

WRITING IEP TRANSITIONAL GOALS AND OBJECTIVES RELATED TO NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION (NTACT) PREDICTORS OF POST SCHOOL SUCCESS

SAMPLE Annual OT IEP Goal	SAMPLE OT Objective	NTACT Predictors Addressed
Work Participation & Task Sequencing		
<p>Given participation in the school-based Prom Boutique vocational program, the student will complete multi-step pre-vocational tasks (e.g., receiving, sorting, tagging, inventorying, and displaying merchandise) with no more than 2 verbal prompts in 4/5 opportunities.</p>	<p>Student will follow a 3–5 step written or visual task sequence (e.g., receive, sort, size, tag, rack) with 80% accuracy.</p>	<ul style="list-style-type: none"> ● Paid Employment / Work Experience ● Work Study ● Transition Program ● Career Awareness ● Student Support
Social Interaction & Workplace Communication		
<p>During Prom Boutique work sessions, the student will demonstrate appropriate workplace social skills (personal space, turn-taking, professional tone, customer interaction) with 80% consistency as measured by staff data collection.</p>	<p>Student will interact with peers and supervisors using appropriate greetings and responses in 4/5 observed opportunities.</p>	<ul style="list-style-type: none"> ● Social Skills ● Paid Employment / Work Experience ● Inclusion in General Education ● Career Awareness ● Career Technical Education

Fine Motor & Bilateral Coordination Skills

The student will demonstrate improved bilateral coordination and fine motor precision to complete pre-vocational production tasks (tag creation, stamping, punching, hanging garments) with functional independence in 4/5 sessions.

Student will attach size tags using string with minimal assistance.

- Paid Employment / Work Experience
- Career Technical Education
- Program of Study

Executive Function & Organizational Skills

The student will demonstrate organization and executive functioning skills by accurately inventorying, categorizing, and displaying boutique items with 85% accuracy.

Student will sort clothing by category (mens/womens, tops/pants/dresses) with 90% accuracy.

- Paid Employment / Work Experience
- Work Study
- Goal Setting
- Program of Study
- Self-Determination

Technology & Digital Literacy Skills

Using school-based digital tools (Google Forms, spreadsheets, Canva, Google Slides, website builder), the student will complete digital inventory and webpage entry tasks with no more than 2 prompts in 4/5 opportunities.

Student will input required information (gender category, item type, size, color, item number) into a Google Form with 85% accuracy.

- Technology Skills
- Career Technical Education
- Occupational Courses
- Paid Employment / Work Experience
- Career Awareness

Work Behavior & Self-Advocacy

The student will demonstrate work readiness behaviors (task persistence, problem-solving, requesting assistance appropriately) during boutique operations with 80% independence.

Student will reflect on completed work and identify one strength and one area of improvement after each session.

- Self Advocacy/ Self-Determination
- Psychological Empowerment
- Paid Employment / Work Experience
- Goal Setting
- Student Support

Travel Readiness & Community Mobility

Given structured travel training within the school setting, the student will safely travel to and from the Prom Boutique location while demonstrating environmental awareness and independence with no more than 1 adult prompt in 4/5 opportunities.

Student will demonstrate safety awareness by stopping at intersections, watching for traffic, and walking on designated pathways with 90% accuracy.

- Travel Skills
- Community Experience
- Self-Care / Independent Living
- Paid Employment / Work Experience

Timeliness & Work Routine Management

The student will demonstrate work-study readiness by arriving on time, transitioning between tasks efficiently, and sustaining attention to assigned work tasks for a designated period (20–40 minutes based on ability level) with no more than 2 prompts.

Student will complete assigned number of tasks per session (e.g., 5 items inventoried, 10 garments sorted) with 80% consistency.

- Paid Employment / Work Experience
- Work Study
- Transition Program
- Goal Setting

Following & Generalizing Multi-Step Directions

Across pre-vocational sessions, the student will follow multi-step verbal and written directions and generalize learned procedures to new inventory or retail tasks with 80% accuracy.

Student will follow 3–5 step written task directions (e.g., photograph, rename file, upload, enter data) with decreasing prompts.

- Paid Employment / Work Experience
- Work Study
- Transition Program
- Self Advocacy/ Self-Determination
- Student Support

Self-Reflection & Self-Realization

After each Prom Boutique work session, the student will reflect on work performance by identifying one strength, one area of growth, and one support strategy with 80% accuracy using a structured reflection tool.

Student will identify a personal strength demonstrated during the session (e.g., “Today I did a good job at...”).

- Self Advocacy/ Self-Determination
- Psychological Empowerment
- Goal Setting
- Career Awareness

National Technical Assistance Center on Transition: The Collaborative. (2021). *Predictors of post school success*.

<https://transitionta.org/effective-practices/all-predictors/>