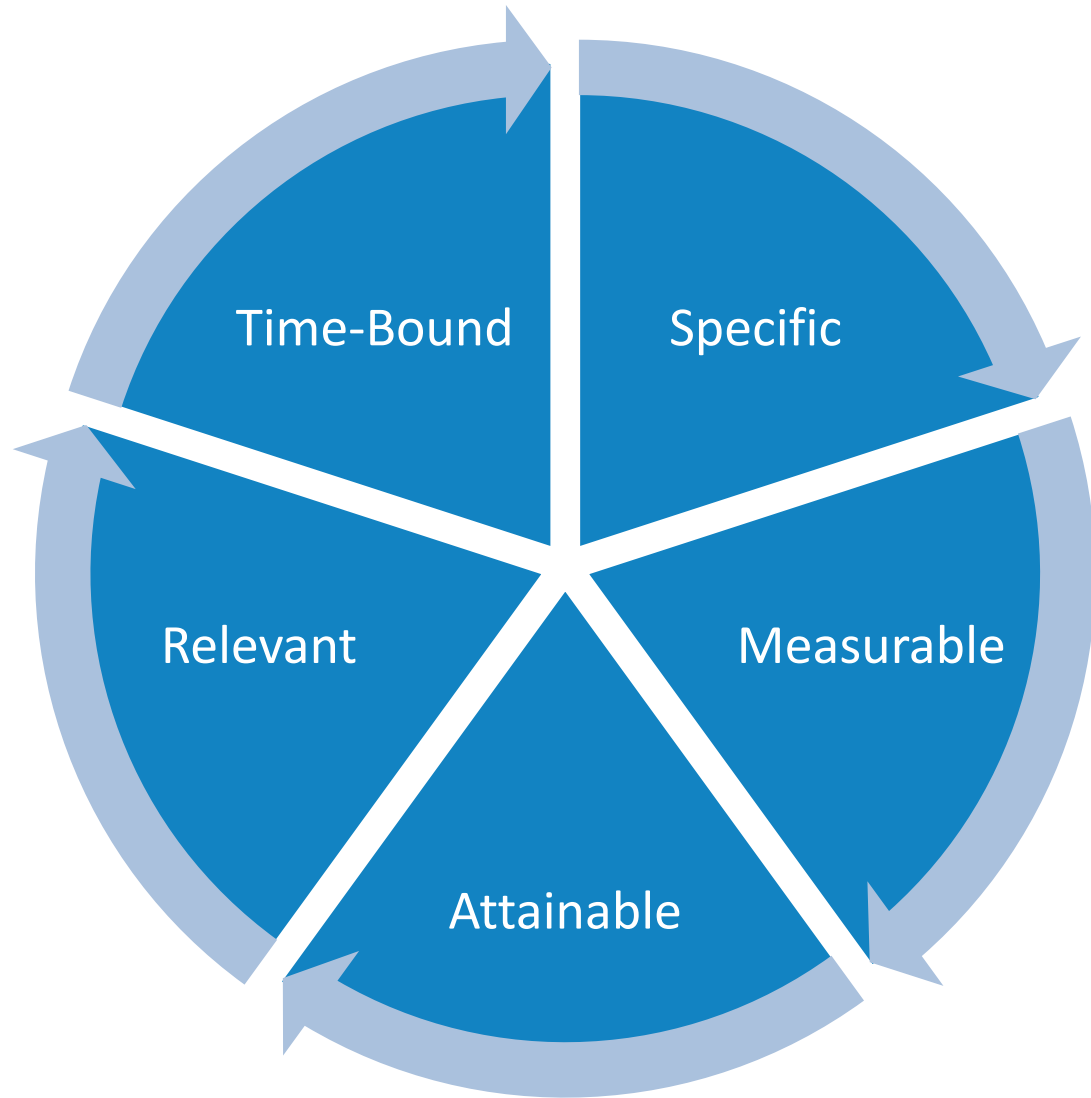


Completing a quality
**WBLE Plan &
Agreement**



Choosing a Great Goal



Choosing a Great Goal



Specific

- What are the student's needs?
- What are the student's desires and interests?

Measurable

- How will I know when the goal is accomplished?

Attainable

- Is this a realistic goal based on the student's abilities?
- Are there resources in place for the student to achieve the goal?
- Should this goal be chunked over multiple work experiences?

Relevant

- How will the goal help the student prepare for a future career?

Time-Bound

- Do the activities related to the goal meet applicable time constraints?

Skill Development

Soft Skills

- personal attributes that enable someone to interact effectively and harmoniously with other people.

Social Skills

- any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways.

21st Century Skills

- abilities needed to succeed in careers during the Information Age

Self-Advocacy Skills

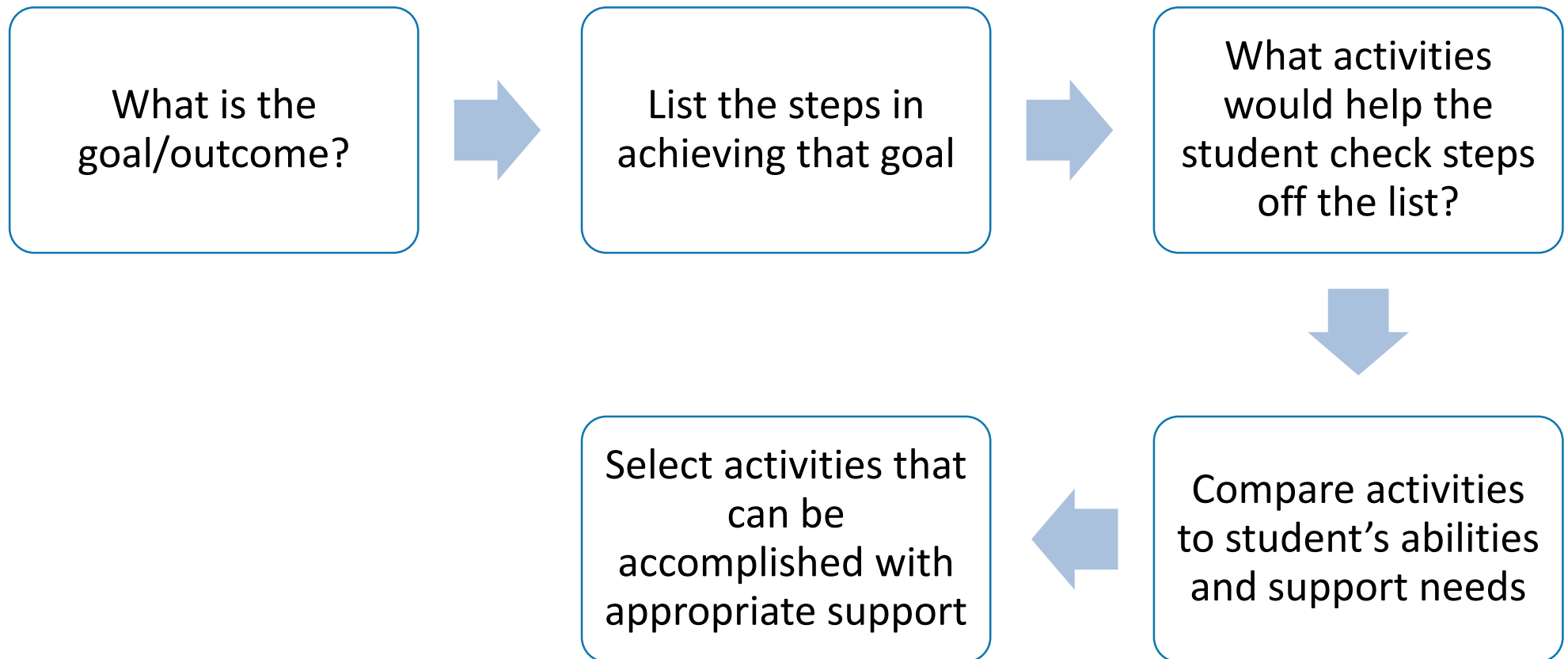
- Competencies related to understanding personal strengths, weaknesses, goals, needs etc.

Anticipated Services & Supports

Questions to ask yourself:

- What will I need to do to help my student prepare for the work experience?
- Based on the student's ability, how much time will be needed to prepare?
- How will I help to ensure the student is able to complete the activities for the experience?
- How much time is necessary to complete the identified activities?
- How much time is needed for preparation activities (research, job shadow etc.) before a hands-on learning experience can take place?
- How much time will the student need to process new routines, learning, etc.?
- What accommodations might the student need?
- What will I need to do to help the student communicate their accommodation needs?
- How will I plan to spend my time with the student while he/she is participating in activities to ensure they are receiving the support they need?
- Will the student need one-on-one instruction while he/she is on the jobsite to reach their WBLE goal or expected outcome?
- Will structured interventions at the job site be necessary?

Relating the Work Experience to the Goal or Outcome with an Action Plan





Get More Help

Visit Rehabworks.org for printable resources for this and other Transition Youth Programs

If you need...	Then contact
REBA Support	REBA@vr.fl DOE.org
Contract or Billing Assistance	Cacetha.Sims@vr.fl DOE.org (850)245-3373
Program Assistance	VRTransitionYouth@vr.fl DOE.org
Provider Liaisons	Jennifer.Powell@vr.fl DOE.org