Competencies

K2 Knowledge and understanding of the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), confidentiality, vulnerable adult status, and mandated reporter responsibilities.

K5 Knowledge of the child labor laws, Occupational Safety and Health Administration (OSHA), safety, harassment issues, material handling, and Minnesota Employee Worker Rights.

S12 Ability to recognize emergency situations and implement appropriate procedures.

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Understanding the IEP

(Lesson 2a)

Imagine you are working as a job coach with a high school student, David. The case manager has provided you with a copy of David’s work goals and objectives that are outlined in his IEP. Read the following summary of David’s needs, goals and objectives, and then answer the questions below. (There is an answer key available to your Para eLink facilitator for this activity.)

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IEP Transition Area: Jobs and Job Training

Long-range goal: I (David) would like to find a job where I can work with people, doing hands on work.

Present Level of Educational Performance: I have had a job that I was successful in working at in the past without a job coach. I currently am working as a dishwasher at A Corporate Cafeteria. I enjoy the work but have difficulty with multiple tasks. I do not always indicate when I need help and am feeling overwhelmed. I enjoy working with other people.

Transition Service Needs: I need to work with my job coach and work coordinator to increase my independence in completing job tasks. I need to increase my ability to self advocate by indicating when I need help by working with the work-based learning coordinator and participating in the work experience seminar class.

Statement of Transition Services: I will work with my high school counselor to ensure that I am enrolled in the work-based seminar class. I will work with the work-based learning coordinator and job coach on strategies to become more independent on the job.
**Annual Goal:** I will increase my independence on the job from a level of needing ongoing support 100% of the time in carrying out multiple tasks and advocating for my needs to needing support less than 25% of the time through community based employment.

**Objective #1:** Given the opportunity to work with a checklist of job tasks that I need to complete during my shift, I will complete each task in the correct order with 90% accuracy over a two week time period as monitored by my job coach.

**Objective #2:** Given the opportunity to attend the work experience seminar class, I will identify five different situations at work where I need to indicate my needs and five different strategies that I can use to advocate for those needs by verbally expressing them to my employer with 90% accuracy over a two week time period as monitored by the work-learning coordinator and job coach.

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**Questions**

a. What are David’s transition needs?

b. What transition services will David receive?
c. What is David’s annual goal?

d. What is David working on in his first objective?

e. What percentile is considered mastery of this skill for David?

f. What is David working on in his second objective?
g. What percentile is considered mastery of this skill for David?

h. What responsibilities will David’s job coach have?

i. As David’s job coach, what could you do to support his IEP goals and objectives?