

## **Inform students about their options and opportunities**

- ❖ Transition Checklist for Grades 9-13 including employment, independent living, community participation, postsecondary, assessment
- ❖ Transition Road Map for Grades 7-13 including assessments, needs, activities/agency linkages
- ❖ Assessing IEP Self-Determination Skills
- ❖ Adaptation Checklist
- ❖ Implementing a Transition-Focused IEP
- ❖ Top ten questions to ask myself as I design lessons
- ❖ Encouraging and Discouraging Self-Advocacy

## **TRANSITION CHECKLIST**

### **GRADE 9**

- Provide parents with information about transition.

#### ***Employment***

- Begin career exploration  
(Discover Program Interest Inventories, Junior Choices, Future Choices)
- Identify post secondary plan (advance training/employment)
- Begin pre-employment or plan out high school course work
- Participate in classroom volunteer experience
- Locate or obtain Social Security card

#### ***Independent Living***

- Identify technology and/or adaptive living services
- Plan a course of instruction based on assessments
- Explore peer mentoring (vocational and recreational)
- Health safety (managing medical condition)
- Encourage parents to involve their child in recreational/leisure activities within the community
- Self advocacy skill training
- Explanation of the purpose of their IEP/transition meeting and participation

#### ***Community Participation***

- Identify personal interests
- Identify recreational & leisure activities
- Identify school clubs & activities (and supports needed to participate)
- Establish exercise routines

#### ***Eligibility for various adult services/post secondary***

- Contact Rehabilitation Services or Service to the Blind & Visually Impaired (SBVI) to find out about their services
- Explore agency services such as Family Support Program; Resource Coordinators
- Identify course requirements for post-high school programs

#### ***Assessment***

- Interest Inventory/Aptitude Student, and Parent Questionnaires
- Discover Program and/or Brigance Inventories
- Achievement (KTEA)
- Brigance Inventories, Curriculum Based Assessments, Abilities Testing
- Daily living (observational, ICAP and/or Vineland)
- Self advocacy assessment

## **TRANSITION CHECKLIST**

### **GRADE 10**

#### ***Employment***

- Continue career exploration (Future Choices Program)
- Develop vocational plan (map out steps to take to help discover vocational goals, skills needed/requirements)
- Develop resume; cover letter and/or data card
- Explore one or more of the following:
  - a. employability program with the Department of Labor
  - b. in school work experiences
  - c. community/school job shadows

#### ***Independent Living***

- Continue independent living training plan
- Males age 18: register for Military Selective Service by completing form at Post Office
- Continue self advocacy skill training plan
- Explanation and participation of IEP/transition planning

#### ***Community Participation***

- Self initiate recreational & leisure activities
- Continue exercise routine

#### ***Eligibility for various adult services/post secondary***

- Contact Social Security to determine eligibility for services
- Apply for Rehabilitation Services or SBVI (Invite representative to IEP meeting)
- Discuss post high school training plans with your teacher, school
- Learn about different adult services and possible funding sources (Family Support Services; Resource Coordinators)
- Evaluate and adjust course of study for post-secondary school requirements

#### ***Assessment***

- ICAP (required) optional:
- On the job assessment
- Brigance Life Skill Inventory
- Street Survival Skills Questionnaire
- Brigance Inventory of Essential Skills
- Checklist of Adaptive Living Skills
- Brigance Diagnostic Employability Skills Inventory
- Self advocacy assessment
- Interest and aptitude inventory

# TRANSITION CHECKLIST

## GRADE 11

### ***Employment***

- Choose a career cluster (Discover Program/ASVAP Vocational Aptitude Test)
- Receive vocational planning/guidance
- Explore one or more of the following:
  - a. competitive employment
  - b. supported employment (with job coaching or natural supports)
  - c. work experiences (volunteer or paid)
  - d. job shadowing
  - e. situational assessments
  - f. employability program/Dept. of Labor

### ***Independent Living***

- Identify post high housing options/issues:
  - a. with family members
  - b. shared living
  - c. adult foster care
  - d. group home
  - e. supervised apartment
  - f. monitored living (follow along)
  - g. residential placement
  - h. independent (renter/home owner)
  - i. complete application for subsidized housing by age 18
- Identify medical resources:
  - a. medicare/medicaid (SSI)
  - b. health insurance
  - c. medical care
  - d. dental care
  - e. Indian Health Services
  - f. eye care
- Continue independent living training plan
- Explore transportation options/needs
- Obtain driver's license or State identification card (from Driver License Bureau)
- Apply self advocacy skills
- Increase involvement with IEP/transition planning for IEP meeting

### ***Community Participation***

- Join local clubs & activities
- Continue exercise routine

### ***Eligibility for various adult services/post secondary***

- Continue career planning with your teacher, school counselor and rehabilitation counselor
- Begin visiting with adult service providers; make application, if appropriate, and explore funding (Vocational Rehabilitation can assist students with supported employment as well)
- Explore need for possible continuing guardianship or payee after age 18 (remind parents that when their child turns 18, they become an independent adult)
- Evaluate and adjust course of study for post-secondary school requirements by career cluster

### ***Assessment***

- Brigance Inventories, Curriculum Based Assessments, Abilities Testing
- Independent Living Assessments (Observational)
- Self Advocacy Assessment
- Interest and Aptitude Inventory, Student, and Parent Questionnaires
- Discover Program
- ASVAP Vocational Aptitude Test

## **TRANSITION CHECKLIST**

### **GRADE 12**

#### **Employment**

- Explore one or more of the following:
  - a. competitive employment
  - b. supported employment (with job coach or natural supports)
  - c. work experiences (paid or non paid)
  - d. on the job exploration, assessment or training
  - e. internship
  - f. employability program/Dept. of Labor
  - g. Job Corp (Job Service)
  - h. Military
  - i. Refine vocational goals
  - j. Update resume/job data card

#### ***Independent Living***

- Register to vote
- Continue independent living training program
- Increase knowledge of, and self management of medical condition (if appropriate)
- Apply self advocacy skills
- Increased participation in transition planning for IEP/transition meeting

#### ***Community Participation***

- Join and participate in adult recreational activities

#### ***Eligibility for various adult services/post secondary***

- Meet with adult service providers and complete applications(s)
- Finalize plans for post-high school training with your counselor
- Check on ATC accommodations
- Complete college or vo-tech school entrance exams, complete Free Application for Federal Student Aid, and complete school applications

#### ***Assessment***

- Independent Living (Prairie Freedom Center will provide free independent living (hands on) assessment)
- Vocational assessments
- If pursuing Adult Service Program/VR ICAP and current evaluation including Psychological Evaluation & Adaptive Behavior is required (Current within last 3 years)
- Brigance Inventories
- Self Advocacy Assessments
- LCCE Assessments
- Interest and Aptitude Inventories, Questionnaires
- Situational assessments (vocational and independent living)

## **TRANSITION CHECKLIST**

### **GRADE 13**

#### ***Employment***

- Explore one or more of the following:
  - a. competitive employment
  - b. supported employment (with job coach or natural supports)
  - c. on the job evaluation, exploration or training
  - d. continuing education (workshops/classes)

#### ***Independent Living***

- Make decisions regarding living options following high school
- Complete applications for support services
- Complete applications for independent living programs
- Continue independent living training plan
- Continue self advocacy training plan

#### ***Community Participation:***

- Plan & host an activity
- Sign up for Community Education class or Park & Recreation class

#### ***Eligibility for various adult services/post secondary***

- Check on referral status with Vocational Rehabilitation Services/SBVI; coordinate services
- Check on referral to Independent Living program; support services; coordinate services

#### ***Assessment***

(optional)

- On the job assessment
- Brigance Life Skill Inventory
- Street Survival Skills Questionnaire
- Brigance Inventory of Essential Skills
- Checklist of Adaptive Living Skills
- Brigance Diagnostic Employability Skills Inventory
- Curricula Assessments
- Independent Living Assessment (hands on observation or with agency)
- Informal Questionnaire
- Self Advocacy Assessment

This Transition Checklist was developed by the Sioux Falls School District Transition Interagency Council Committee.

## Transition Road Map

	Date	IEP Manager	Comments
7th Grade - 13 Years			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• Complete transition interview</li> </ul>			
<ul style="list-style-type: none"> <li>• Complete nursing assessment and Individual Health Plan (if needed)</li> </ul>			
<b>Needs</b>			
<ul style="list-style-type: none"> <li>• Establish IEP/ITP team responsibilities</li> </ul>			
<ul style="list-style-type: none"> <li>• Determine student's basic standards testing status/profiles of learning</li> </ul>			
<ul style="list-style-type: none"> <li>• Begin to discuss and develop an awareness for long range transition goals</li> </ul>			
<ul style="list-style-type: none"> <li>• Address transportation/mobility needs and contact district mobility specialist if needed</li> </ul>			
<b>Activities/Agency Linkages</b>			
<ul style="list-style-type: none"> <li>• Enroll student (with parent involvement into appropriate high school)</li> </ul>			
<ul style="list-style-type: none"> <li>• Introduce parent to Community Resource Directory and discuss what services are available to them</li> </ul>			
<ul style="list-style-type: none"> <li>• Develop an awareness of adaptive sports and other extracurricular activities available</li> </ul>			

## Transition Road Map

	Date	IEP Manager	Comments
8th Grade - 14 Years			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• Complete <i>Enderle-Severson</i> or <i>Boyer-Stephens</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Parents complete <i>Home Transition Survey</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Complete nursing assessment and Individual Health Plan (if needed)</li> </ul>			
<ul style="list-style-type: none"> <li>• Introduce transportation options</li> </ul>			
<b>Needs</b>			
<ul style="list-style-type: none"> <li>• Establish IEP/ITP team responsibilities</li> </ul>			
<ul style="list-style-type: none"> <li>• Determine student's basic standards testing status</li> </ul>			
<ul style="list-style-type: none"> <li>• Contact district mobility specialist</li> </ul>			
<b>Activities/Agency Linkages</b>			
<ul style="list-style-type: none"> <li>• Enroll student (with parent involvement) into appropriate high school</li> </ul>			
<ul style="list-style-type: none"> <li>• Assist parent in initiating application to human service agencies (e.g., Ramsey County Human Services)</li> </ul>			
<ul style="list-style-type: none"> <li>• Apply for Metro Mobility (if needed)</li> </ul>			



## I.E.P. Folder

### Transition Road Map

	Date	IEP Manager	Comments
9th Grade - 15 Years			
<b>Assessments</b>			
Verify completion of 8th grade activities			
<ul style="list-style-type: none"> <li>Update <i>Boyer-Stephens</i> or <i>Enderle-Severson</i></li> </ul>			
<ul style="list-style-type: none"> <li>Schedule basic standards testing/arrange accommodations or alternative</li> </ul>			
<ul style="list-style-type: none"> <li>Discuss competency testing plan</li> </ul>			
<b>Needs</b>			
<ul style="list-style-type: none"> <li>Teach disability awareness</li> </ul>			
<ul style="list-style-type: none"> <li>Teach compensatory skills</li> </ul>			
<ul style="list-style-type: none"> <li>Teach self-advocacy skills</li> </ul>			
<b>Activities/Agency Linkages</b>			
<ul style="list-style-type: none"> <li>Initiate application to adult services agencies (e.g., Ramsey County Human Services)</li> </ul>			
<ul style="list-style-type: none"> <li>Arrange mobility assessment</li> </ul>			
<ul style="list-style-type: none"> <li>Apply for Metro Mobility (if needed)</li> </ul>			
<ul style="list-style-type: none"> <li>Apply for MTCO Limited Mobility (MN ID)</li> </ul>			
<ul style="list-style-type: none"> <li>Involve work experience coordinator, STEPS, etc.</li> </ul>			
<ul style="list-style-type: none"> <li>Verify graduation plan</li> </ul>			
<ul style="list-style-type: none"> <li>Seek information on summer jobs (CET, YES! Saint Paul)</li> </ul>			

## Transition Road Map

	Date	IEP Manager	Comments
10th Grade - 16 Years			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• Verify completion of 9th grade activities</li> </ul>			
<ul style="list-style-type: none"> <li>• Update transition assessments</li> </ul>			
<ul style="list-style-type: none"> <li>• Review IEP/schedule basic standards testing/arrange accommodations or alternative</li> </ul>			
<ul style="list-style-type: none"> <li>• Update <i>Career Planning Profile</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Establish graduation date</li> </ul>			
<b>Needs</b>			
<ul style="list-style-type: none"> <li>• Provide career exploration, community participation (involve STEPS, Metropolitan Center for Independent Living, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Activities/Agency Linkages</li> </ul>			
<ul style="list-style-type: none"> <li>• Verify graduation plan</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss need for SSI, Medicaid/Medicare</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss need for Medical Assistance</li> </ul>			
<ul style="list-style-type: none"> <li>• Explore driver's education need</li> </ul>			
<ul style="list-style-type: none"> <li>• Complete a driver potential assessment (if needed)</li> </ul>			
<ul style="list-style-type: none"> <li>• Seek information on summer jobs (CET, YES! Saint Paul)</li> </ul>			
<ul style="list-style-type: none"> <li>• Initiate application to adult service agencies</li> </ul>			

## Transition Road Map

	Date	IEP Manager	Comments
11th Grade - 17 Years			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• Verify completion of 10th grade activities</li> </ul>			
<ul style="list-style-type: none"> <li>• Update transition assessments</li> </ul>			
<ul style="list-style-type: none"> <li>• Review IEP/schedule basic standards testing/arrange accommodations or alternative</li> </ul>			
<ul style="list-style-type: none"> <li>• Update <i>Career Planning Profile</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Take college ACT/SAT (if needed)</li> </ul>			
<ul style="list-style-type: none"> <li>• Assess need for post senior high school support (include Focus Beyond staff)</li> </ul>			
<ul style="list-style-type: none"> <li>• Assess needs and supports for future living arrangements</li> </ul>			
<ul style="list-style-type: none"> <li>• Confirm graduation date</li> </ul>			
<b>Needs</b>			
<ul style="list-style-type: none"> <li>• Consider additional specialized training in all transition areas</li> </ul>			
<b>Activities/Agency Linkages</b>			
<ul style="list-style-type: none"> <li>• Verify graduation plan</li> </ul>			
<ul style="list-style-type: none"> <li>• Apply for Medical Assistance</li> </ul>			
<ul style="list-style-type: none"> <li>• Apply for and schedule periodic appointments with DRS counselor</li> </ul>			

## Transition Road Map

	Date	IEP Manager	Comments
12th Grade - 18 IRS			
<b>Assessments</b>			
• Verify completion of 11th grade activities			
• Update transition assessments			
• Include adult service providers in transition planning			
• Determine need for post senior high school support (include Focus Beyond staff)			
• Review file and contact compliance monitor (January)			
• IEP to 360 by May (if extended services are required)			
<b>Activities/Agency Linkages</b>			
• Verify graduation plan			
• Register for Selective Service			
• Provide community resource list			
• Apply for post secondary vocational services			
• Complete intakes for needed services			
• Develop specific post secondary/job/community /recreation/home living plan with adult service agencies			
• Develop long term financial support plan			

## **IMPLEMENTING A TRANSITION-FOCUSED IEP**

As indicated in the law, IDEA students must be involved in the IEP meeting, which makes sense, as it is their future! Students need to understand what goals they are working on, and how these goals will help them reach their long-term goals of where they want to work and live after high school.

Supplemental materials that are helpful in teaching how to get students more involved in the IEP process include:

- A Self-Directed IEP
- It's My Life
- Become your own expert for students with learning disabilities

These materials are located at the South Dakota Transition Liaison Project's Library, 221 S. Central, Pierre, SD 57501. Phone #: 605-224-5336

Other helpful materials attached are:

- ◆ Implementing a transition-focused IEP
- ◆ Encouraging and discouraging self-advocacy
- ◆ 20 tips for parents of middle and high school students
- ◆ Top ten questions to ask myself as I design lessons
- ◆ Assessing IEP self-determination skills

## Transition Planning to Next Grade Level

Extra planning and support are necessary for most students to make a successful transition to the next grade level. Often times the receiving teacher has to depend on informal contact with the sending teacher, casual observations, and documentation in order to gain information about their next students. A more formal approach is necessary for students who need adaptations in goals, methods, or approaches in order to ensure their success. Planning for a successful transition of a student is basically a process of sharing information effectively and efficiently.

The student's planning TEAM will want to include the receiving classroom teacher in the transition planning. The team may also want to include the student and friends/classmates, if appropriate.

It is important to start early enough so that all team members have enough time to convey the information that is necessary. The receiving teacher can spend time observing the student in his or her current classroom. The student could visit the receiving teacher's class.

Investing time in the transition process will ensure that the educational gains made over the school year are maintained and built upon the following year.

### Things to Consider:

#### Learning Characteristics

- ◆ What is the student's learning style?
- ◆ What is the student's learning rate?

#### Instructional Approaches/Styles of Interactoin

- ◆ What types of instructional approaches seem most successful?
- ◆ Are there particular styles of interaction which are best suited to the student?

#### Physical Setting

- ◆ Does the student need physical support in seating?
- ◆ Does the room arrangement need to be modified to accommodate any equipment the student may use?

#### Interests and Motivations

- ◆ What gets the student excited?
- ◆ What are the student's hobbies?

#### Communication

- ◆ How does the student communicate?
- ◆ Is the student able to express their needs?

**Friendships/Social Skills**

- ◆ Will any of the student's friends be moving on with the student?
- ◆ Does the student make friends easily?
- ◆ How does the student interact socially?

**Parent/Professional Partnerships**

- ◆ How much involvement does the parent/care giver prefer to have?
- ◆ What form does parent/school communication take and what is the frequency? (i.e. daily notebook, weekly phone calls?)

**Achievement in Different Curricular Areas**

- ◆ Reading
- ◆ Writing
- ◆ Math
- ◆ Content Areas
- ◆ Special Area Classes

**Functional Routines**

- ◆ Self-help skills
- ◆ School jobs
- ◆ Free-time skills
- ◆ Community skills

**Other School Routines**

- ◆ Concerns about the bus or walking/wheeling to school
- ◆ Breakfast program
- ◆ Lunch
- ◆ Extracurricular activities/ participation
- ◆ Recess
- ◆ Transitions between activities

**Health/Safety Concerns**

- ◆ Medications
- ◆ Allergies
- ◆ Seizures

**Equipment/Adaptions**

- ◆ Does the student use any material aids or adaptations (i.e., picture schedule, pencil grip, calculator, picture lists)?
- ◆ Are testing modifications or adaptations needed?

The transition process should begin as soon as possible. March 1<sup>st</sup> is a great target date for the typical school year calendar!!

## **Assessing IEP Self-Determination Skills**

### **IEP Preparation**

1. Does the student understand the purpose of the IEP meeting?
2. Can the student explain the law guaranteeing his or her rights and requiring the IEP?
3. Does the student know who will be attending the IEP meeting?
4. Who does the student want to invite to the IEP meeting?
5. Does the student know what roles the IEP participants will play?
6. Has the student reviewed current assessment information?
7. Has the student developed a list of personal goals to share at the meeting?
8. Has the student developed a list of questions to ask at the meeting?
9. Has the student practiced expressing his or her interests, preferences, and strengths?
10. Is the student prepared to ask for instructional and/or curriculum accommodations?

### **IEP Performance**

1. Did the student know who was in attendance at the IEP meeting and their roles?
2. Was the student able to express his or her interests, preferences, and abilities?
3. Did the student express his or her personal goals and aspirations?
4. Did the student ask relevant questions?
5. Did the student request appropriate accommodations (if needed)?
6. Did the student express personal responsibility for goal setting and attainment?
7. Did the student facilitate or cofacilitate the IEP meeting?
8. Is the student satisfied with the IEP meeting outcomes/results?
9. What does the student think could have been done to improve the meeting?

### **IEP Implementation**

1. Does the student attend class on time?
2. Does the student request instructional support when needed?
3. Does the student request testing accommodations when needed?
4. Does the student assume responsibility for successes and failures?
5. Is the student aware of and working toward IEP goals?
6. Does the student believe he or she is receiving the support needed to reach IEP goals?
7. Has the student explored post-secondary options and support services?
8. Can the student explain which post-secondary options match his or her goals and needs?
9. Has the student developed a plan and timeline for contacting adult service providers?

Note. From Assess for Success. Handbook on Transition Assessment by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte. 1996. Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.



## **Special Education**

### **Teaching Students with Attention-Deficit/Hyperactivity Disorder**

(These techniques can be helpful to **ALL** students.)

#### **Adaptation Checklist**

##### **Adaptations to Lesson Presentation**

- \_\_\_\_\_ giving a structured overview before the lesson
- \_\_\_\_\_ using visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented
- \_\_\_\_\_ using an overhead projector and keeping each overhead for later review by the student
- \_\_\_\_\_ color coding with chalk or pens to add emphasis
- \_\_\_\_\_ providing a copy of teacher or peer notes to allow student to focus on listening
- \_\_\_\_\_ providing “turn and talk” or activity breaks to assist the student’s ability to focus on instruction
- \_\_\_\_\_ providing a written outline or frame for students to fill in
- \_\_\_\_\_ enabling the student to tape record material presented verbally
- \_\_\_\_\_ using computer assisted instruction
- \_\_\_\_\_ establishing routines that enable the student to check understanding with a peer
- \_\_\_\_\_ including a variety of activities for the student in each lesson
- \_\_\_\_\_ collaborative planning with the learning assistance teacher to pre-teach key vocabulary and concepts

##### **Adaptations to Assignments, Projects and Tests**

- \_\_\_\_\_ giving instructions visually and verbally
- \_\_\_\_\_ pairing students to check work

\_\_\_\_\_ breaking large assignments into smaller parts and providing feedback and reinforcement as each part is completed

\_\_\_\_\_ providing additional time to complete assignments or tests

\_\_\_\_\_ encouraging the use of manipulatives to understand mathematical concepts

\_\_\_\_\_ providing checklists, outlines, advanced organizers, etc. to assist in assignment completion

\_\_\_\_\_ supplying reading materials at independent reading level

\_\_\_\_\_ requiring the completion of fewer examples in drill and practice activities while maintaining the conceptual difficulty of the assignment

\_\_\_\_\_ providing audio tape to assist students to focus on the material to be read and to maximize understanding

\_\_\_\_\_ using computer assisted drill and practice or simulation activities

\_\_\_\_\_ enabling students to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations

\_\_\_\_\_ enabling students to word process, rather than write, assignments

\_\_\_\_\_ giving frequent shorter quizzes rather than longer tests that require a great deal of memorization

\_\_\_\_\_ giving tests and exams orally or on audio tape

\_\_\_\_\_ enabling students to audio record test answers on tape

\_\_\_\_\_ using a calculator or tables of basic facts to enable students who have difficulty memorizing to work on higher level concepts in math and science

### **Organizational Supports**

\_\_\_\_\_ assist the student to set short term goals and provide opportunities for self-evaluation of progress toward those goals

\_\_\_\_\_ teach the student to use an agenda, checklists, advanced organizers and other structural supports to assist in self management

\_\_\_\_\_ teach the student to keep track of materials by using strategies such as tying a pencil to the desk, attaching a pen to clothing with a key ring, etc.

\_\_\_\_\_ establish specific places for all belongings and reinforce student for putting materials away properly

\_\_\_\_\_ color code binder dividers or duotangs so that they match the subject area texts or support materials; use the same color coding on the student's schedule

\_\_\_\_\_ encourage the student to use a "Lazy Susan" inside the desk or locker to avoid things getting lost in the back

\_\_\_\_\_ set up a regular communication system to provide structure and support that is consistent between parents and teachers

### **Compensatory Skills**

\_\_\_\_\_ teach the use of a word processor with spell checker

\_\_\_\_\_ teach the use of a calculator

\_\_\_\_\_ provide instruction and practice in using study skills and learning strategies

\_\_\_\_\_ provide instruction and support in using self monitoring strategies

\_\_\_\_\_ provide social skills instruction in and opportunities to role play and transfer appropriate social skills

\_\_\_\_\_ teach the use of a timer to increase time on task and assignment completion

## **Implementing a Transition-Focused IEP**

The best transition plan will not prepare a student for adult life without the availability of many high quality options for implementation. There are several important components to consider in the implementation of a student's transition-focused IEP. These include special education services in high school settings, meeting graduation standards through general education, and School-to-Work activities. This section focuses on each of these components.

## **High School Special Education Services**

Special Education services are designed to provide students with the instruction and support they need to be successful in courses and other activities leading to a smooth transition to adult life. This leaves special education teachers at the junior high/ middle school and high school levels with a multitude of important responsibilities, none of which include tutoring, helping students “catch up” with regular education coursework, supervising “special ed.” study halls, or being assigned to teach watered-down versions of academic courses.

In a study through the University of Minnesota, Aune (1991) interviewed high school students about what they were taught to do to compensate for their weaknesses. Their most common response was that people just told them to “try harder.” Aune also found that most high school students with learning disabilities had been taught few learning strategies.

## **Important areas of instruction and service by secondary special education instructors....**

### **Grade 7 and 8**

- Teach and reinforce strategies to improve study habits, time management, and general organization skills.
- Prepare students for active involvement in their IEP meetings and begin to explore future goals in all transition areas. Teach students to be self-advocates.  
Team Work, 1997
- Assist students in selecting courses that will allow them to explore career interests and skills through School-to-Work activities. Teach and reinforce learning strategies

in academic areas.

- Prepare students to take basic graduation standards tests.
- Explore the use of a variety of school, home, and community accommodations with students.
- Offer opportunities for students to learn about high school courses, activities and services.
- Encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.
- Encourage students to select general education courses that offer service teaming opportunities.
- Assist students in developing a personal transition file in which to collect important information such as: school and medical records, IEPs, samples of academic work, evaluation information, transcripts and test scores, record of school-based, work-based, and service learning School-to-Work activities.

## **Grades 9 and 10**

- Assist students in clarifying the exact nature of their disabilities--this could be done by sharing with students their assessment results (interpret as needed so students understand).
- Assist students in developing a profile of their own unique strengths and limitations.
- Assist students in understanding how their disabilities affect their lives.
- Help students understand their legal rights under the Americans with Disabilities Act and Section 304 of the Rehabilitation Act - especially as related to their legal right to accommodations.
- Assist students in selecting and using learning strategies and accommodations that are most effective for them.
- Teach students to request appropriate accommodations in school, home, work and community environments.
- Assist students in pinpointing specific academic needs and developing goals to address them.

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- Assist students in refining their future goals in all transition areas and selecting performance measures within graduation standards that will help them successfully meet their goals.
- Assist general educators in adapting and modifying

graduation standards performance measures to meet unique student goals and needs.

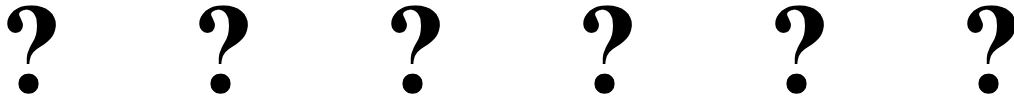
- Continue to encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.
- Continue to assist students in selecting courses that allow them to refine career interests and skills through School-to-Work activities.
- Assist students in developing and following through with solutions to academic and social difficulties.
- Continue to assist students in collecting resources, organizing, and using their personal transition files.

## **Grades 11 and 12**

- Assist students in collecting information about institutions of higher education if post-secondary education is one of their future goals.
- Encourage students to contact post-secondary institutions of interest to find out about services offered for students with disabilities.
- Continue to develop and refine future adult goals in all transition areas.
- Assist students in taking charge of their own transition-focused IEP meetings.
- Assist students and families in applying for post-school support services (rehabilitation services, social services, health services, social security, etc).
- Support students in continuing to use and improve the skills and learning strategies developed in previous years, such as determining and following through with solutions to academic and social difficulties they encounter in general education settings.
- Continue to assist students in selecting performance measures within graduation standards that will help them successfully meet their transition goals. Assist general educators in adapting and modifying performance measures to meet unique student goals and needs.
- Continue to encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.
- Continue to assist students in selecting courses that will allow them to refine career interests and skills through School-to-Work activities.

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## TOP TEN QUESTIONS



to ask myself as I design lessons

1. What should **students know and be able to do** with what they know as a result of this lesson? How are these objectives related to national, state, and/or district standards or proficiencies?
2. How will **students demonstrate what they know and what they can do** with what they know? What will be the **assessment criteria** and what form will it take?
3. How will I **find out** what **students already know**, and how will I help them access what they know and have experienced both inside and outside the classroom? How will I **help them** not only **build on prior experiences** but **turn loose of misconceptions** when appropriate?
4. How will new knowledge, concepts, skills be introduced? Given the diversity of my students, what are **my best options for sources and presentation modes** of new material?
5. How will I **facilitate student processing (meaning making)** of new information or processes? What are the key questions, activities, and assignments. (in class or homework)?
6. How will I **check for student understanding** during the lesson?
7. What do I need to do to **differentiate instruction** so that the learning experiences are productive for all students?
8. How will I **“Frame the Learning”** so that **students know the objectives**, the **rationale** for the objectives and activities, the directions and procedures, as well as the **assessment criteria** at the beginning of the learning process?
9. How will I build in opportunities for students to make **real world connections** and to learn and use the **varied and complex thinking skills** they need to succeed in the classroom and the world beyond?
10. What adjustments need to be made in the **learning environment** so that we can work and learn efficiently during this study?

## **Encouraging and Discouraging Self-Advocacy**

### **Hints from Winnelle Carpenter**

**Students are encouraged to advocate for themselves when we:**

- Involve them and their families in the design and implementation of their transition-focused IEP early in their education.
- Teach them how to actually plan, participate in, and run their transition-focused IEP meetings.
- Encourage them to write their transition-focused IEP goals in the first person (I will .... ).
- Listen without judgment and ask “what happened” in nonconfrontational tones.
- Encourage them to self evaluate.
- Allow them to make mistakes when appropriate.
- Teach them about the five transition areas and help them determine current skills, decide on future goals and design plans to attain those goals.
- Help them increase self knowledge and understanding about their specific disability.
- Help them identify what is interfering with their performance in academic learning and employment.
- Help them develop compensations, accommodations and assistive technology that will enable them to succeed.
- Help them learn how to transfer this knowledge effectively when speaking up on their own behalf.
- Allow them to practice ways to express preferences, suggest alternatives, negotiate, ask for accommodations and solve problems.

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- Prepare them for adult life by teaching them skills that can be used in work, living, and leisure activities outside of school.
- Cite their accomplishments and complement their strengths.
- Encourage family members to allow students to practice making choices and to follow through on decisions.
- Provide mentors and role models.
- Have them participate in retreats and workshops.
- Encourage them to take risks.

**Students are discouraged from advocating for themselves when we:**

- Do it for them.
- Tell them “no excuses.”
- Have lower expectations of them.
- Write self-advocacy goals on their transition-focused IEP without providing opportunities to teach self-advocacy skills.
- Enable limiting or inappropriate behaviors.
- Don't model self-advocacy.
- Provide them few opportunities for success.
- Write their transition-focused IEP without them.
- Don't allow them to sometimes fail.
- Respond negatively.
- Emphasize rules and regulations and discourage options and choices (encourage conformity).

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- Make decisions for them.
- Lack sensitivity.
- Lock them into a grading system that discourages them from trying.
- Shame, embarrass, place them under suspicion, overprotect, patronize, invalidate, and humiliate them.
- Discourage them with comments like:
  - “If you'd just try harder.”
  - “There is someone worse off than you.”
  - “That would be unfair.”
  - “You need to concentrate more.”
  - “You will have to do this someday on your own.”
  - “Everybody has problems learning.”