work and social skills necessary in maintaining a job.	Vocational program	1/96	
Sally will participate in a vocational assessment to explore career options.	Community college	1/97	

Figure 3.8
Integrated Service Plan (continued)

Student Sally

Date of plan 1/15/96

EDUCATION

Long-term goal <i>Sally will complete her GED and enter the local community college.</i>			
Action	Agency	Timeline	Completed
<i>Sally will attend GED preparation classes.</i>	<i>High school</i>	<i>1/96</i>	
<i>Sally will complete and pass all necessary GED tests.</i>	<i>Community college</i>	<i>1/97</i>	
<i>Sally will explore class options at the community college and apply for enrollment.</i>	<i>Vocational program</i>	<i>1/97</i>	

TRANSPORTATION

Long-term goal <i>Sally will be able to transport self independently to meet vocational, medical, consumer, and entertainment needs in the community.</i>			
Action	Agency	Timeline	Completed
<i>Sally will be provided support in maintaining bus transportation.</i>	<i>Vocational program</i>	<i>1/96</i>	
<i>Sally will be provided instruction in purchasing, maintaining, and understanding insurance issues related to owning a car.</i>	<i>High school</i>	<i>1/97</i>	
<i>Sally will be provided driver's education in preparation for her learner's permit.</i>	<i>High school</i>	<i>1/96</i>	
<i>Sally will be provided instruction in driving a car.</i>	<i>Family</i>	<i>1/97</i>	

MEDICAL ISSUES

Long-term goal <i>Sally will demonstrate the ability to maintain adequate medical and dental care.</i>			
Action	Agency	Timeline	Completed
<i>Sally will be provided instruction in basic health and safety issues.</i>	<i>High school</i>	<i>1/97</i>	
<i>Sally will be provided information regarding free or low-cost medical and dental care services.</i>	<i>High school</i>	<i>1/97</i>	
<i>Sally will receive assistance in using family planning.</i>	<i>TS and family</i>	<i>1/96</i>	

Integrated Service Plan (continued)

Student Sally

Date of plan 1/15/96

RESIDENTIAL

Long-term goal Sally will live independently in an apartment with responsible roommates.			
Action	Agency	Timeline	Completed
Sally will receive instruction in apartment search, money management, getting along with roommates, and shopping skills.	High school	9/98	
Sally will gather and organize personal information necessary for job search and community living.	Vocational program and family	1/96	
Sally will be provided assistance in locating and moving to her own apartment.	Family	1/99	

SOCIAL SUPPORT SYSTEM

Long-term goal Sally will develop and maintain a socially acceptable social support system outside of paid school and agency personnel.			
Action	Agency	Timeline	Completed
Sally will be provided mentorship support by same-age peers and enrolled in activities acceptable for teenagers.	Vocational program and family	1/96	
Sally will be provided information regarding gangs and gang prevention groups.	Juvenile corrections	1/96	
Sally will attend outpatient support groups for drugs and alcohol.	Juvenile corrections and family	1/96	

SOCIAL SKILLS TRAINING

Long-term goal Sally will use problem-solving skills to choose socially acceptable ways of coping with social situations encountered in school, work, and the community.			
Action	Agency	Timeline	Completed
Sally will participate in a social skills class that will include instruction in communication, sexuality, parenting, birth control, anger management, relationship building, and problem solving.	High school	1/96	
Sally will learn the rights and responsibilities of being an adult.	Youth and the law class	9/99	

**Figure 3.8
Integrated Service Plan (continued)**

Student Sally

Date of plan 1/15/96

SERVICE INTEGRATION

Contact person	Agency	Reason	Timeline	Completed
<i>Pat</i>	<i>High school</i>	<i>GED preparation and social skills and independent living instruction</i>	<i>Placed</i>	
<i>Tom</i>	<i>Vocational program</i>	<i>Community-based vocational training and transition support</i>	<i>Beginning job exploration</i>	
<i>Joe</i>	<i>Juvenile corrections</i>	<i>Probation and linkage to treatment services</i>	<i>Ongoing</i>	
<i>Sharon</i>	<i>Children's mental health</i>	<i>Referral for drug and alcohol treatment</i>	<i>Has made— will begin 2/1/96</i>	

Figure 6.6
Functional Behavioral Assessment Form

Student Tony TS Sara
 Worksite Pop's Deli Date 12/4/01

Target behavior
Lying about being sick and refusing to go to work, arriving late, and leaving early

1. Do prescribed medication or medical conditions influence the occurrence of the target behavior? If so, explain.
Tony is overweight and has history of a heart problem. Currently appears healthy in the classroom.

2. Is the behavior used to get something and/or to avoid or escape something? Explain.
Tony has a history of low tolerance to stress and often pretends to be sick to avoid unpleasant tasks.

3. What are common triggers for the behavior?

Events/situations	Behavior most likely to occur	Behavior least likely to occur
Time of day	<i>Vocational work time 10 A.M.–12 noon</i>	<i>Lunchtime, afternoon</i>
Settings	<i>Worksite, math class, reading class</i>	<i>PE, lunchroom, community activities, art room</i>
Persons	<i>TS, new staff, classroom aide</i>	<i>Peers, classroom teacher</i>
Activities	<i>Vocational or work time</i>	<i>Leisure activity, free time, PE</i>
Other		

Figure 7.8 Student Progress Report

Student Jack TS Sandra

Worksite Court Restaurant Evaluation period 9/12/01–1/5/02

	(lowest)				(highest)
1. Gets to work regularly and on time.	1	2	3	4	⑤
2. Reports if unable to work.	1	2	3	4	⑤
3. Completes tasks to best ability.	1	2	3	④	5
4. Uses work time efficiently.	1	2	③	4	5
5. Works at reasonable speed.	1	2	③	4	5
6. Uses equipment properly and safely.	1	2	3	4	⑤
7. Works independently.	1	2	3	④	5
8. Dresses appropriately.	1	2	③	4	5
9. Has good grooming habits.	1	2	③	4	5
10. Complies with standards and rules of job.	1	2	3	4	⑤
11. Gets along well with others.	1	2	3	4	⑤
12. Is willing to take criticism.	1	2	③	4	5
13. Exhibits appropriate behaviors.	1	2	③	4	5
14. Exhibits appropriate attitudes.	1	2	③	4	5
15. Works at same rate/quality as regular worker.	1	2	③	4	5

Would you hire this student? At minimum or subminimum wage? Why or why not?

Yes—at minimum wage. Jack does an acceptable job for this type of work.

What problem areas do you identify?

Jack needs to work on talking and working at the same time. Evaluations marked at a lower score are due to Jack's needing to learn to work while he's talking.

Additional comments

Jack has difficulties focusing at work but when he tries he does well. Employer would like to hire him to "help him out."

Date 1/7/02 Evaluated by Darla

Please contact Sandra at 555-1234 if you have any questions or concerns.
If you need more space, please continue on the reverse.