20 Questions to Support the Development of Socially Important Transtion Goals

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	Consideration	Response
1	Is the skill derived from a comprehensive and ongoing assessment?	❑ Yes ❑ No
2	Is the skill a prerequisite to a more complex, yet important skill (e.g., Letter ID as a prerequisite to Reading)?	❑ Yes ❑ No
3	Is the skill one that can be of use across multiple environments?	❑ Yes ❑ No
4	Can the skill be acquired by the student in a reasonable time frame?	❑ Yes ❑ No
5	Is the skill one that will still be useful in 3-5 years?	❑ Yes ❑ No
6	Is the skill one that lends itself to an acceptable degree of instructional intensity?	❑ Yes ❑ No
7	Once acquired, is the skill one the student will use with sufficient frequency that it will be easily maintained?	❑ Yes ❑ No
8	Is the skill the most direct, simplest way to achieve the desired outcome?	❑ Yes ❑ No
9	Does the skill improve the student's ability to communicate?	❑ Yes ❑ No
10	Does the skill support social inclusion and/or peer relationships?	❑ Yes ❑ No
11	Does the skill ultimate promote independence via adaptive behavior?	❑ Yes ❑ No
12	Does the skill ultimately promote independence via self-management?	❑ Yes ❑ No
13	Does the skill ultimately promote individual safety skill	❑ Yes ❑ No
14	If the skill uses "hi tech" is it the most current tech available?	❑ Yes ❑ No
15	Is the skill a one that student might find enjoyable?	❑ Yes ❑ No
16	Is the skill one the contributes to the student's health or a healthy lifestyle (e.g., exercise)?	❑ Yes ❑ No
17	Is the skill one that is culturally relevant?	❑ Yes ❑ No
18	Is the skill of importance to the student's family?	❑ Yes ❑ No
19	Is the skill one that has relevance to future employment?	❑ Yes ❑ No
20	Is the skill one that has relevance to future life in the community, outside of the family home?	❑ Yes ❑ No

Instructions

When developing goals as part of a Transition IEP, it is important to determine whether the identified goal is of social importance, i.e., will be of significant use to your student after graduation. The above questions are intended to help guide that determination. In general, the more questions answered with a "yes", the more socially important the goal is likely to be. Please note this is not intended to be a stand-alone evaluation but, rather, as one tool (among many) to be used in the development of an appropriate and socially important transition IEP.