Stepping Up Transition Planning

Introducing...

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University of Oklahoma

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Professor University of Oklahoma

Materials for Today's Presentation

https://drive.google.com/drive/folders/1Rdc0nMgy591Qy9nsheC9aoFauGPZ06zr?usp=sharing

Housekeeping Reminders

You are encouragedto ask questions or make comments.

Be respectful and mindful of others—we all come from varying backgrounds, and our knowledge bases are different.

Channel your inner student and get ready to learn some STUFF! Participation is Key to Learning!

Use the QR codes and/or Tiny URLs provided to access the resources presented.

Tell us about YOU!

What is your role?

What grade level?

Rate your confidence level with transition planning (1 as low and 5 as high)

QR CODES

Apple Devices
1. Open camera app
2. Point camera at QR Code
3. Click on link that appears at top of your screen

Android Users
1. Search QR code reader in App Store
2. Download app (picture to right shows examples)
3. Open app, point at QR code, click on link

Icebreaker

https://tinyurl.com/ModernHouseQuiz

What is Transition?

According to Halpern (1994), transition is the "movement of adolescents with disabilities from school into their next environment as young adults in the community" (p. 116).

Transition is a process...
...NOT a destination

Life-long process

Does not just begin in secondary education or when a student reaches transition age (14 or 16)

IDEA mentions several transitions

Postsecondary means after high school

What is the purpose of special education as defined by IDEA 2004?

The purpose of Special Education. . . .

. . . a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to **prepare them for further education, employment, and independent living.**

Transition Planning within IDEA

Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

→
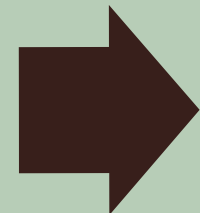
Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills...

→
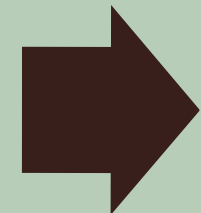
...AND the transition services (including courses of study) needed to assist the child in reaching those goals.

Indicators within IDEA

Indicator 1: Graduation Rates

Indicator 2: Dropout Rates

Indicator 13: Transition Plan Compliance

Indicator 14: Postsecondary Outcomes

#FACTS

Transition Education

Only 35% of teacher preparation programs require a dedicated course in transition (Williams-Diehm, Rowe, Johnson, & Guilmues, 2018)

Many teachers leave their alma maters with little-to-no transition education embedded in other special education coursework (Anderson et al., 2003; Morningstar, Hirano, Roberts-Dahm, Teo, & Kleinhammer-Tramill, 2018).

A poor transition plan could be a direct violation of FAPE.

The Current State of Transition Plans

Many transition plans do NOT meet quality and compliance standards across the United States.

Plans were more likely to include postsecondary goals in employment than other areas.

Many plans lacked the inclusion of transition services.

Many plans lacked annual IEP goals related to transition.

Landmark and Zhang (2012) found...

Only 41.5% of IEPs had fully compliant transition plans

¾ of plans did not link to students' postsecondary aspirations

Oklahoma

Prior to Training in Transition Planning:

- Writing a compliant postsecondary goal: 26.5%
- Writing a compliant annual transition goal: 18.8%
- Writing a compliant annual transition goal with transition assessment results provided: 12.7%

  Most educators were white, female with 8 years or more experience. Taught in resource settings at high school or middle school and had a masters or bachelors (almost half/half)
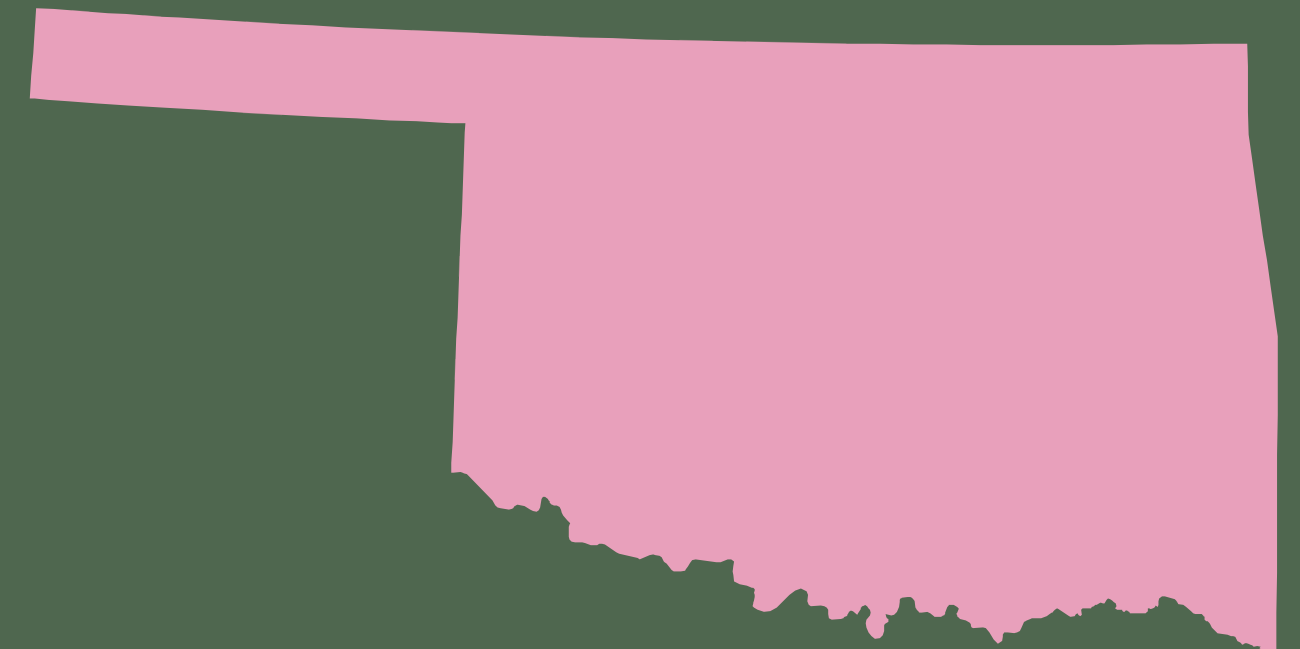
What was missing?

Postsecondary goals: many lacked activities for "after high school"; did not designate where a student would work or learn.

Annual transition goals: did not follow goal formatting (Condition, Behavior, Criterion); did not address weakness found in transition assessment

Oklahoma After Training

Statistically significant positive gains in writing compliant transition plan components (postsecondary and annual goals) with large effects.

Statistically significant positive gains in discriminating between compliant and noncompliant postsecondary goals and annual transition goals.

Think and Share

Throughout the trainings, there will be times where we will "THINK and SHARE".

You will be given about 60-90 seconds to think about a question, prompt, or topic.

I will invite you to SHARE what you reflected on, a possible solution, or answer the question.

Think and Share: Transition Education

1. What were your experiences with transition in your undergraduate or graduate teacher preparation program?

2. Did you receive a course in transition?
   ○ Was transition embedded in other course work?
   ○ Who told you about transition?

Implications for Best Practice

Compliant & Quality Transition Plans = Appropriate Transition Services = Better Post-School Outcomes

Gaumer-Erickson et al., 2014; Grigal, Test, Battie, & Wood, 1997; Landmark & Zhang, 2012; Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013; Test et al. 2009

Best Practice Recommendations for Transition Assessments

Use a variety of transition assessments (2+)

Update transition assessments ANNUALLY

Use at least one FORMAL assessment

Prince et al., 2014

Formal VS. Informal

Formal
=
ample validity and reliability evidence

VS

Informal
=
no statistical evidence
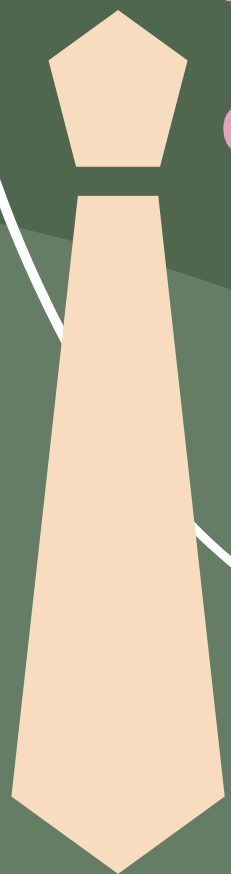
Formal and Informal Assessments

Formal transition assessments have ample validity and reliability evidence for their use.

Informal transition assessments lack validity and reliability as well as basic norming processes.

Best practice based upon case law decisions is using at least one formal transition assessment each year.

Formal vs. Informal Assessment Guide:
https://tinyurl.com/Inform-FormTPT

Prince et al., 2014 Recommendations Continued

Reflect student's skills and interests

Tailored to student's NEEDS

Include a series of practical goals

Indicator 13 Checklist

https://tinyurl.com/IEPInd13

Malarie's Transition Plan Grading Rubric

https://tinyurl.com/MalariesTPChecklist

Transition Assessments

Education Assessments

- TAGG*
- Landmark College Guide to College Readiness
- AIR* or SDI-SR*

Employment Assessments

- My Next Move (O*NET)*
- Career Clusters* or OK Career Guide

Independent Living Assessments

- Employability Life Skills Assessment (ELSA)
- Casey Life Skills
- Life Skills Inventory
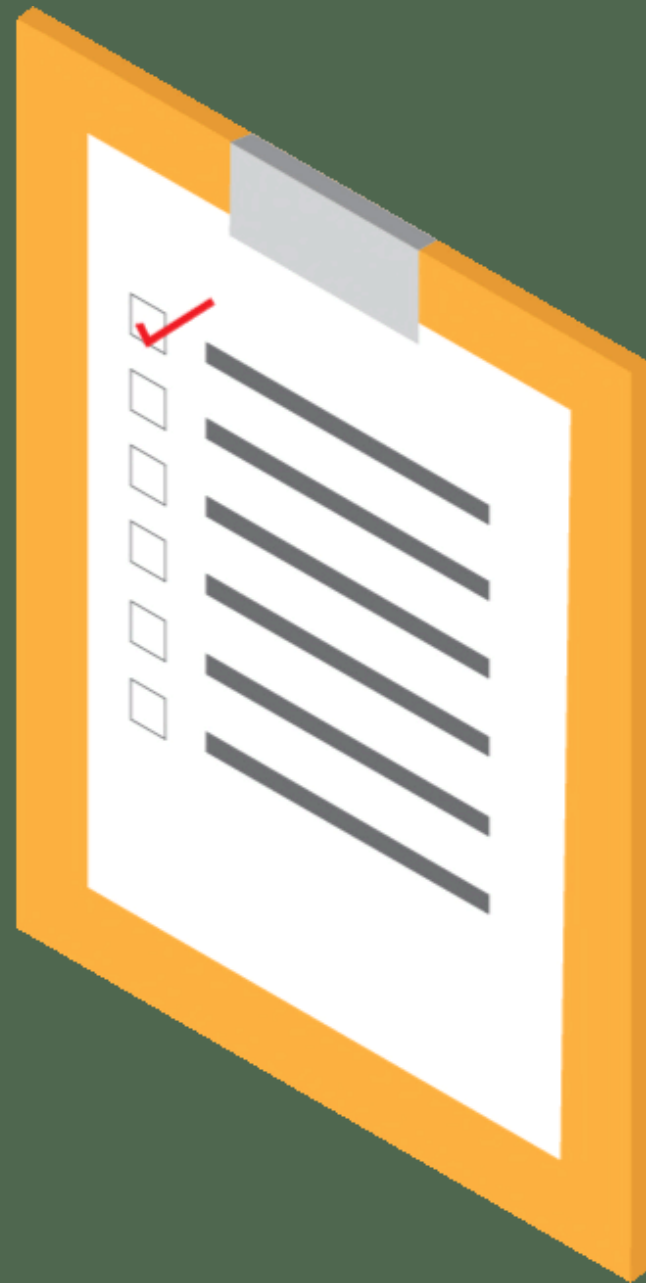
Combination Suggestions

TAGG*
OK Career Guide
Life Skills Inventory

AIR*
My Next Move*
Casey Life Skills

Landmark College
Career Clusters*
ELSA

SDI-SR*
My Next Move*
Casey Life Skills

1. Need at least one formal assessment*
2. Need an Education and Employment Assessment
3. Independent Living Assessment as needed

CAREER CLUSTERS ONLY

CASEY LIFE SKILLS ONLY

2 INFORMAL ASSESSMENTS
OR JUST 1 ASSESSMENT

NOT ISSUING NEW TRANSITION
ASSESSMENTS ANNUALLY

Non-
Examples

Transition Assessment Areas

Education/Training

Employment

Independent Living

Transition Assessment Types

Interest Inventories

Exploration Tools

Skills Assessments

Stepping-Up Transition

A framework to create compliant, effective, and individualized transition service plans.

Stepping-up Graphic

Transition Services

Annual Goals for Transition

Transition Skill Assessments

Student Selected Postsecondary Goals

Interest Inventories and Exploration Tools

Start at the bottom!

Transition Services

Annual Goals for Transition

Transition Skill Assessments

Student Selected Postsecondary Goals

Interest Inventories and Exploration Tools
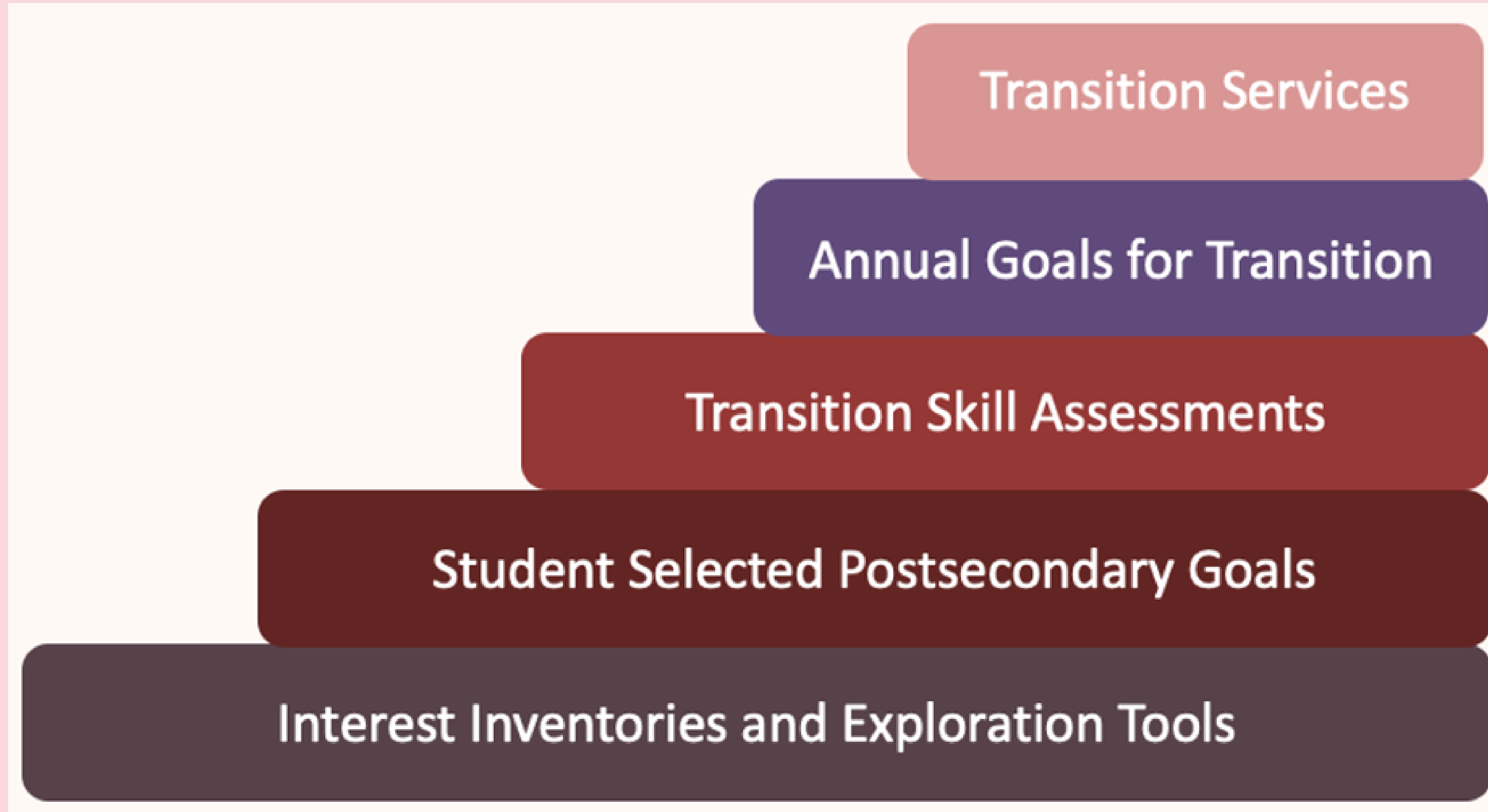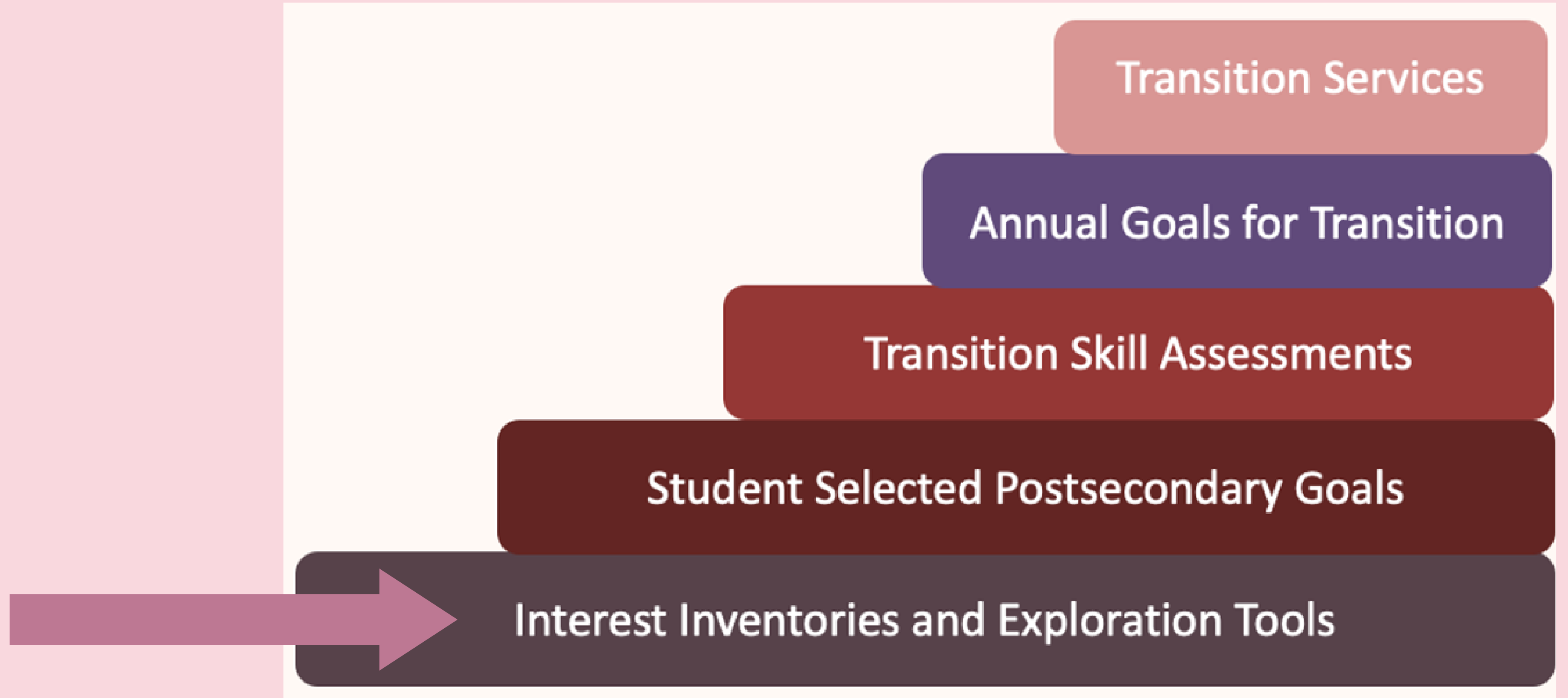
Multiple Sources of Data

To Write Postsecondary Goals

- Interviews
- Interest Inventories
- Exploration
- Exsisting Information

Interviews as Assessments

Topics for Transition Questions

CONTEXTS:
- **Further Education/Training**
- **Employment**
- **Independent (Daily) Living**

TOPICS:
- **Past Experiences**
- **Vision & Goals**
- **Strengths**
- **Preferences**
- **Interests**
- **Needs**
- **Informal Supports**
- **Formal Supports**

SHSU Student-Led Parent Interview

https://bit.ly/3oCx1nl

STUDENT-LED PARENT INTERVIEW
Informal Transition Assessment

Garrett Center
SAM HOUSTON STATE UNIVERSITY

EXTRA CREDIT ASSIGNMENT: *I would like to ask you some questions about me. There are no right or wrong answers. The questions that I will ask will help me learn from you what you have seen as my strengths to be successful as an adult. I will also ask questions about planning for my future.*

Participant Information
Student Name: Date:
Parent Name:

Strengths: *What do you think are my strengths that will help me be successful in a job?*
a.   c.
b.   d.

Can you give <u>examples</u> of what I did that helped you see my **strengths**?
_____

Interests: *Based upon my strengths, what jobs do you think I would enjoy & be good at?*
a.   c.
b.   d.

Do we Agree? (1) If you and your parents agree about a job you might like, talk about why you both think it as a good job for you. (2) If you were thinking about a different type of job, explain why you prefer a different job. *(It is okay to have different visions about jobs.)*
_____
_____

Postsecondary Education or Adult Training: *Can you help me plan how to get the training for the jobs. Do I need college? Vocational Job Training? Name one you might attend.*
College/University: b. Job Training:

Employment Experience: (1) Talk with your parents about the possibility of getting a job while in high school. (2) If you already have a job, talk with your parents about whether or not the job matches your career goals. Is there a job that would be a better match?
_____
_____

Matching Activities:
Courses: Talk to your parents and brainstorm the courses you could take in high school that will help you get the type of job you want as an adult. _____

Extra-curricular Activities: What clubs at school or in the community might help you gain skills for the future? _____

Career Interest Inventories

- Career Clusters
- OK Career Guide
- PICS
- My Next Move (O*NET)

Exploration Tools

- O*Net or Career One Stop
- College & Career Exploration Handbook

These provide students with an idea of how their interests and preferences align with jobs and guide education postsecondary goals.

ChoiceMaker

https://tinyurl.com/ZI-Curriculum

ChoiceMaker-
Job Characteristics
**We like page 13

Can use the "What I Like" column to decide:

Around lots of people vs. no people
Quiet vs. Noisy
Stand up vs. Sit down
Day vs. Night
Outside vs. Inside

Use the "What is Here" column to determine if the job site matches their interests

Job Characteristics I Like Worksheet

Name_____ Date_____ Site_____

	Circle the job characteristic or characteristics you like best. **What I Like**	Circle the job characteristic or characteristics that best describe what is at this job. **What Is Here**	Circle YES if what you circled in the first two columns is the same. Circle NO if it is not. **Matches**	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO
9.	thinking work physical work	thinking work physical work	YES	NO
10.	detail important detail not important	detail important detail not important	YES	NO
11.	job same every day job different every day	job same every day job different every day	YES	NO
12.	work with people work with things	work with people work with things	YES	NO
13.	important to work fast not important to work fast	important to work fast not important to work fast	YES	NO
14.	little supervision a lot of supervision	little supervision a lot of supervision	YES	NO
15.	work outside work inside	work outside work inside	YES	NO

Exploration

Tools and Resources

Exploration Tools

ONET

Career One Stop

STEM Coalition
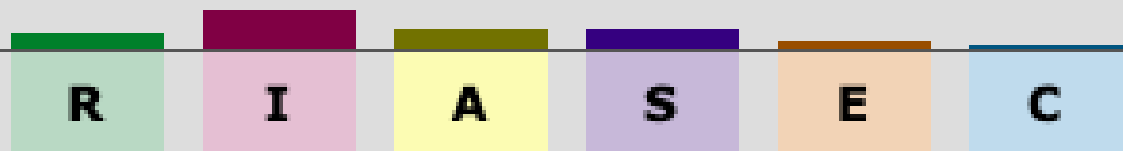
College Board: Search

Think College: Search

P-CAET

ONET Interest Profiler
"MY NEXT MOVE"

https://tinyurl.com/OnetMove

O*NET Interest Profiler

Click to change your Job Zone:

R I A S E C

1 **2** 3 4 5

Job Zone Two
some job preparation

Careers that fit your interests and preparation level:

✻ Best fit   ⚙ Great fit

☼ [Brickmasons & Blockmasons](#)

☼ [Dental Laboratory Technicians](#)

[Dietetic Technicians](#)

☼ [Earth Drillers](#)

[Explosives Workers, Ordnance Handling Experts, & Blasters](#)

[Lathe & Turning Machine Tool Setters, Operators, & Tenders, Metal & Plastic](#)

Click on a career to learn what they do.

🖨 Print

Back   Start   Interests   Results   Job Zones   Careers   Find Mo

Top Choice from Student:
Dental Laboratory Technician

MY NEXT MOVE

o*net in*it

HOME   SEARCH   INDUSTRIES   INTERESTS

Print   Share ▼

Dental Laboratory Technicians

Also called: Dental Ceramist, Dental Laboratory Technician (Dental Lab Tech), Dental Technician (Dental Tech), Denture Technician

▶ Watch Career Video

What they do:
Construct and repair full or partial dentures or dental appliances.

On the job, you would:
- Read prescriptions or specifications and examine models or impressions to determine the design of dental products to be constructed.
- Test appliances for conformance to specifications and accuracy of occlusion, using articulators and micrometers.
- Melt metals or mix plaster, porcelain, or acrylic pastes and pour materials into molds or over frameworks to form dental prostheses or apparatus.

Information to help build course of study

KNOWLEDGE

Manufactured or Agricultural Goods
- manufacture and distribution of products

Engineering and Technology
- design
- product and service development

Health
- medicine and dentistry

Business
- customer service

SKILLS

Basic Skills
- reading work related information
- thinking about the pros and cons of different ways to solve a problem

Problem Solving
- noticing a problem and figuring out the best way to solve it

ABILITIES

Hand and Finger Use
- put together small parts with your fingers
- keep your arm or hand steady

Verbal
- listen and understand what people say
- read and understand what is written

Ideas and Logic
- order or arrange things
- make general rules or come up with answers from lots of detailed information

- **Some elective and required course options:**
- **Health, Business, Agriculture,**
- **STEM (engineering and technology), computers**

Education Needed, Job outlook, and Explore more options

EDUCATION

🎓🎓⬜⬜⬜

high school diploma/GED
or
certificate after high school
usually needed

Get started on your career:

Find Training
Find Certifications
Find Licenses
APPRENTICESHIP.GOV

JOB OUTLOOK

Bright
New job opportunities are **very likely** in the future.

SALARY: **$41,340**

$25,660 $65,820

Check out my state
Local Salary Info
Find Jobs

EXPLORE MORE

- Broadcast Technicians
- Computer, Automated Teller, & Office Machine Repairers
- Electrical Engineering Technicians
- Histotechnologists & Histologic Technicians
- Radio Mechanics

You might like a career in one of these industries:

- Manufacturing
- Health & Counseling

STEM Career Coalition

https://tinyurl.com/STEMCareerExpl
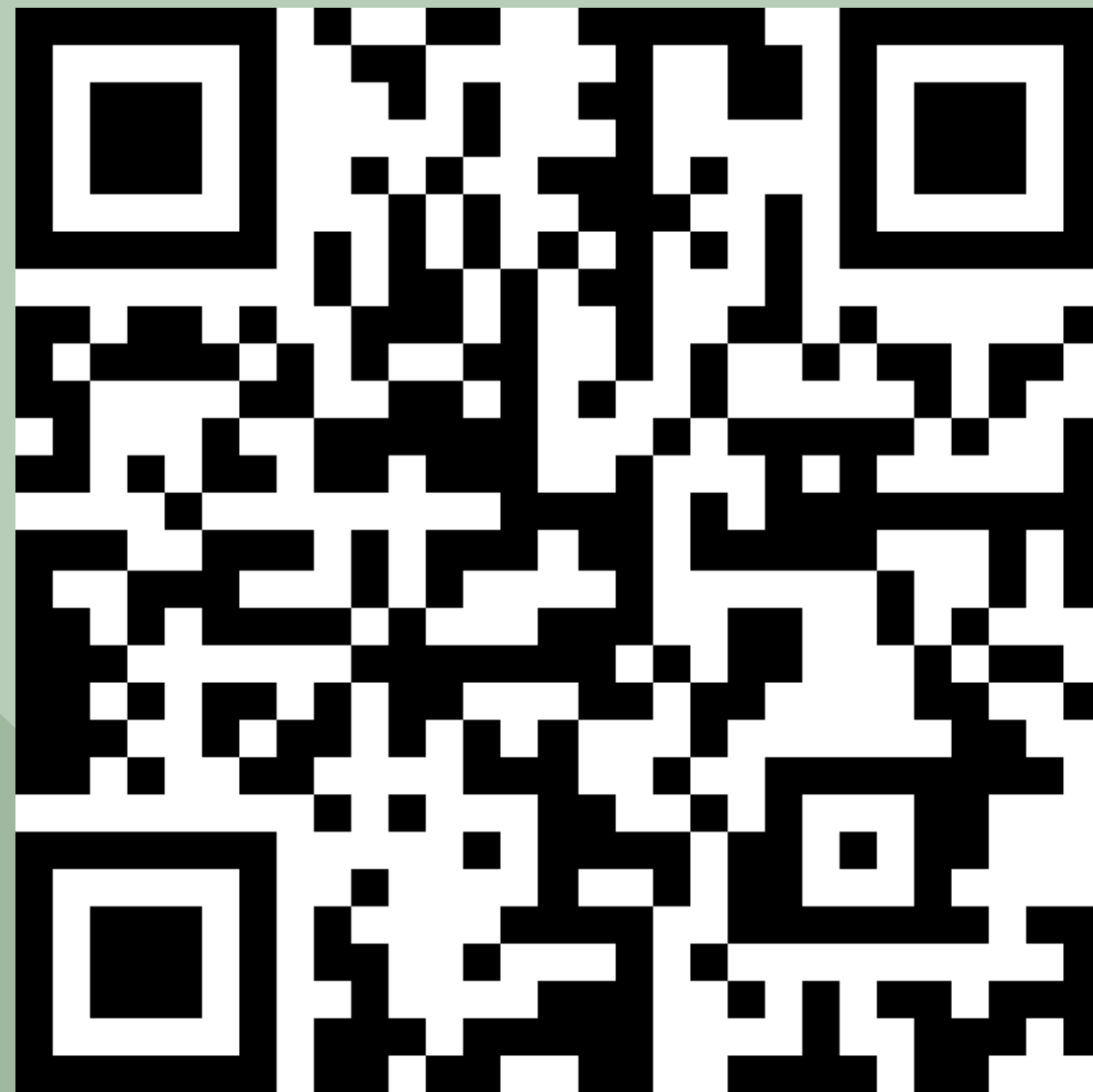
Maintenance Technician

Elementary, Middle, and High School | Grades: K–12

🕐 Video Length: 1:37 min

Maintenance technicians perform scheduled maintenance and repairs to ensure that machines and equipment at oil and gas production facilities are in safe, operating condition. They interpret data and use diagnostic tools to conduct tests of equipment.

⬇ **Student Activation (.pdf)**

Scientific Communications Manager

Elementary, Middle, and High School | Grades: K–12

🕐 Video Length: 3:44 min

Scientific Communications Managers study the science used to create consumer products and find effective ways of presenting this information so that colleagues and consumers can understand. They help companies develop and manage scientific data and oversee the communication of this information.

⬇ **Student Activation (.pdf)**

Solar Engineer

Elementary, Middle, and High School | Grades: K–12

🕐 Video Length: 3:47 min

Solar Engineers oversee the scientific process involved in harnessing the sun's energy to power homes, businesses, and industry. They combine a variety of STEM skills with leadership and problem-solving to supervise the design, installation, and monitoring of solar energy systems.

⬇ **Student Activation (.pdf)**

Solar Engineer

OVERVIEW

Solar engineers supervise the design, installation, and monitoring of systems that provide solar energy to residences, offices, and factories. They conduct audits to collect information about the characteristics and energy needs of sites where solar power will be harnessed. They determine the materials, equipment, and labor requirements for solar installation projects. Solar engineers:

- Design customized systems that meet the needs of each site, including solar panels, hot water heating systems, and space heating and cooling units.
- Ensure project plans minimize risks and comply with government regulations.
- Use software to create connection diagrams for solar-powered electric systems.
- Provide detailed instructions for teams who will install solar power and perform quality control and safety checks during construction.
- Formulate plans for monitoring the performance of systems that provide solar power.
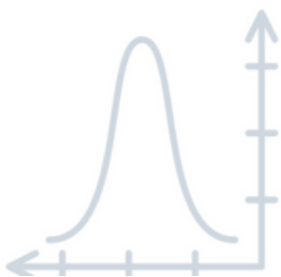
EVALUATE YOUR INTEREST

☐ I love learning by doing. My favorite activities at school involve hands-on experiences such as labs, field trips, and research.

☐ I am fascinated by how things work and how humans harness energy from different sources to meet their everyday needs.

☐ I believe that the development and improvement of alternative sources of energy is a key to addressing societal issues.

☐ I am a natural leader who works well with others. During group activities, people to turn to me for help overcoming challenges.

CAREER CONNECTION

How does this career affect me?	What are some other similar careers?	How does this career affect the world?
An increasing amount of the energy we use for transportation, heating your home, and electricity comes from alternative sources of energy such as solar and wind-generated power. Solar engineers design systems that utilize energy generated by the sun to power homes, businesses, factories, and even transportation sources. Their job is to make sure solar power is efficient and reliable for everyday citizens. In doing so, they help keep energy products affordable for you and other consumers in a rapidly changing world.	**Solar photovoltaic Installers (PV installers)** install and maintain systems that convert sunlight into energy to power homes, businesses, and factories **Electricians** install systems that use electricity for purposes such as power, communications, and lighting **Wind turbine technicians** install and maintain wind turbines **Electrical engineers** design, develop, and maintain electrical equipment, including systems for generating power **Civil engineers** design, build, and oversee infrastructure systems such as roads, pipelines, and power lines, and sewage systems. **Environmental engineers** combine knowledge of engineering and geology,	An increasing portion of Americans' transportation, industrial, and residential energy needs are met with renewable sources of energy such as solar and wind power. As climate change continues to highlight the costs of fossil fuel consumption, the development and improvement of alternative energy sources will continue. The energy needs of countries such as India and China, with large populations and rapidly expanding economies, are also quickly increasing. Solar engineers design systems that make the renewable power of the sun an affordable and realistic energy source for homes and businesses around the world. In

TAKE ACTION

☐ Conduct research on solar power providers in your town, state, or region. Formulate a plan for converting your home or school to either partial or total reliance on solar energy. Develop a list of costs and benefits of this conversion and discuss it with your parents or other decision-makers.

☐ Help plan a household construction project, such as building a gazebo or patio, a room renovation, or the installation of a new appliance or entertainment system. Conduct necessary measurements. Think about the answers to these questions: In what order should tasks be completed? What tools will be needed? What materials and services need to be acquired? After the project is completed, reflect on how the planning process might be improved next time.

☐ Join a science-oriented club at school that is involved with using principles of math and science to construct products, conduct outside research, or address community problems. Possibilities include robotics, the recycling club, or the engineering society. Establish a personal goal to earn a leadership position on a specific project or within the group as a whole.
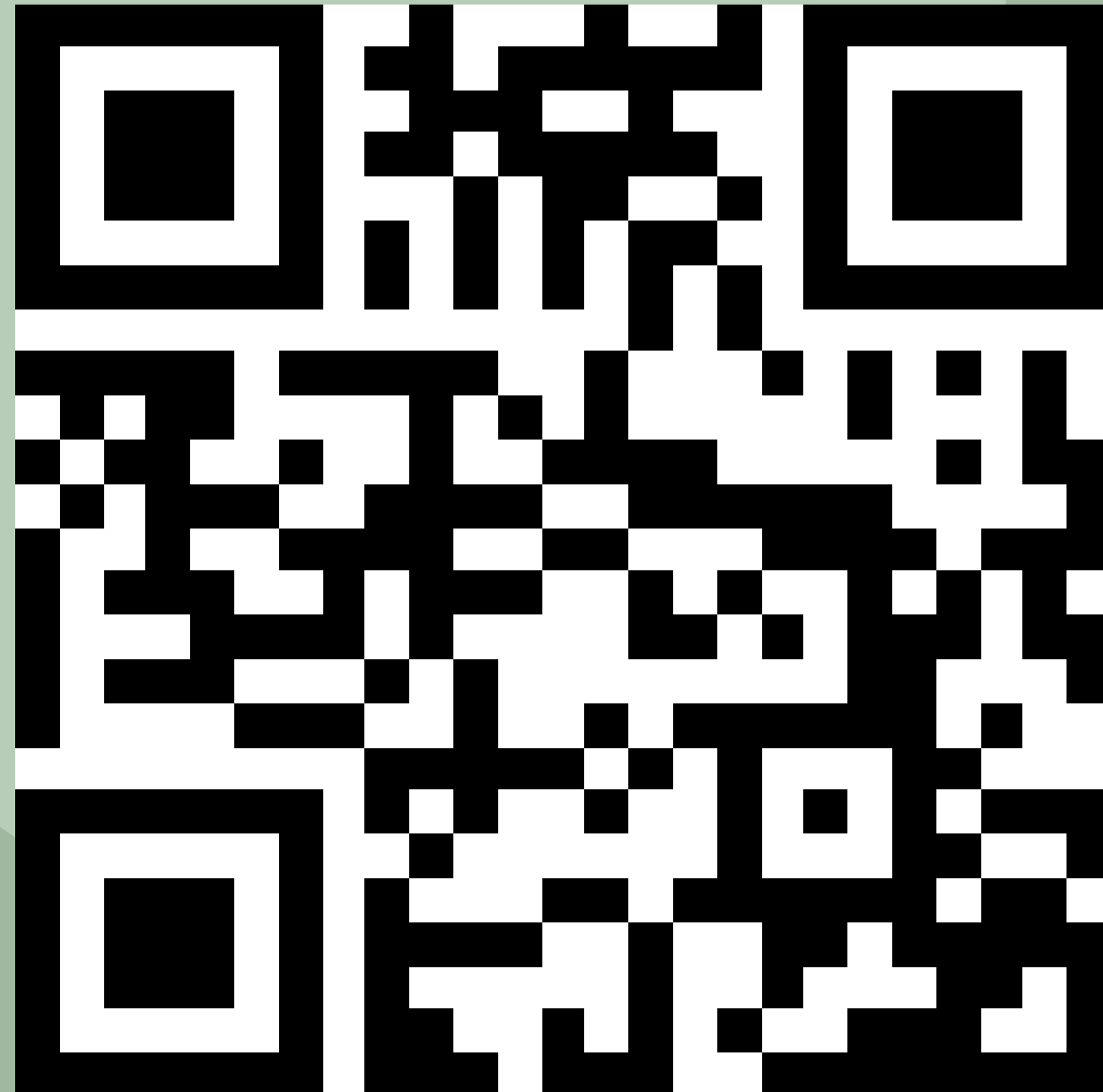
Your Turn: Take 2 minutes to find a career you have never heard of and share it

https://tinyurl.com/STEMCareerExpl

College Board: College Search

https://collegesearch.collegeboard.org/home

College Search

Search by college name

♡ 0

Find the right college for you.

Choose a category to start exploring.

| Location | Major | Type | Campus Life |

Parks, Recreation, and Leisure
South/Southwest
Learning Disability Support
Low Income Student Support

- **10 results:**
  - 10 different states
  - varying types of degrees offered
  - private/public
  - various tuition costs

North Carolina State University ...
Raleigh, NC

★ College Application Fee Waiver Available

Southwest Virginia Community ...
Cedar Bluff, VA

★ College Application Fee Waiver Available

Southwestern Oklahoma State ...
Weatherford, OK

★ College Application Fee Waiver Available

Texas State University ...
San Marcos, TX

★ College Application Fee Waiver Available

Your turn:
Share what filters you used and what you found!
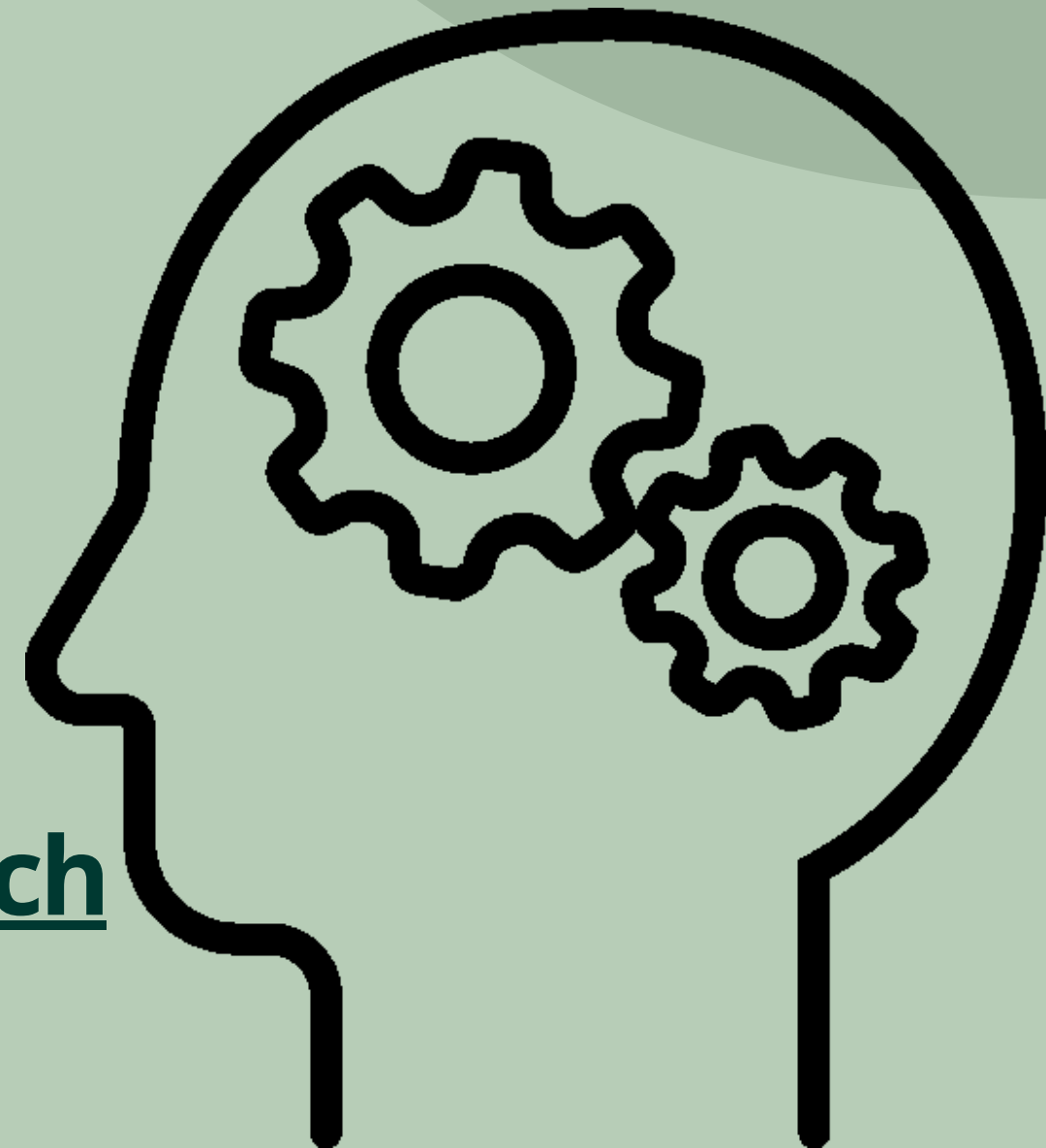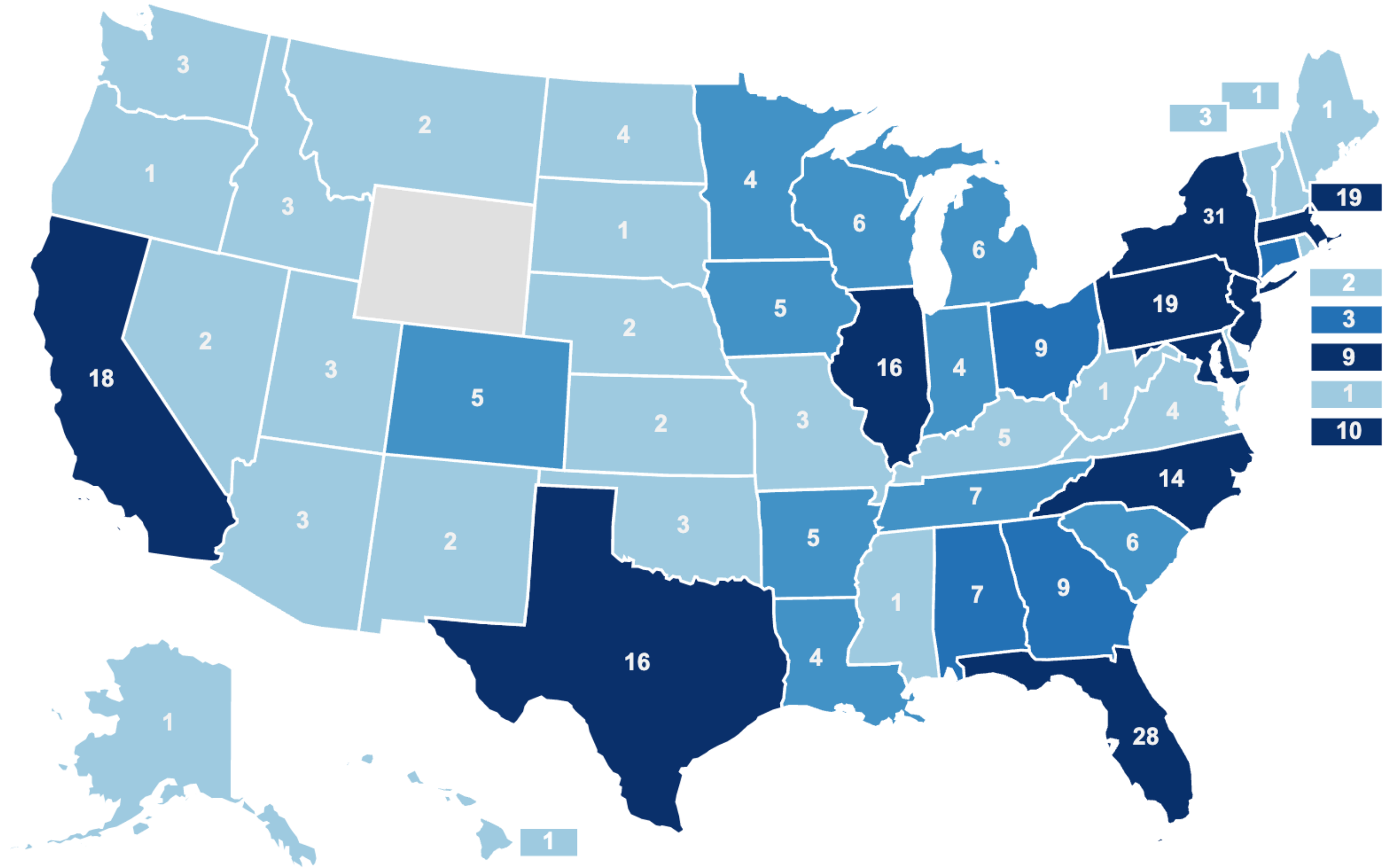## https://collegesearch.collegeboard.org/home

Think College:
College Search

https://thinkcollege.net/college-search

CHECK IT OUT

NUMBER OF PROGRAMS

| 0 | 1-3 | 4-6 | 7-9 | 10+ |

RiverHawks Scholar Program
Northeastern State University
TAHLEQUAH, OK

Northeastern State University's RiverHawks Scholar Program is the first comprehensive, inclusive program in Oklahoma for young adults with intellectual or developmental disabilities. The program is the first program to be funded by LeadLearnLive, a non-profit organization with the mission to bring post-secondary programs to Oklahoma for these students. The program is a four-year certificate program. This flagship program for Oklahoma provides... Read more

Address	RiverHawks Scholar Program 600 N. Grand Avenue Bagley Hall 239 Tahlequah, OK 74464
Phone	918-444-3711
Web	https://academics.nsuok.edu/continuingeducation/RiverHawks-Scholar-Program
Contact	Justin Chase
Email	chase04@nsuok.edu

❤ SAVE　　🔍 QUICK LOOK

Sooner Works
University of Oklahoma
NORMAN, OK

The University of Oklahoma's Sooner Works is a comprehensive integrated program for students with an intellectual or developmental disability who desire a postsecondary experience on a college campus. The program is a four-year certificate program offering a college experience to prepare participants for competitive employment and independent living through a combination of coursework and career exploration. Sooner Works students live on campus... Read more

Address	Sooner Works 338 Cate Center Drive, Room 160 Norman, OK 73019
Phone	405-325-4543
Web	http://www.ou.edu/education/centers-and-partnerships/zarrow/sooner-works
Contact	Mindy Lingo
Email	soonerworks@ou.edu

❤ SAVE　　🔍 QUICK LOOK

UNT ELEVAR
University of North Texas
DENTON, TX

UNT ELEVAR (Empower, Learn, Excel, enVision, Advance, Rise) is a four-year inclusive postsecondary education program for students with intellectual disabilities (ID). Following the definition of the program's name, ELEVAR [lift, soar, rise, in Spanish], the program's vision is to empower young adults with ID who wish to continue postsecondary education (PSE) to become self-determined, independent, and healthy adults readied for integrated... Read more

Address	UNT ELEVAR 1155 Union Circle #311335 Denton, TX 76203-5017
Phone	940-891-6800
Web	https://elevar.unt.edu
Contact	Brenda L. Barrio, Ph.D.
Email	elevar@unt.edu

❤ SAVE　　🔍 QUICK LOOK

VAST Academy
Houston Community College
HOUSTON, TX

VAST Academy provides post-secondary transition programs and comprehensive support services, which lead to meaningful credentials, employment and independence for students with intellectual and developmentally disabilities. Opportunities include vocational certificates, pre-college and freshman success bridge courses, career readiness credentials, internships and employment assistance offered through an inclusive, relevant and affordable avenue. Read more

Address	VAST Academy 1301 Alabama, 101b Houston, TX 77004
Phone	713.718.6833
Web	https://www.hccs.edu/continuing-education/departments/hcc-vast-academy/
Contact	Sue Moraska
Email	sue.moraska@hccs.edu

❤ SAVE　　🔍 QUICK LOOK

Your Turn:
1. How many programs are within a 3 hour drive of your location.
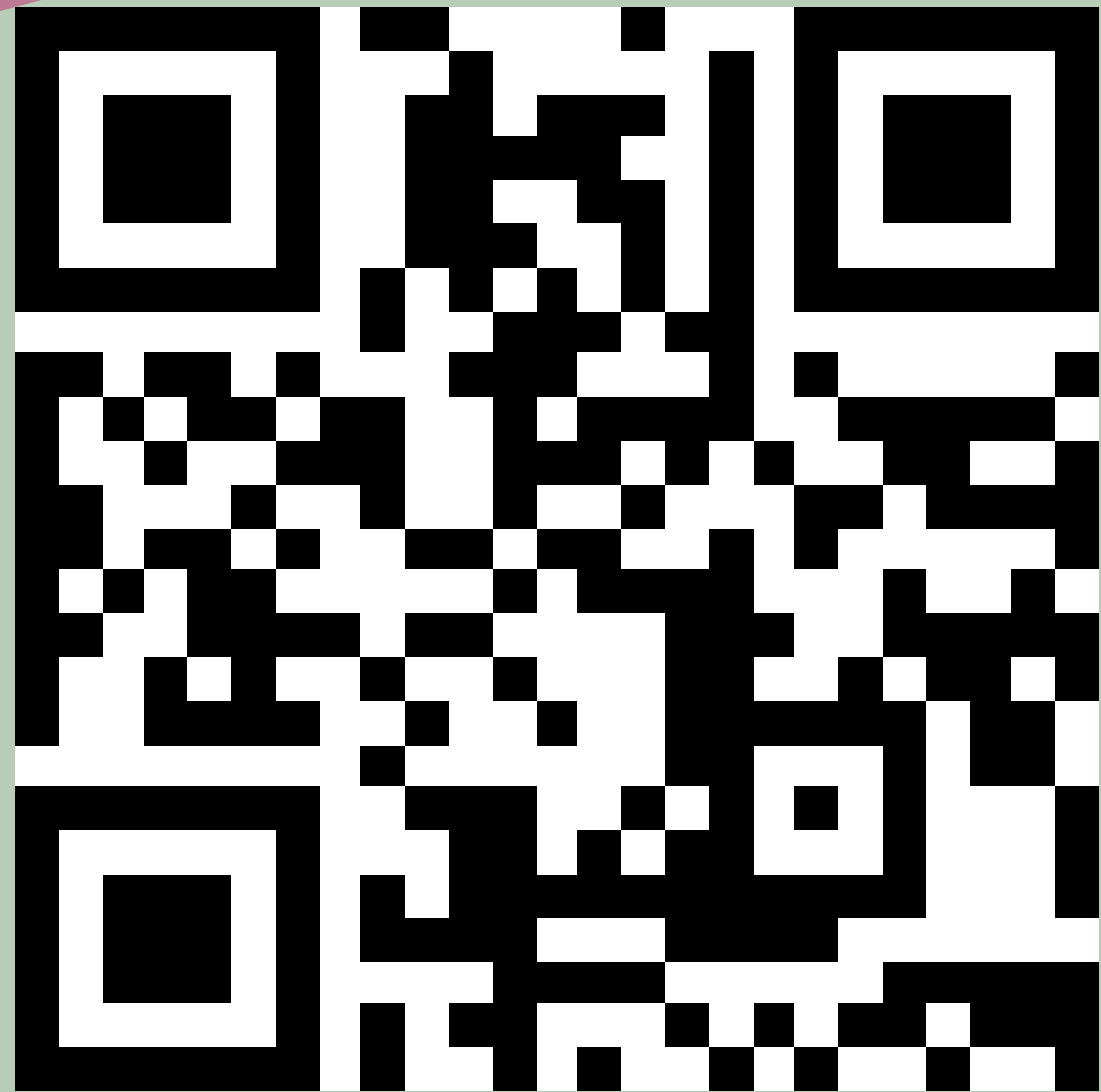2. Locate the two closest programs
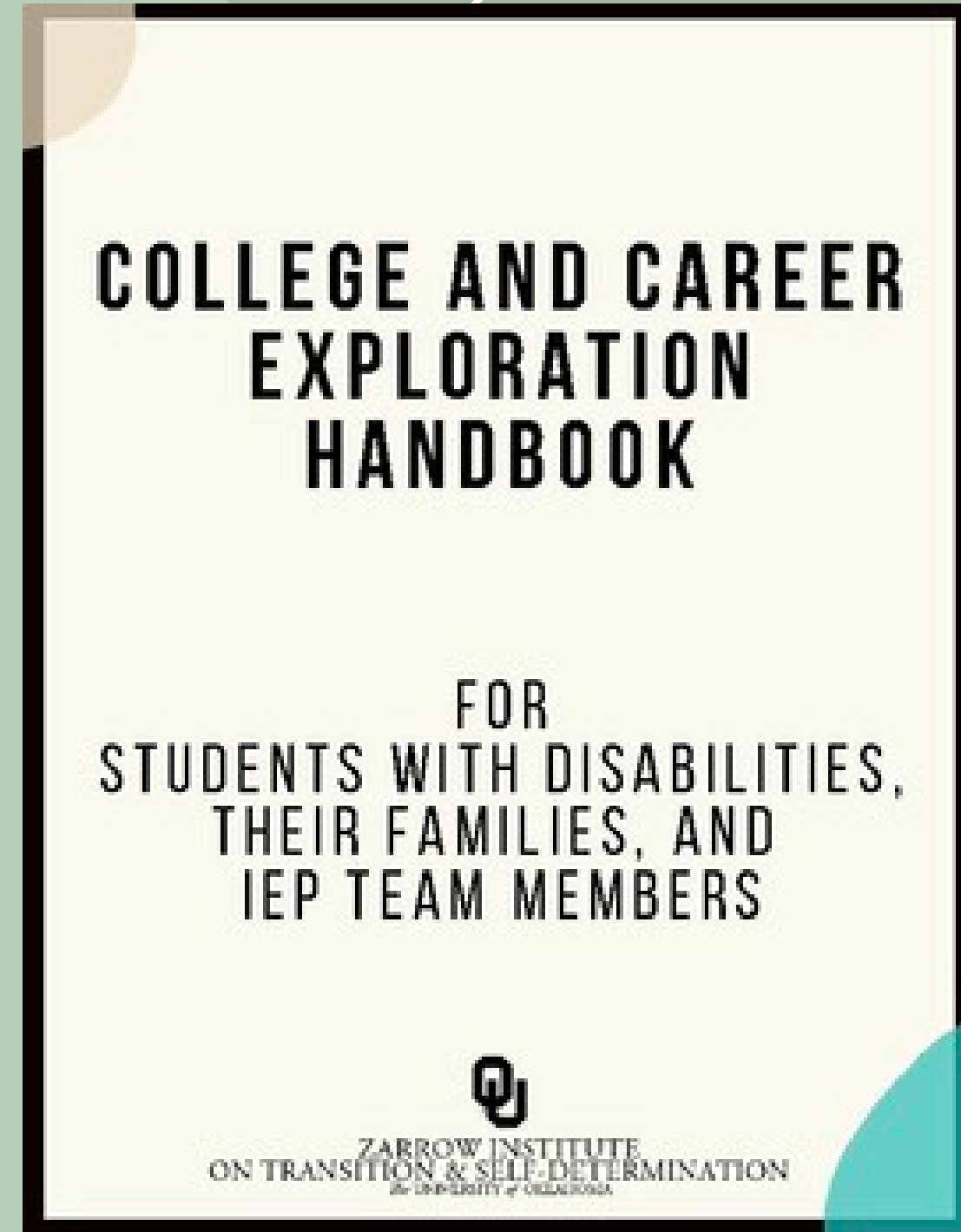3. Determine who you could share this with

https://thinkcollege.net/college-search

College & Career Exploration Handbook

FREE

https://tinyurl.com/CCRToolkit23

COLLEGE AND CAREER EXPLORATION HANDBOOK

FOR
STUDENTS WITH DISABILITIES,
THEIR FAMILIES, AND
IEP TEAM MEMBERS

OU

ZARROW INSTITUTE
ON TRANSITION & SELF-DETERMINATION
The UNIVERSITY of OKLAHOMA

COLLEGE & CAREER EXPLORATION TOOLS

O*NET MY NEXT MOVE
- RIASEC Career Theory
- Exploration facilitated through videos, information sheets, and suggested career choices

CAREER ONE-STOP
- RIASEC Career Theory
- Exploration is facilitated through videos in high-interest career areas.

PULOS CAREER AWARENESS AND EXPLORATION TOOLKIT (P-CAET)
- Uses both RIASEC and 16 career clusters to bundle career interests
- Teacher-made presentation which creates a one-stop-shop
- Entry level careers only

STEM CAREER COALITION
- Careers in the Science, Technology, Engineering, and Mathematics areas
- Exploration facilitated through high quality videos, student activation sheets, career profiles
- Diverse perspectives

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The UNIVERSITY of OKLAHOMA

O*NET MY NEXT MOVE

Individuals aged 14+ with or without disabilities.

Type of Career Inventory:
RIASEC

Online Version:
Available in English & Spanish

Paper/Pencil Version:
Available in English, Spanish, Vietnamese, Traditional Chinese & Simplified Chinese

Produces Information for:
Postsecondary Goals
Annual Goals
Course of Study
Transition Services
Coordinated Activities

## How is exploration facilitated?
After completing the ONET Interest Profiler, the RIASEC score, and preferences of Job Zone Experience are used to explore careers that fit within the interest and preparation level.

OR

Exploration can begin by searching through all careers by selecting keywords or browsing careers in specific industries.

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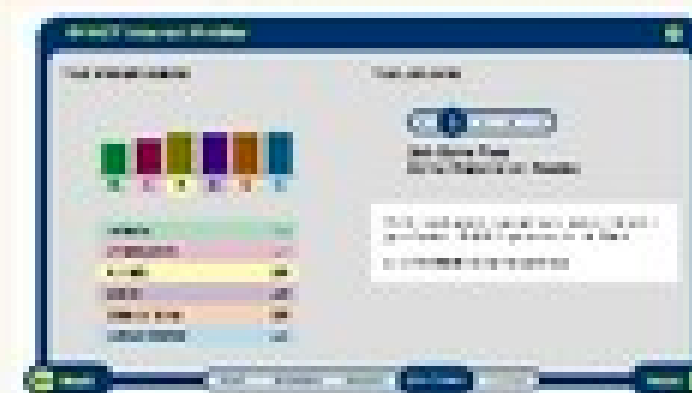
Things to Consider...

Culture
- Making decisions as a family
- POSSIBILITIES

Accessibility
- Accommodations
- Visual and Audiovisual Supports
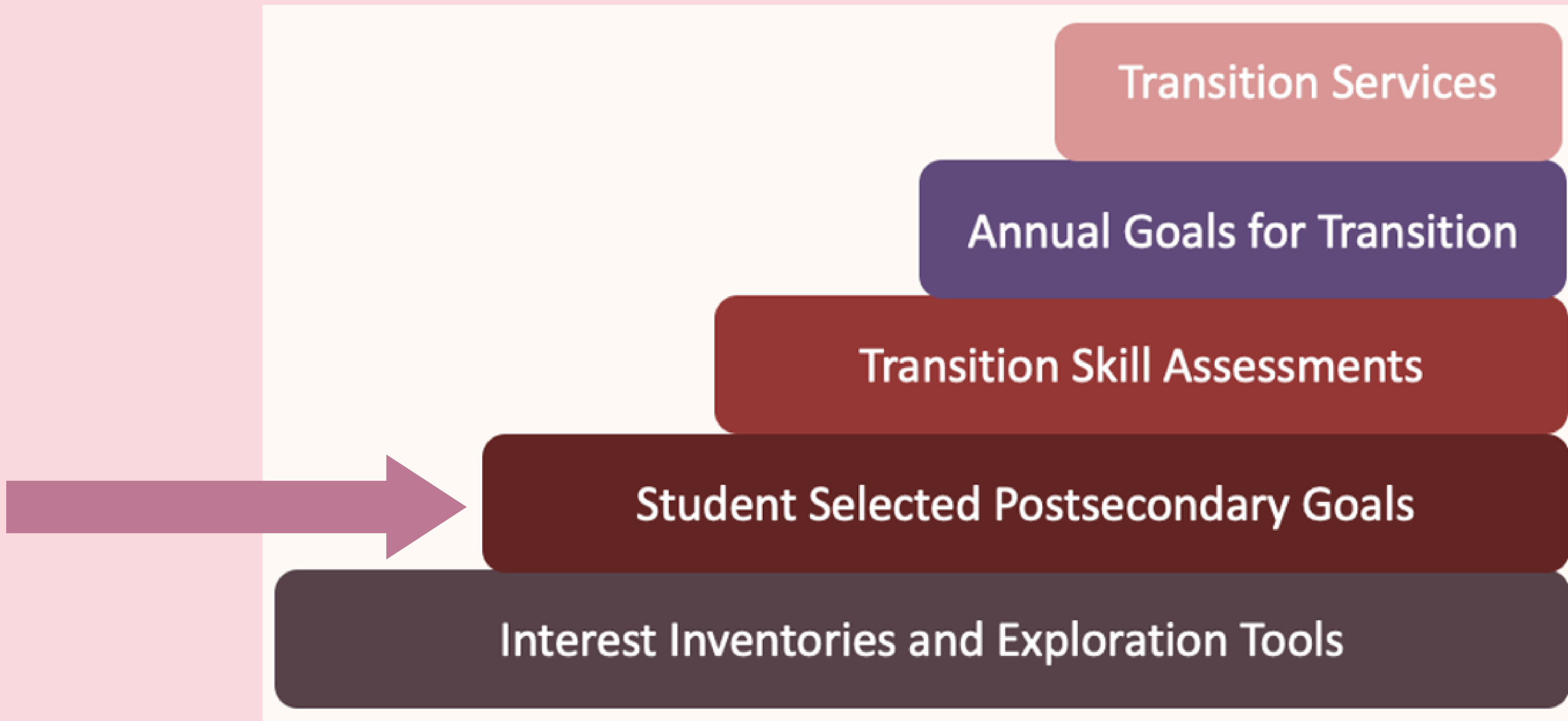- Formatting

Disability Impact
- Level of Skill
- Strengths-Based

TIME FOR A
BREAK

Exploration Tools and Interest Inventories Lead to Developing Postsecondary Goals

Transition Services

Annual Goals for Transition

Transition Skill Assessments

Student Selected Postsecondary Goals

Interest Inventories and Exploration Tools

Postsecondary Goals

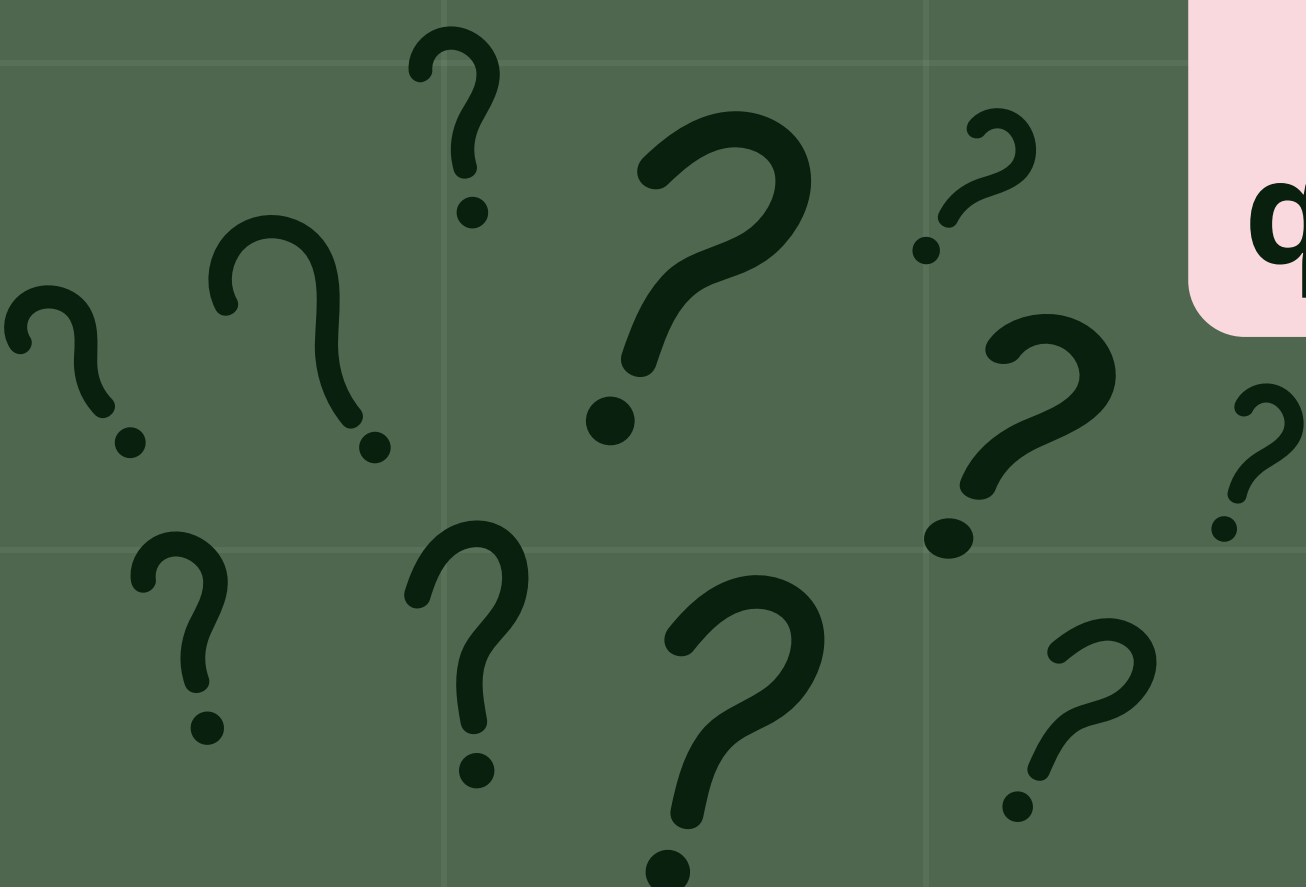Using the interest inventories and other exploration tools, students can create their postsecondary goals.

Postsecondary Goals

Answer these questions:

Where do I want to **live** after high school?

Where do I want to **work** after high school?

Where do I want to **learn** after high school?

What to do with Postsecondary Goals???

They may change...and that's OK!

Must be updated annually.

Keep this in mind when helping the student create their postsecondary goals.

Postsecondary Education Options

- 2-year College
- Community College/ Jr. College
- Technical College
- 4-year University
- Private/Public
- Local, in-state, out-of-state

- Postsecondary education environments for students with disabilities (Think College, Sooner Works!)
- On the job training
- Apprenticeship
- Adult education classes
- Project Search (if after HS)
- Learning environments at group homes or assisted living facilities
- Community experiences/learning experiences

Postsecondary Employment Options

- **How often?** Part time/Full Time
- **What type?** Competitive, sub-minimum, volunteer, entrepreneurial, community integration/participation
- **Career Type?** Area of interest, based upon preferences
- **Supports Needed?** Vocational Rehab, Job Coach, Paid Co-Worker, Assistive Technology
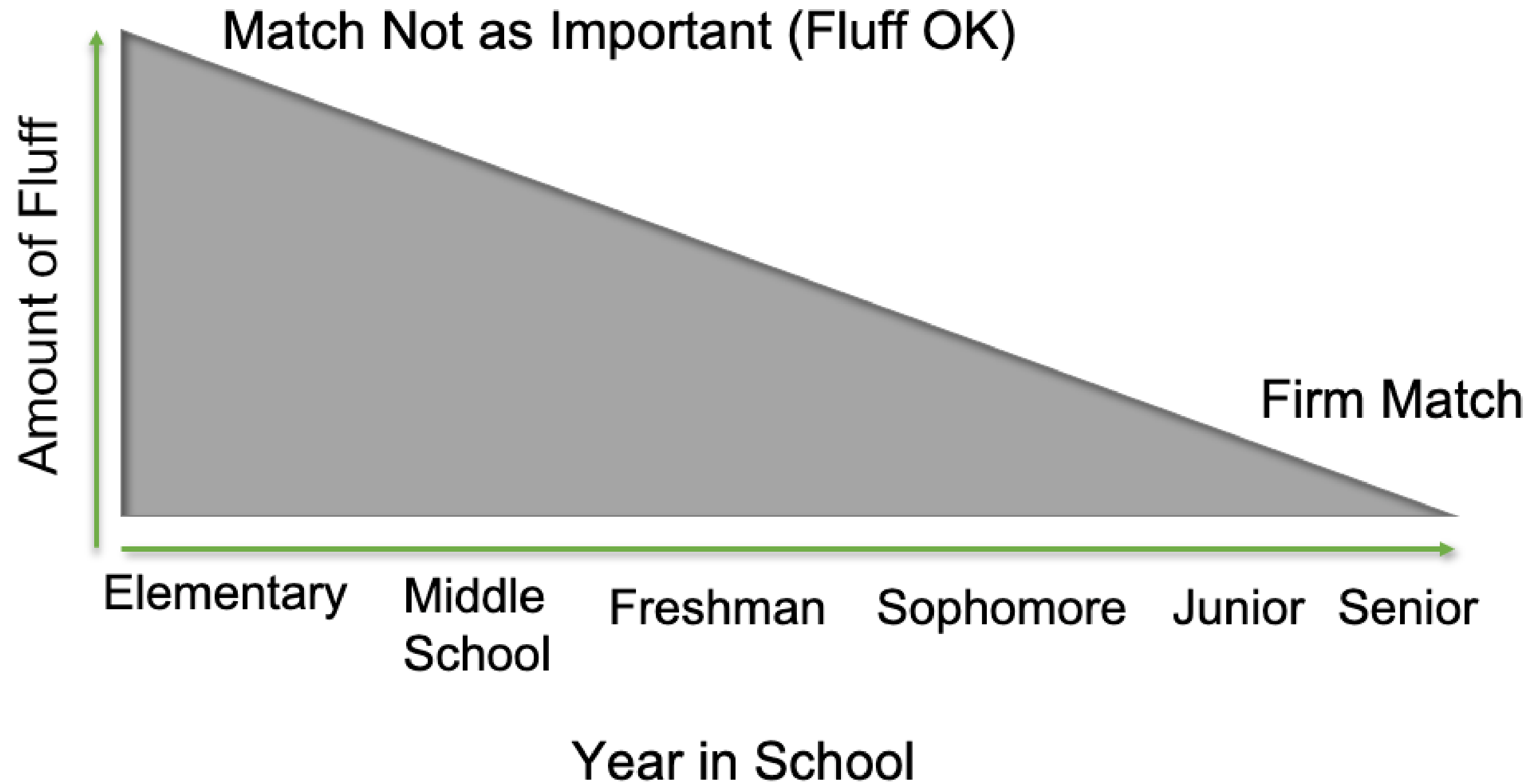- **Location?**

Independent Living Options

- **At home with parents:** At home with parents as independently as possible, With what supports (medical, care givers)
- **With roommates:** With roommates in the dorm, With roommates in a house or apartment
- **In the Dorms:** With or without roommates
- **Group homes:** Level of support given
- **Assisted or Independent Living facility:** Level of independence or support given
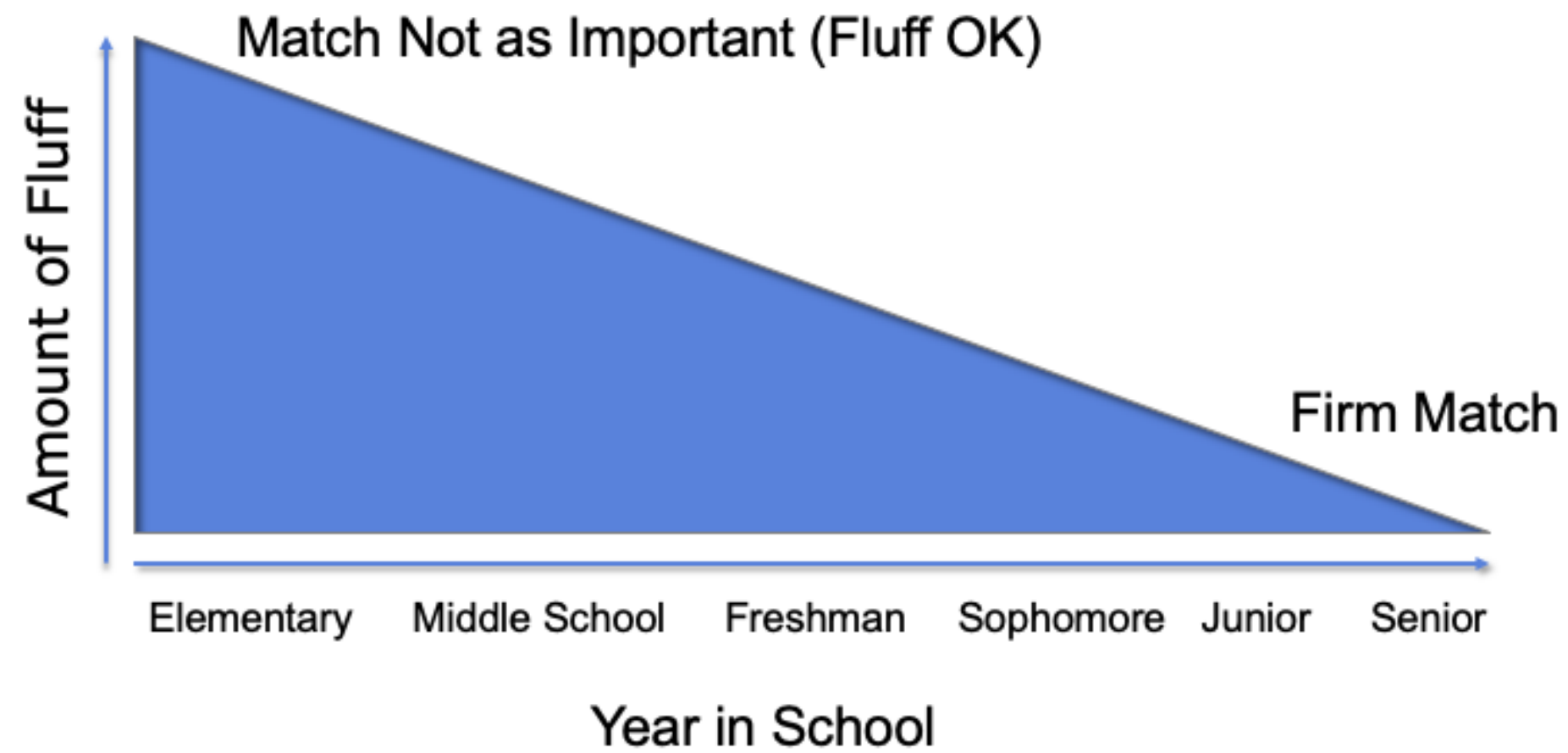
Indicator 13 Requirements (Q 1, 2, 3)

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N

Can the goals be counted?
Will the goals occur *after* the student graduates from school?
Based on the information available about this student, do the postsecondary goals seem appropriate for this student?
- If *yes* to all three guiding questions, then circle Y OR if a postsecondary goal is *not* stated, circle N

2. Are the postsecondary goals updated annually?	Y N

Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP?
- If *yes*, then circle Y OR if the postsecondary goals were *not* updated with the current IEP, circle N

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N

Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?
- If *yes,* then circle Y OR if *no*, then circle N

Postsecondary Goal *Fluff* Scale

Match Not as Important (Fluff OK)

Firm Match

Amount of Fluff

Elementary Middle School Freshman Sophomore Junior Senior

Year in School

Match Not as Important (Fluff OK)

Amount of Fluff

Firm Match

Elementary   Middle School   Freshman   Sophomore   Junior   Senior

Year in School

Examples:
What do you think?

1. **After graduating from high school, I will attend a local four-year university.**
2. **After graduating from high school, I will attend OSU and major in biology.**
3. **After graduating from high school, I will attend a two- or four-year college.**

Employment: Right After High school or After college

After high school, I will work as an engineer.

After high school, I be employed as an elementary teacher.

After high school, I will become a travel agent.

After high school, I will work in a science-related career (hospital, research lab, fish hatchery).

After high school, I will work in a daycare part-time while I attend College.

After high school, I will intern at Expedia.

Non-Examples of Postsecondary Goals for SpongeBob

- SpongeBob will obtain all credits necessary to graduate high school.

- SpongeBob will fill out job applications to get a job after high school.

- SpongeBob will receive a B in his English Language Arts class.

- SpongeBob will take a career clusters transition assessment to help him narrow down his top three choices.

Example or Non-Example

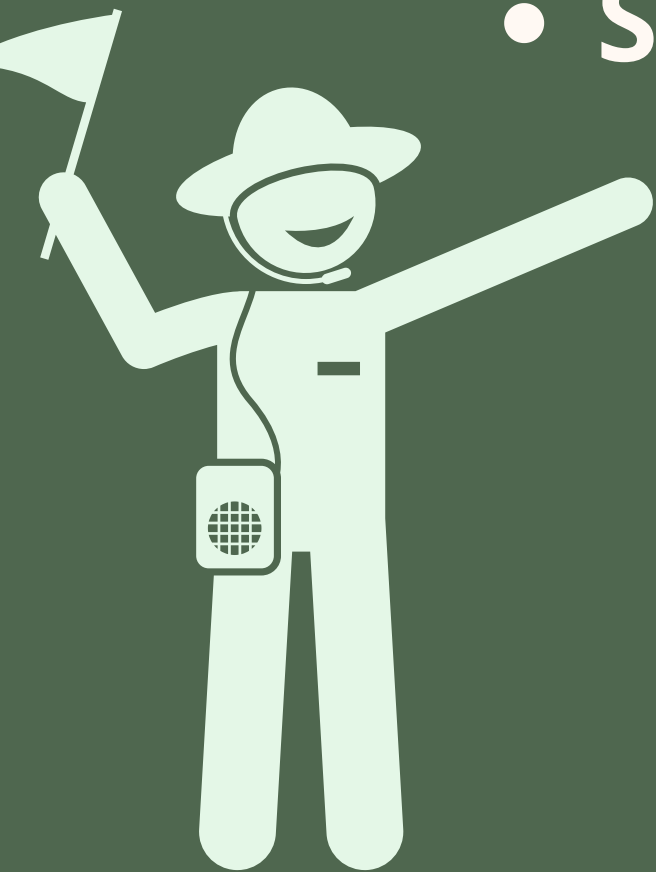## After graduating from high school, I will apply for college.

- **Share Out!**
  - ○ **Yes/Thumbs Up: example**
  - ○ **No/Thumbs Down: not an example**

Example or Non-Example

After graduating from high school, I will work part-time at an on campus as a tour guide while I attend college.
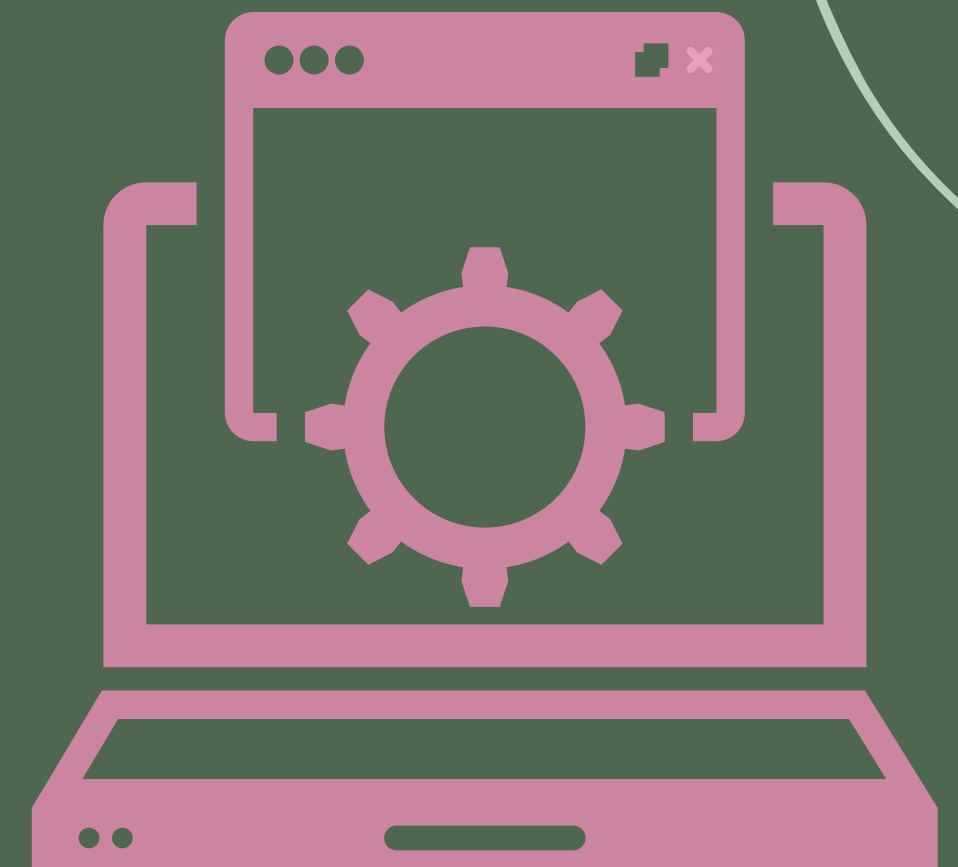
- **Share Out!**
  - **Yes/Thumbs Up: example**
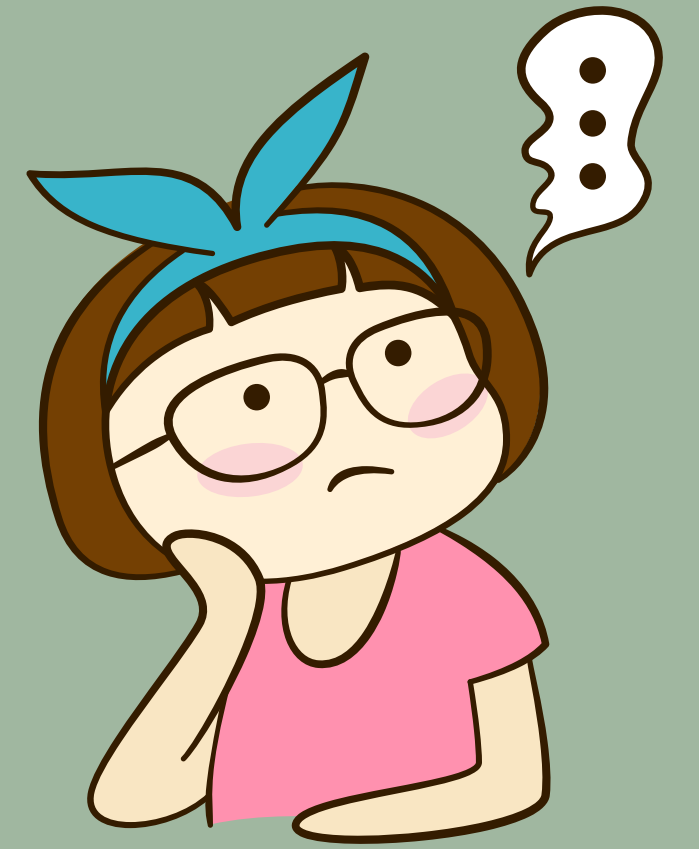 - **No/Thumbs Down: not an example**

Example or Non-Example

After graduating from high school, I will apply for three jobs in my career area of choice.

- **Share Out!**
  - **Yes/Thumbs Up: example**
  - **No/Thumbs Down: not an example**
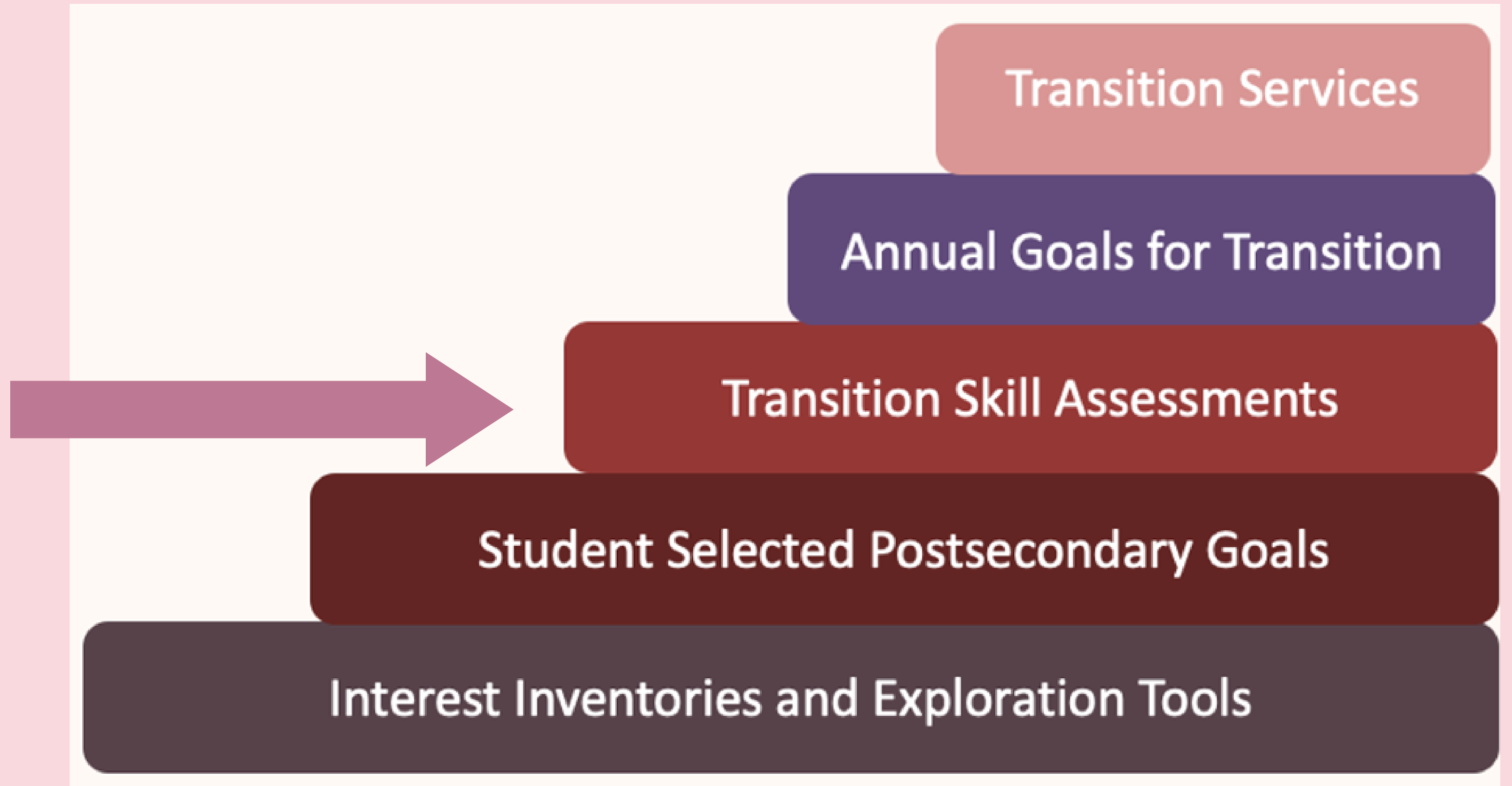
Think and Share: Self-Reflection

1. Reflect on the last transition plans you wrote. Were the postsecondary goals you created compliant? Were they quality?

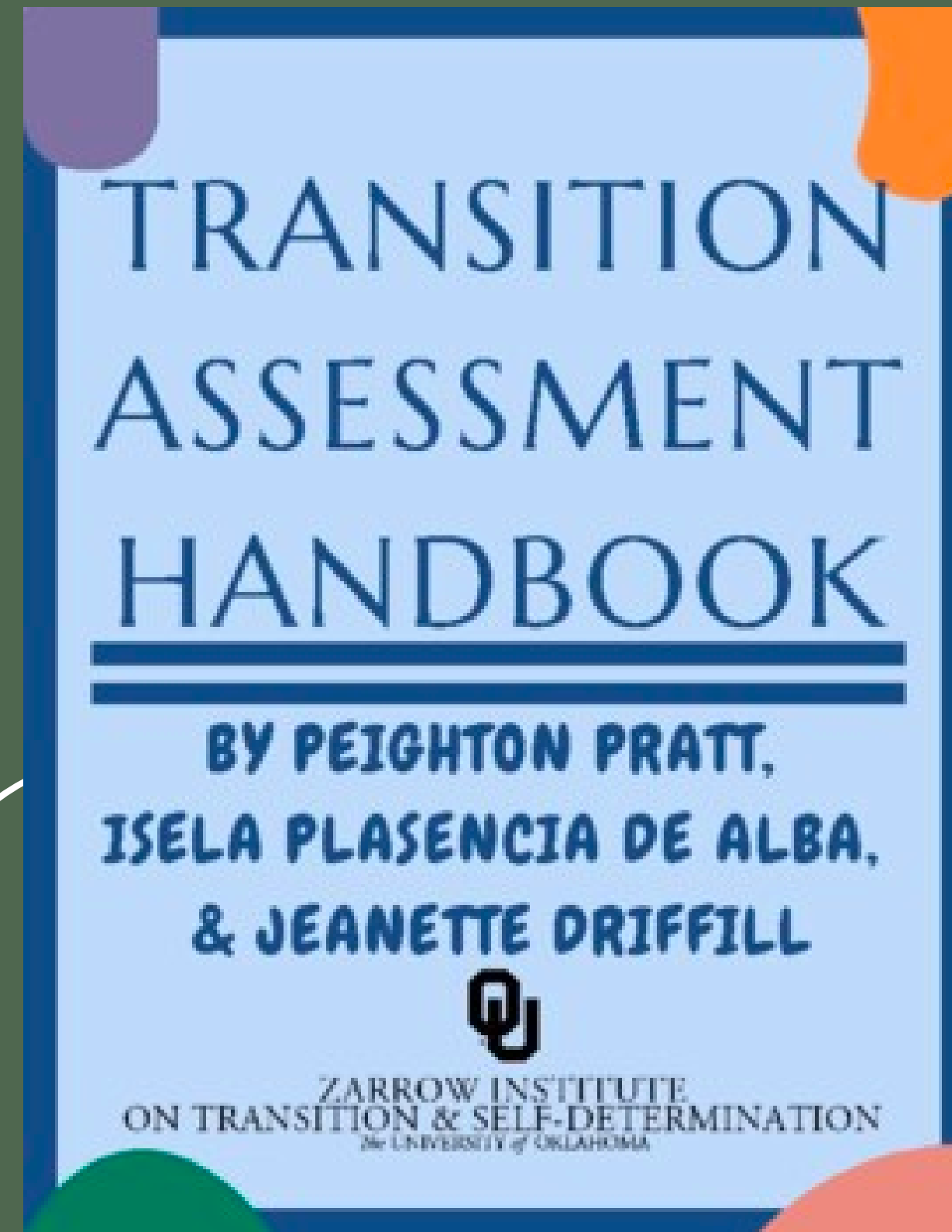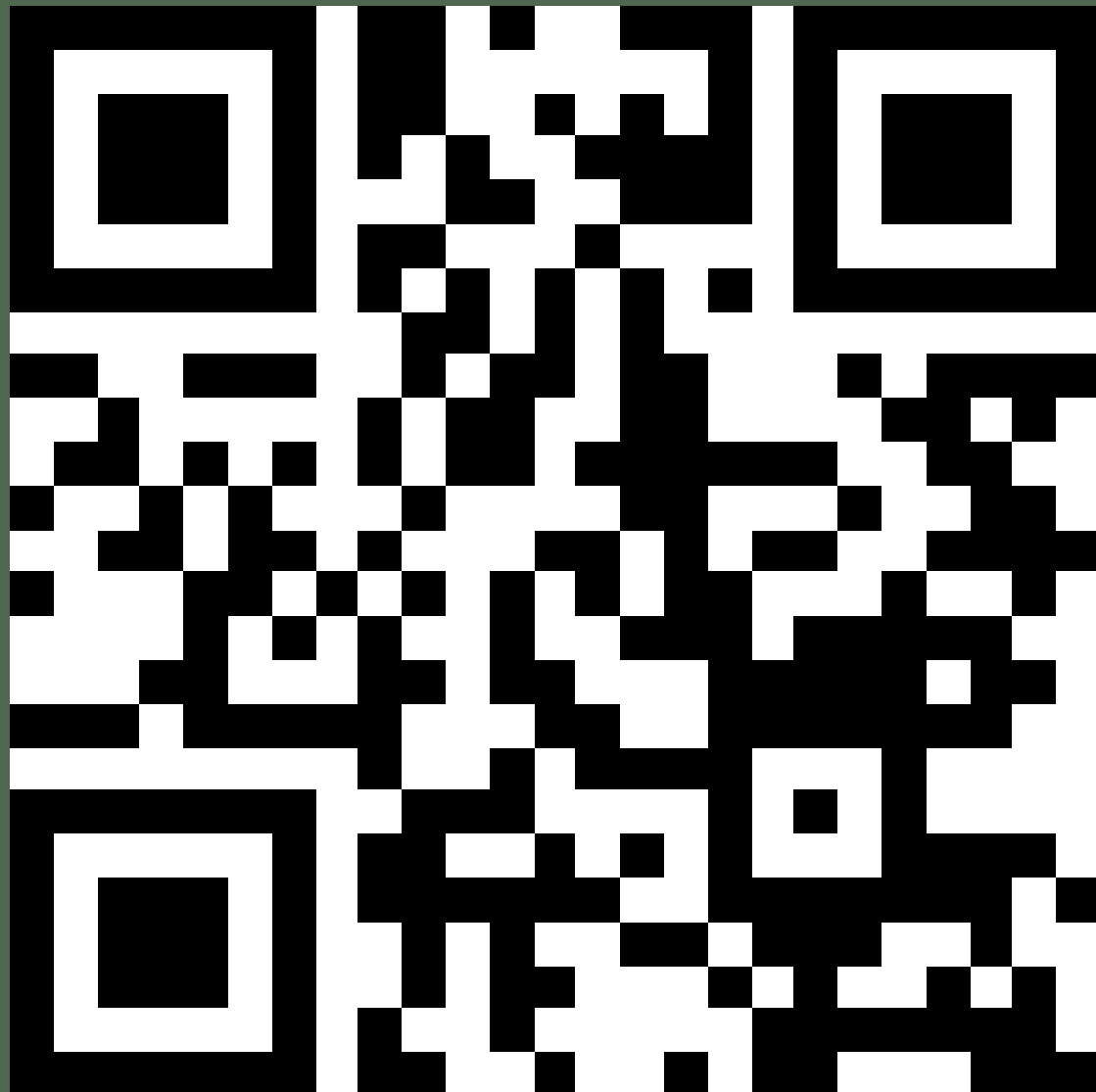2. Determine one way you can improve the postsecondary goals for future plans.

SHARE!

Taking the Next Step

Transition Services

Annual Goals for Transition

Transition Skill Assessments

Student Selected Postsecondary Goals

Interest Inventories and Exploration Tools

Transition Assessment Handbook

TRANSITION ASSESSMENT HANDBOOK

BY PEIGHTON PRATT,
ISELA PLASENCIA DE ALBA,
& JEANETTE DRIFFILL

OU

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https://tinyurl.com/TAHandbook23

FORMAL ASSESSMENTS

- Adaptive Behavior Evaluation Scale (ABES)
- AIR Self-Determination Scale
- ARC Self-Determination Scale
- Duckworth's Grit Scale
- O*NET Interest Profiler
- Picture Interest Career Survey (PICS)
- Self-Determination Inventory (SDI)
- Self-Directed Search (SDS)
- Transition Assessment and Goal Generator (TAGG)
- Transition Behavior Scale (TBS)
- Transition Planning Inventory-3 (TPI-3)

ADAPTIVE BEHAVIOR EVALUATION SCALE (ABES)

- Formal
- Cost: $238 for a package of 25
- Type of Assessment: Skills Assessment
- Target Area(s) of Interest: Independent Living and Adaptive Behavior Skills
- Population: Individuals aged 4 to 12 or 13 to 18 with mild to moderate disabilities
- Length: 20 to 30 minutes
- Paper/Pencil Assessment
- Available in English
- tinyurl.com/ABES4to12
- tinyurl.com/ABES13to18

Transition Assessments: Skills and Abilities

Transition skill assessments identify strengths, needs, and abilities.

- These assessments are crucial when developing appropriate annual transition goals.
- Use the <u>needs</u> identified in the transition assessments to build the next step—annual transition goals.

Developing Annual Goals
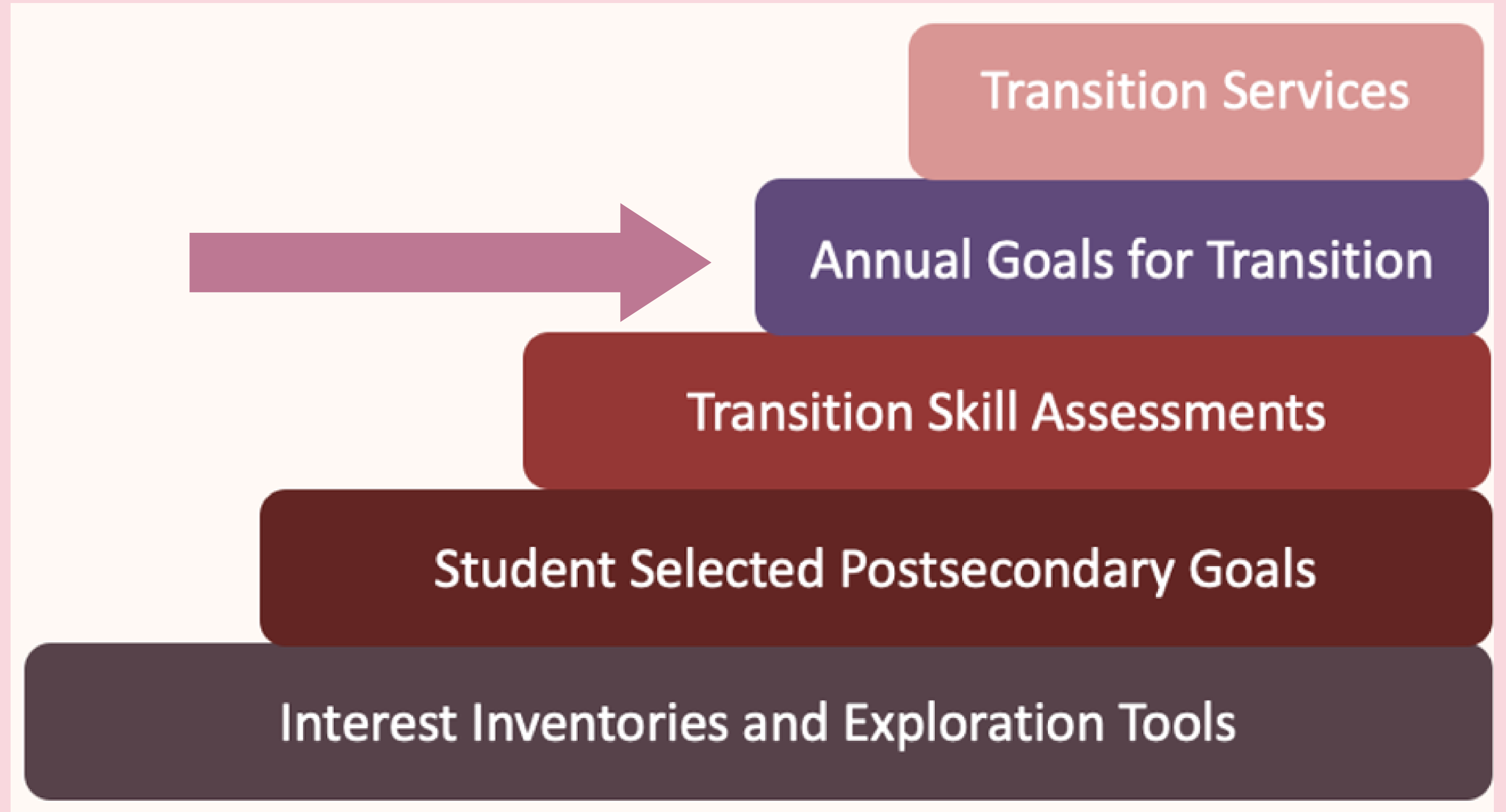
Annual Transition Goals:

One annual transition goal for every postsecondary goal (AT LEAST 1).

Annual Transition Goals Suggestions

MUST FOLLOW SMART GUIDELINES

PROCESSES RATHER THAN ONE-SHOT ACTIVITIES

Indicator 13 Requirements (Question 6)

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If *yes*, then circle Y OR if *no*, then circle N	

Condition-Behavior-Criterion

A **measurable goal** includes the behavior or skill that can be measured at periodic intervals against some criterion of success.

When, How, With what? (Condition)
With Prompts, instruction, during class/work/home, utilizing what resources

Specific Behavior (Behavior)
Avoid vague statements like "act appropriately" "write coherently" "verbally express"

To what degree? (Criterion)
Duration (how long, how often), degree of accuracy, number of trials, frequency

Write an Annual Transition Goal for Education/Training

(Student) will

Condition		Behavior	Criterion

Postsecondary Goals vs. Annual Transition Goals

POST MEANS AFTER HIGH SCHOOL

- Need to be measurable only (LEARN, WORK, LIVE)
  - After graduating from high school, SpongeBob will attend a 2-year college to obtain an associate's degree in tourism.

ANNUAL TRANSITION GOALS ARE THE SAME AS ANNUAL IEP GOALS

- NEED to be SMART goals
  - After a disability awareness unit, SpongeBob will create a one-page document explaining his strengths and limitations with 100% accuracy as noted in content and grammar.

Example or Non-Example?

A. When using the oven, fryer, and mixer in the kitchen, SpongeBob will follow safety rules, turn off equipment, and put away equipment in proper storage place with 100% accuracy as noted on a checklist.

B. In class, SpongeBob will fill out job applications to find a job.

C. While cooking a meal, SpongeBob will follow the 2-3 step directions without assistance with 100% accuracy.

D. Without assistance, SpongeBob will fill out (3) job applications with 100% accuracy.
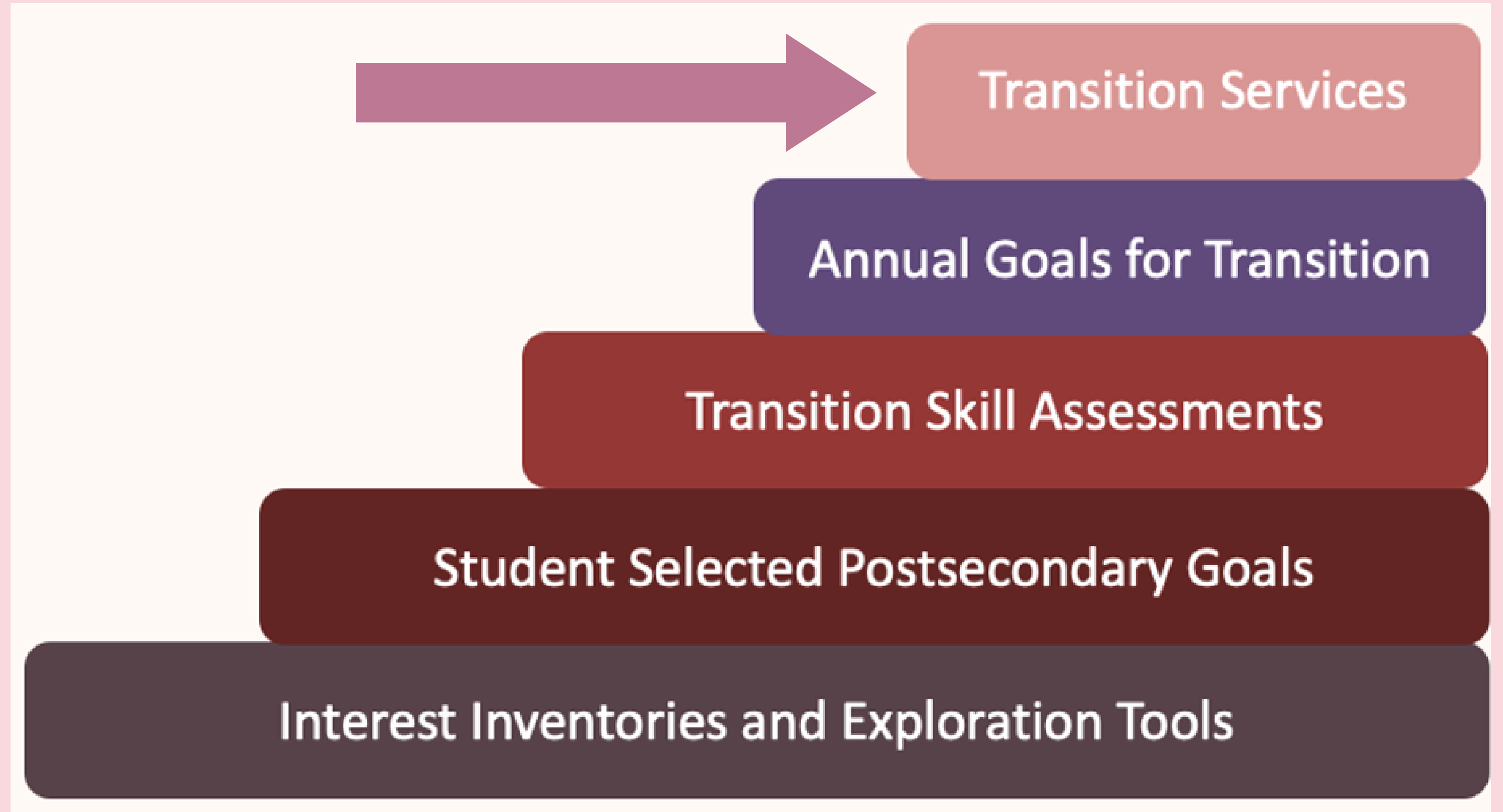
Example or Non-Example?

After instruction in goal setting, the student will document each of their transition goals, chart/graph progress on each of their goals once a week, and acknowledge the completion of goals with their case manager as noted on a checklist, by the end of the semester.

Example or Non-Example?

Given a list of 10 challenging situations, the student will identify and describe a specific support person who could help in each situation with 100% accuracy, by the end of the semester.

Transition Services AKA Coordinated Activities

Transition Services

Annual Goals for Transition

Transition Skill Assessments

Student Selected Postsecondary Goals

Interest Inventories and Exploration Tools

Coordinated Activities or Transition Services

Learning opportunities created to help students meet annual transition and postsecondary goals.

What does IDEA 2004 say about transition services?

TRANSITION SERVICES MEANS A COORDINATED SET OF ACTIVITIES FOR A CHILD WITH A DISABILITY THAT—

- is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Indicator 13 Requirements (Q 4 and 5)

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N

Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation*

- If *yes*, then circle Y OR if *no*, then circle N

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N

Do the transition services include courses of study that align with the student's postsecondary goals?

- If *yes*, then circle Y OR if *no*, then circle N

Coordinated Set of Needed Activities/Strategies
Examples

Instruction
Community Experiences
Employment
Related Services
Post School and Adult Living Skills
Acquisition of Daily Living Skills
Functional Vocational Assessment

CHECK IT OUT

https://tinyurl.com/CoorActivities

Transition SERVICES

- **Coursework** (special education electives, courses related to postsecondary goals, CTE, dual credit, AP courses)
- **Special Education Services** (resource, lab classes, direct instruction, co-taught classes)
- **Related Services** (OT, PT, Speech, Mobility, AT)
- **Instruction** in self-advocacy, disability awareness, involvement in the IEP, interviewing skills, employability skills, life skills, money management, etc.
- **Prep Courses** (ACT/SAT, drivers ed)
- **Online Modules or Courses** (HarvardX, Microsoft Learn)

Special Education Coursework And Electives

- **Creation of coursework designed and dedicated to building transition skills**
  - Authentic Settings
  - ESY programs
  - Electives
  - Work Study Programming
  - Supports through job coaches & related service providers

FREE

Online Courses as Transition Services

USING ONLINE COURSES AS TRANSITION SERVICES

ZARROW INSTITUTE ON TRANSITION & SELF-DETERMINATION
The UNIVERSITY *of* OKLAHOMA

HARVARDX UNIVERSITY

Browse online courses from Harvard University in a variety of subjects. Courses can be audited for free or students can choose to obtain a verified certificate for a small fee.

FACEBOOK BLUEPRINT

Explore 90 eLearning self-guided, free courses to help build advertising and marketing skills across Meta Business Social Media Platforms including Instagram.

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Access free online courses featuring key skills and tools from the knowledge and experience of successful entrepreneurs around the world on how to start and run your own business.

MICROSOFT LEARN

Utilize the free, online training platform that provides hands-on, interactive learning for Microsoft products and services with role-based trainings and learning paths.

HarvardX
Online Free Courses

https://tinyurl.com/TserviceHarvard

Justice

This introduction to moral and political philosophy is one of the most popular courses taught at Harvard College.

 Play Video

Estimated 12 weeks
3–6 hours per week

Self-paced
Progress at your own speed

Free
Optional upgrade available

Choose your session:

490,379 already enrolled! After a course session ends, it will be archived.

Starts Feb 23
Ends Apr 29

Enroll

Starts Feb 23
Ends Oct 23

Enroll

CS50's Introduction to Game Development

Learn about the development of 2D and 3D interactive games in this hands-on course, as you explore the design of games such as Super Mario Bros., Pokémon, Angry Birds, and more.

Estimated 12 weeks
6–9 hours per week

Self-paced
Progress at your own speed

Free
Optional upgrade available

There is one session available:

479,526 already enrolled! After a course session ends, it will be archived.

Starts Feb 23
Ends Dec 30

Enroll

Microsoft Learn

https://tinyurl.com/TServiceMicrosoft

Browse through the learning options and share out something interesting you find!

Learn   Products ⌄   Roles ⌄   Educator Center ⌄   Learn TV   Certifications ⌄   FAQ & Help

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Explore Certifications

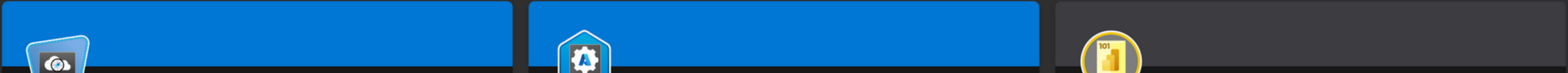LEARN TV
Watch live and recorded events
View streaming technical content about Microsoft products from the experts that build and use it every day.

Start watching now

Popular learning paths and modules

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https://tinyurl.com/TServiceShopify

Facebook Blueprint
AKA
Meta BluePrint

https://www.facebook.com/business/learn

Free online courses

Explore fast, free, self-guided courses to help build your marketing skills across Facebook, Instagram, Messenger and WhatsApp.

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Learning programs

Find the training, courses and certifications most relevant to you.

→ Learn more

Meta Certification

Set yourself apart in digital marketing.

→ Learn more

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ONLINE COURSES AS TRANSITION SERVICES

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The UNIVERSITY of OKLAHOMA

SHOPIFY LEARN

FACEBOOK BLUEPRINT

Here is a copy of this one-pager for your own use!

https://tinyurl.com/OnlineCourses1Pager

DOWNLOAD
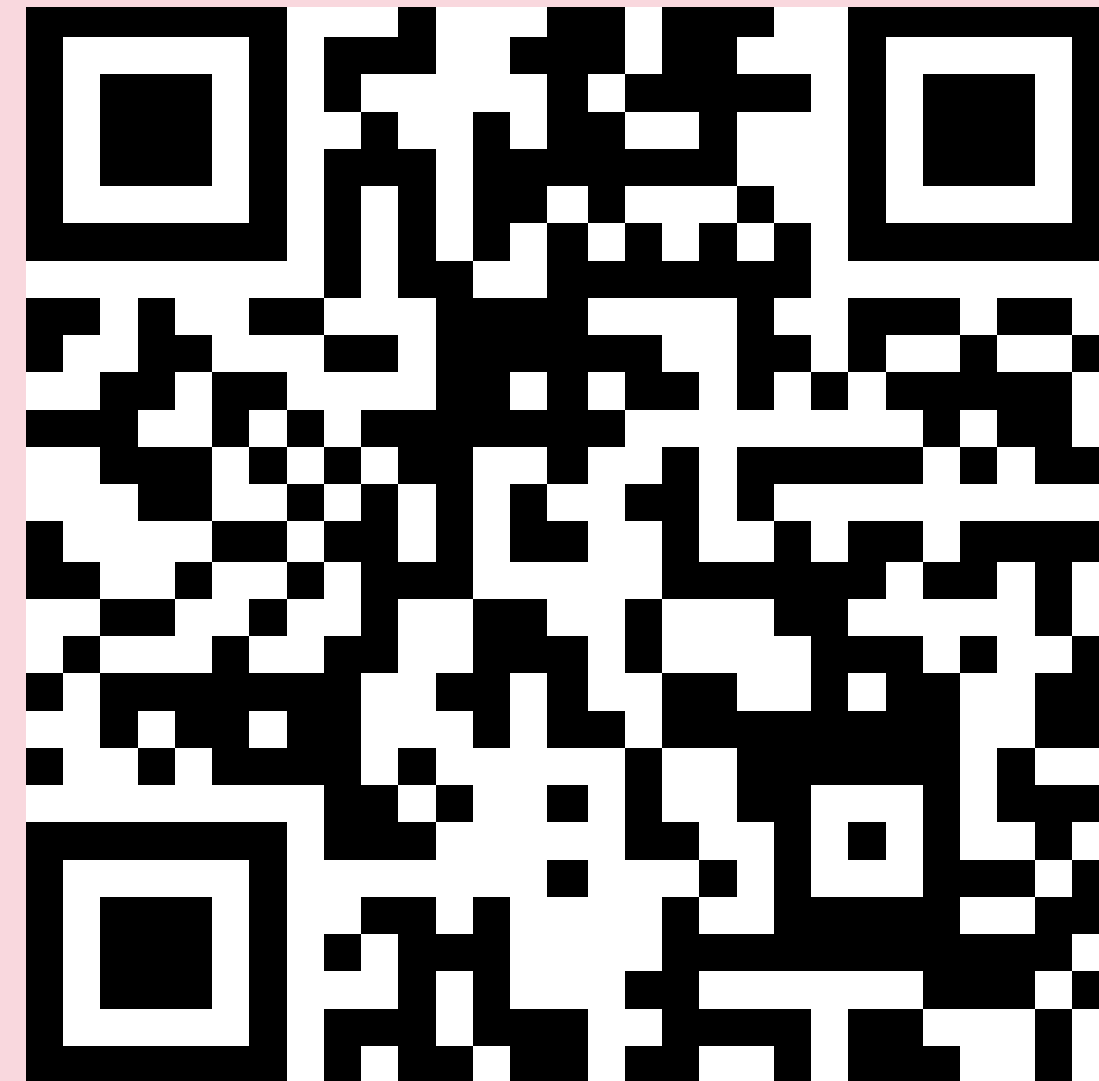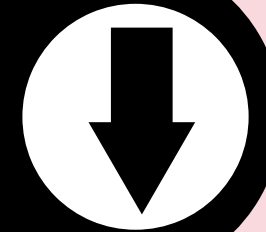
Example vs. Non-Example
Which is which?

1. **SpongeBob will fill out 3 job applications without assistance**
2. **SpongeBob will follow 2-3 step directions at home, school, and in the community with 100% accuracy.**
3. **SpongeBob will attend a job fair.**
4. **SpongeBob will follow safety rules in the kitchen.**

Share Out!
Yes/Thumbs Up: example
No/Thumbs Down: not an example

Example vs. Non-Example
Which is which?

1. **Sponge Bob will participate in a mock job interview.**
2. **Sponge Bob will virtually tour three universities and schedule an appointment to tour one in person.**
3. **Sponge Bob will live as independently as possible.**
4. **Sponge Bob will take a career interest survey.**

Share Out!

Yes/Thumbs Up: example

No/Thumbs Down: not an example

TIME FOR A BREAK

Materials for Today's Presentation

The Grinch is a 15 year-old Sophomore at Whoville High. He qualifies for special education under the category of autism spectrum disorder.

The Grinch is on grade level in mathematics (10.3 grade level) and written expression (10.1 grade level). He is above grade level in word reading and reading comprehension (12.1 grade level).

The Grinch produces on-level work and completes grade-level tasks without prompting. He is not involved in the school or community at this time—and often does not interact with peers or adults.

The Grinch has expressed an interest in college and would like to work in a math-related field. He prefers to live alone after he graduates.

5-minute Quick Review of
The Grinch's Case Study

https://tinyurl.com/DearWickPratt

Present Levels: Strengths

STRENGTHS: ACADEMIC TESTS INDICATE THE GRINCH HAS STRENGTHS IN READING COMPREHENSION, WORD READING, MATHEMATICS, AND WRITTEN EXPRESSION.

Transition assessments identified strengths in executive functioning (Landmark), functional academics, home living, community use, health and safety, and work (ABES), and completing work tasks, traveling independently, and exhibiting stamina at work (ELSA).

Present Levels: Needs

- **<u>NEEDS</u>: THE ABES IDENTIFIED AREAS OF NEED IN SOCIAL, LEISURE, SELF-CARE, AND COMMUNICATION.**
- The ELSA identified self-help skills, and relations with peers/supervisors as weaknesses.
- The Landmark identified needs in motivation and confidence, self-advocacy, and self-understanding.

Present Levels: Interests & Preferences

- **Interests: Working in as a treasurer or controller OR tax revenue agent. Going to college and living independently after high school.**
- **Preferences: working alone, quiet space, secluded area, math-related fields, and dislikes holidays and the whole holiday season.**

Cultural Considerations
What might be important to the Grinch related to being a part of the "Who" society?

WHO SOCIETY
Productive Citizenship
Values employment
Family Time
Celebrates holidays as large family units and as a community
Makes decisions as a group

GRINCH CULTURE
Independence
Not a focus on holidays
Values "me-time" and creativity
Makes decisions as an individual

What is important to and FOR the Grinch?

Don't forget: Start at the bottom

Transition Services

Annual Goals for Transition

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Interest Inventories and Exploration Tools
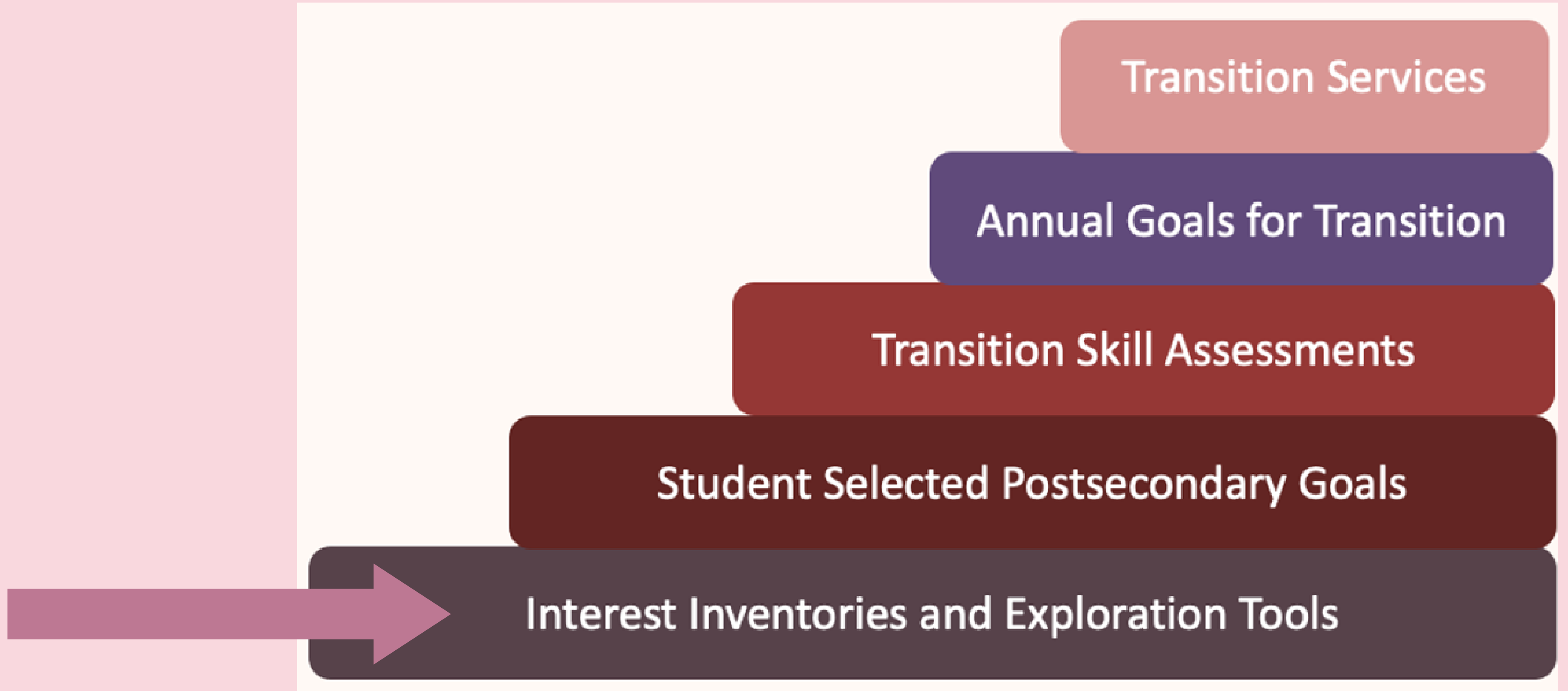
O*NET Identified Top Two Choices

Tax Examiners & Collectors, & Revenue Agents

Also called: Revenue Agent, Revenue Officer, Tax Examiner
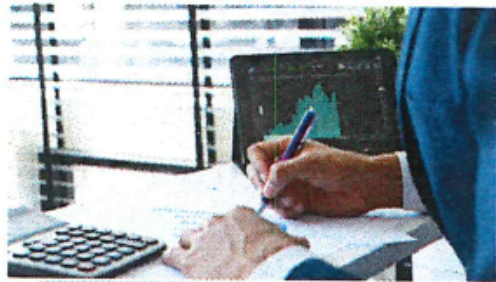
▶ Watch Career Video

What they do:
Determine tax liability or collect taxes from individuals or business firms according to prescribed laws and regulations.

On the job, you would:
- Collect taxes from individuals or businesses according to prescribed laws and regulations.
- Maintain knowledge of tax code changes, and of accounting procedures and theory to properly evaluate financial information.
- Maintain records for each case, including contacts, telephone numbers, and actions taken.

Treasurers & Controllers

Also called: Chief School Finance Officer, Controller, Finance Director, Treasurer

▶ Watch Career Video

What they do:
Direct financial activities, such as planning, procurement, and investments for all or part of an organization.

On the job, you would:
- Supervise employees performing financial reporting, accounting, billing, collections, payroll, and budgeting duties.
- Coordinate and direct the financial planning, budgeting, procurement, or investment activities of all or part of an organization.
- Develop internal control policies, guidelines, and procedures for activities such as budget administration, cash and credit management, and accounting.

The Grinch Reports...

- Wants to go to College
- Would like to work in math-related field
- Wants to move out and live alone

Exploration tools and Interest Inventories lead to developing Postsecondary Goals

Transition Services

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Interest Inventories and Exploration Tools
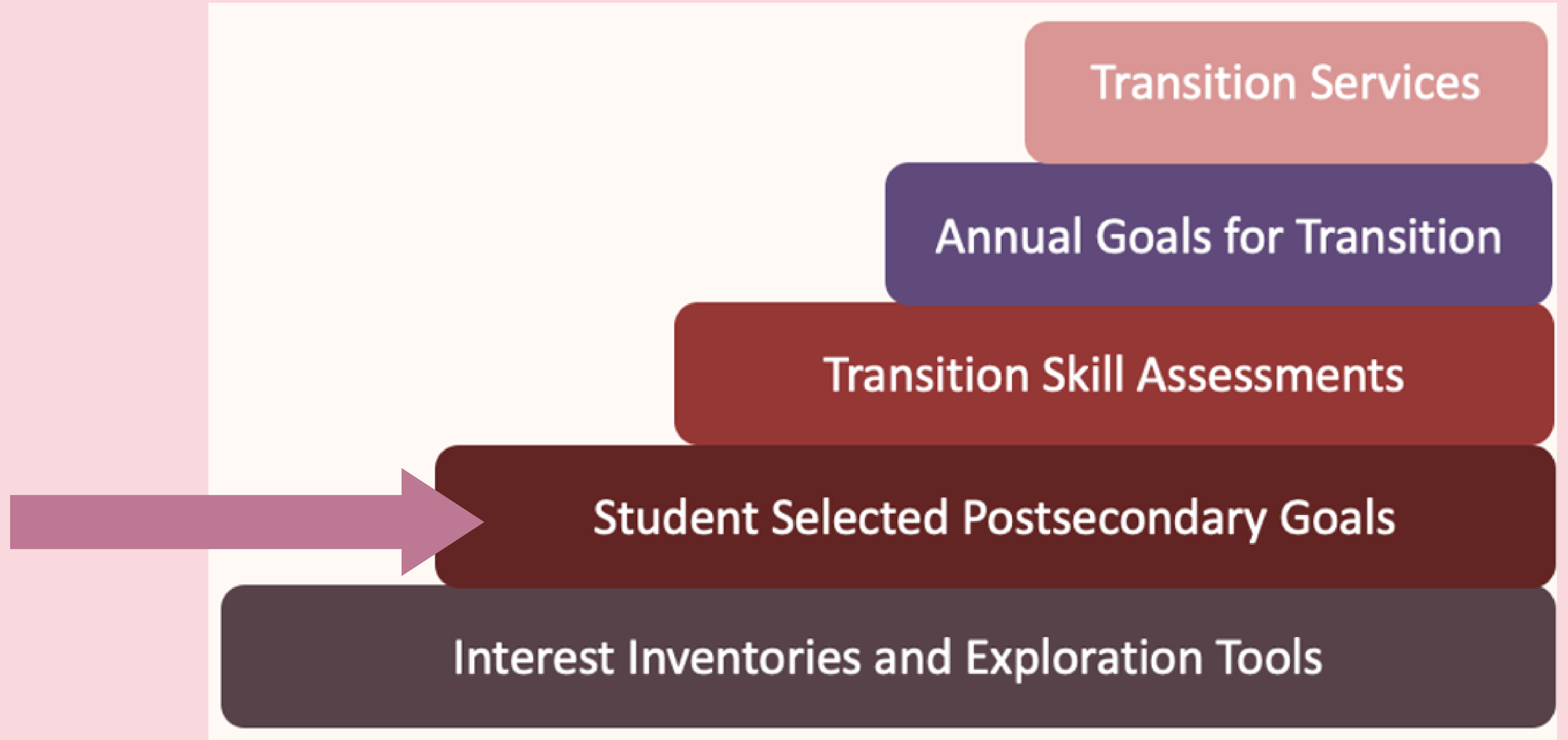
Answers these questions:

Where do I want to <u>live</u> after high school?

Where do I want to <u>work</u> after high school?

Where do I want to <u>learn</u> after high school?
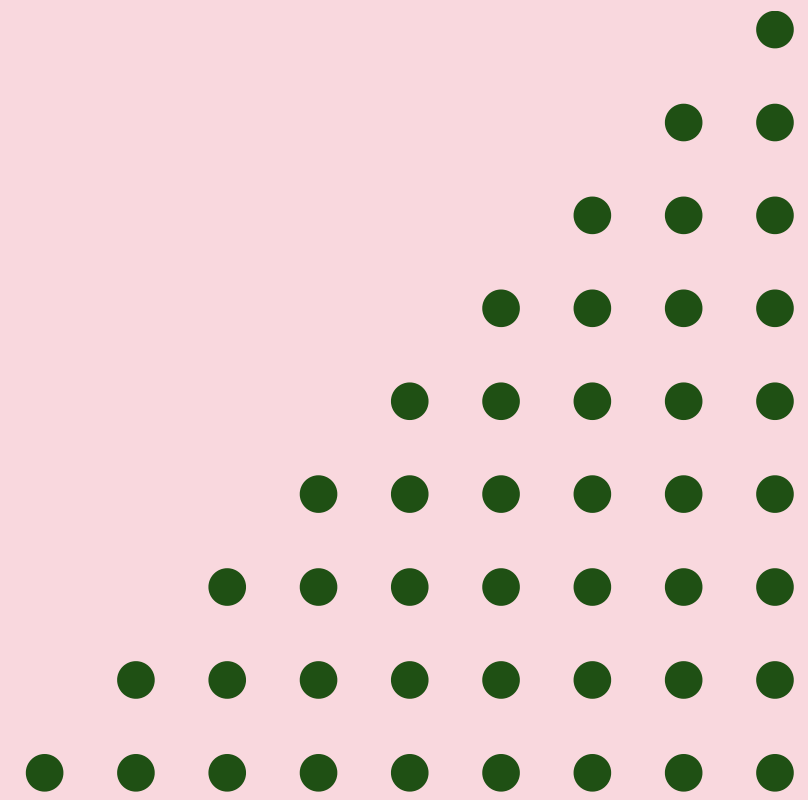
Work

Employment:
After graduating from high school,
Grinch will...
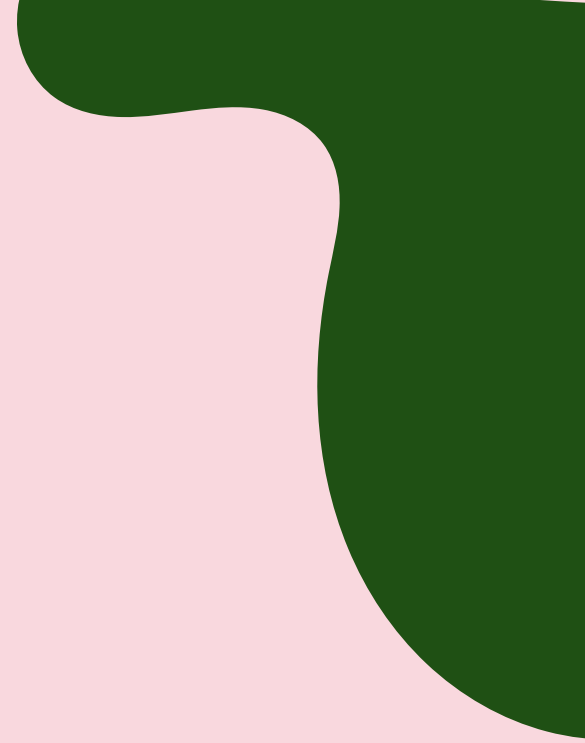
Live

**Independent Living:
After graduating from high school,
Grinch will...**

Participate

**Community Participation:
After graduating from high school,
Grinch will...**

Now: Take the Next Step

Transition Services

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Interest Inventories and Exploration Tools
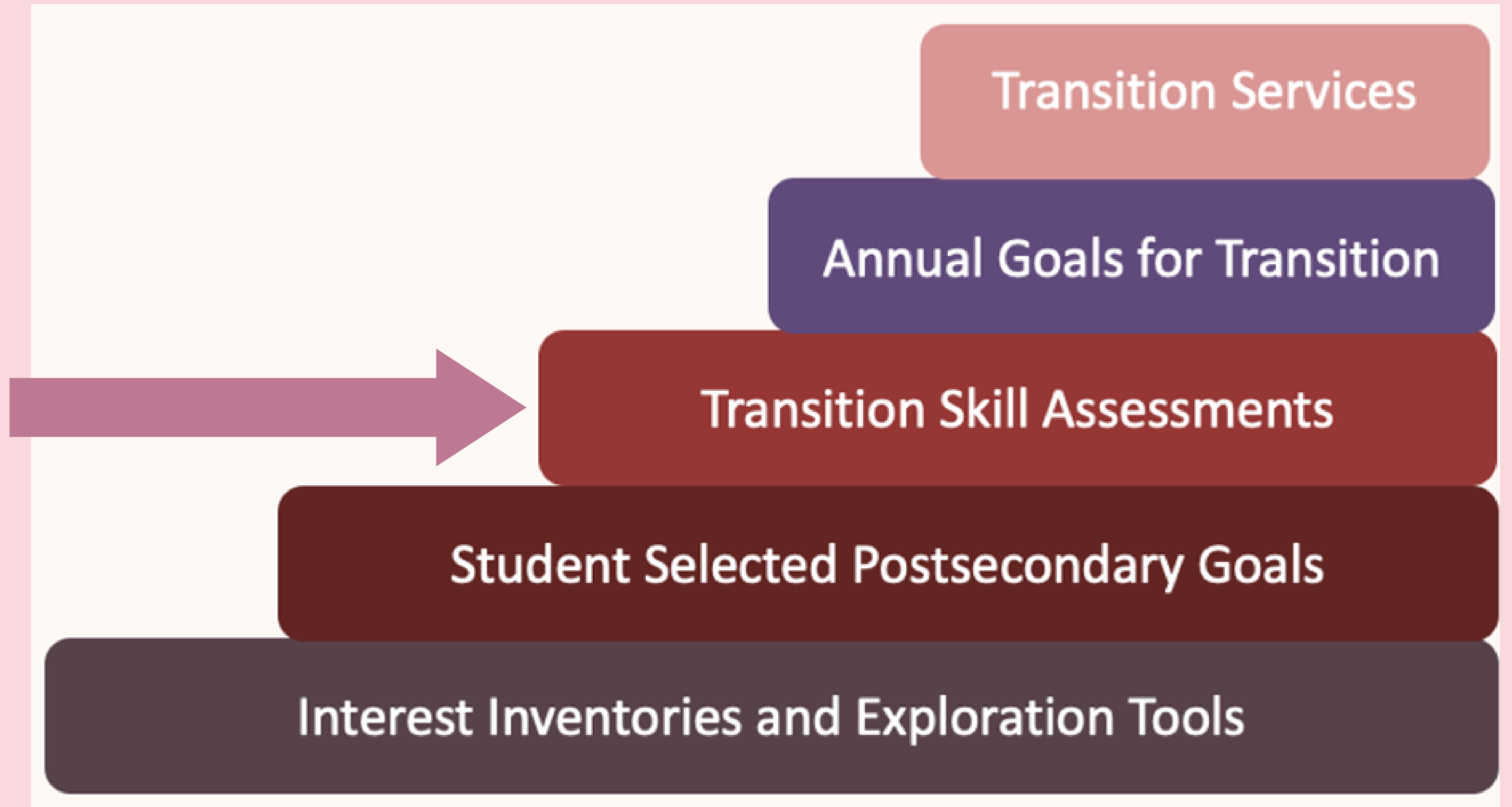
Skills Assessments

LANDMARK COLLEGE

ADAPTIVE BEHAVIOR EVALUATION SCALE (ABES)

EMPLOYABILITY LIFE SKILLS

Next Up!
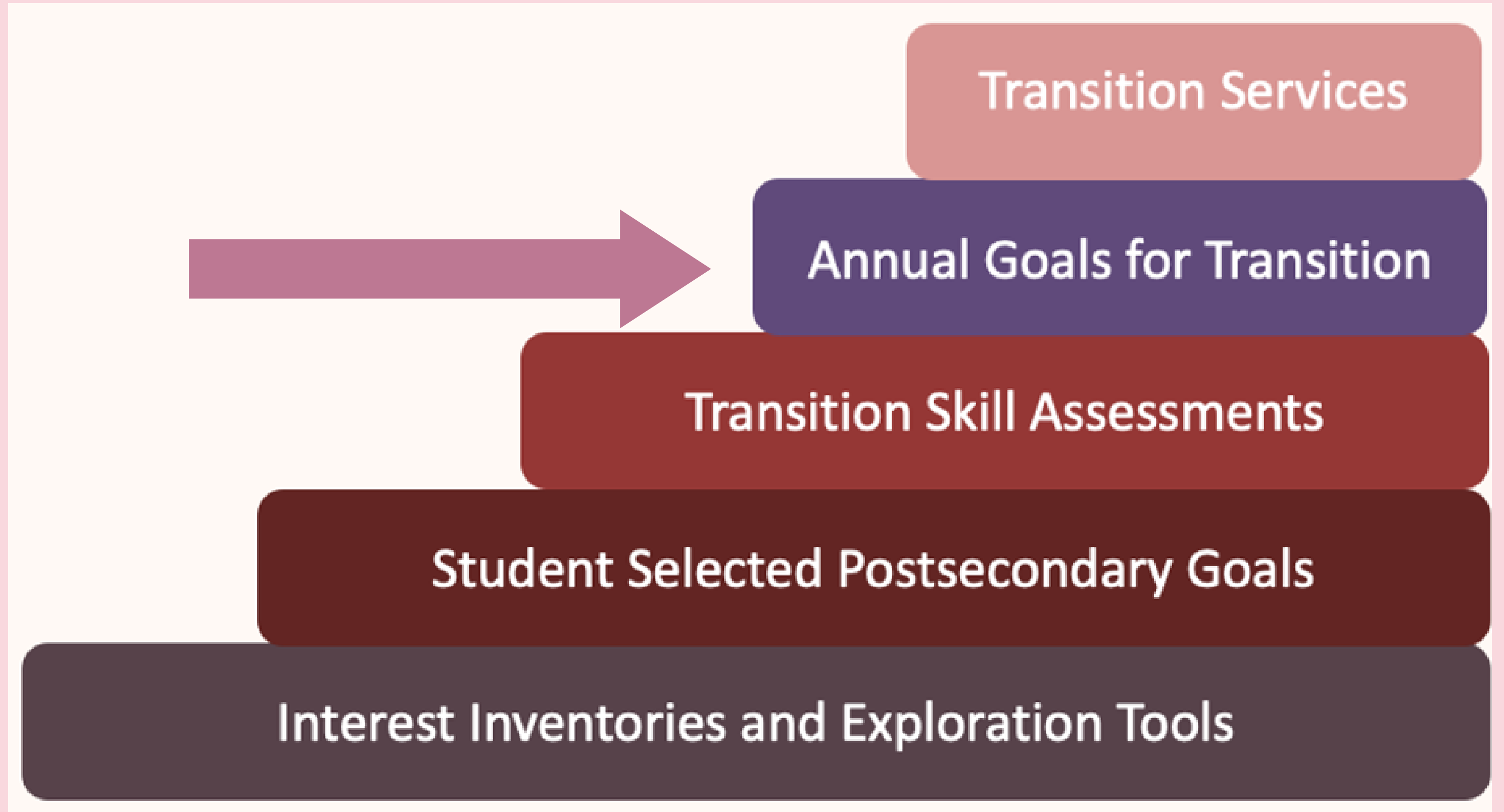
As a reminder, Annual Goals (transition-related) need...

(Student) will

Condition	Behavior	Criterion

A measurable goal includes the behavior or skill that can be measured at periodic intervals against some criterion of success.

When, How, With what? (Condition)
Specific Behavior (Behavior)
To what degree? (Criterion)

Self-Understanding (Metacognition)		YES
1.	Can you define and describe your diagnosis of a learning disability?	
2.	Have you read your psychoeducational testing?	
3.	Do you know your academic strengths?	✔
4.	Do you know which academic tasks give you the most difficulty?	
5.	Can you identify the academic supports you need to be successful?	
	Total from this section	1

Motivation and Confidence		YES
1.	Do you have an academic subject that you find interesting?	✔
2.	Do you know what you want to get out of your first year of college?	
3.	Do you know that you can succeed?	
4.	When you think about what you have to do in college are you excited?	
5.	Can you imagine your life in 10 years?	
	Total from this section	1

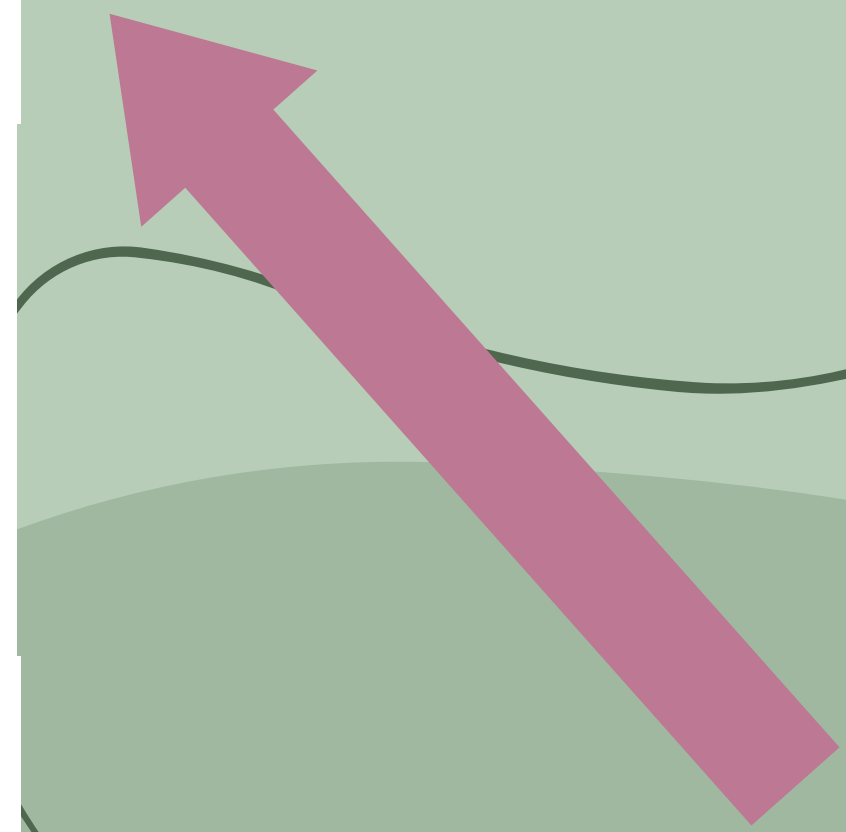| Self-Advocacy		YES
1.	Do you know your legal rights as a student with a learning disability or AD/HD?	
2.	When you run into difficulty, do you ask for help?	
3.	Do you schedule your own appointments with doctors, advisors and counselors?	✔
4.	Do you have access to your psychoeducational testing?	
5.	If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	✔
	Total from this section	2

Self-Understanding (Metacognition)	YES
1. Can you define and describe your diagnosis of a learning disability?	
2. Have you read your psychoeducational testing?	
3. Do you know your academic strengths?	✓
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
Total from this section	1

a. At the next IEP meeting, the Grinch will identify 5 supports that will help him to be successful in college (and the remainder of high school).

b. Using the internet, the Grinch will research his disability and make a one-page document to provide information on his disability.

c. The Grinch will explain his disability when asked by teachers and his parents.

d. During the next IEP meeting, the Grinch will verbally define and provide three facts about his disability with 100% accuracy as noted on a teacher-made checklist.

Is it an Example or Non-Example:

Self-Advocacy	YES
1. Do you know your legal rights as a student with a learning disability or AD/HD?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	✓
4. Do you have access to your psychoeducational testing?	
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	✓
Total from this section	2

- **Goal A: After receiving instruction in special education 101 course, the Grinch will verbally state three rights he has as a student with autism in college to three adults.**
- **Goal B: After collecting contact information, the Grinch will create a schedule for doctors, advisors, and counseling appointments and make appointments for each on a monthly basis with 100% accuracy as noted on planner.**

SCORE	SELF-HELP SKILLS				WORK HABITS			TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVI-			RELATIONS: PEERS			WORK ATTITUDES				SCORE	AGE
	HYGIENE, GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS, ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES, REWARDS	PRIDE IN WORK		
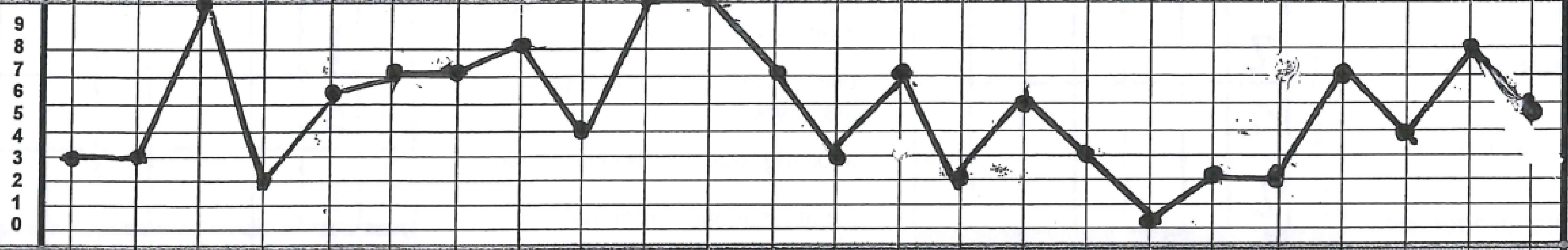
Employment

Works cooperatively with peers by:

working well with others.

seeking help from co-workers.

directing co-workers without being overbearing.

1. Condition
2. Behavior
3. Criterion

Employment Continued

D. Communicates effectively by:

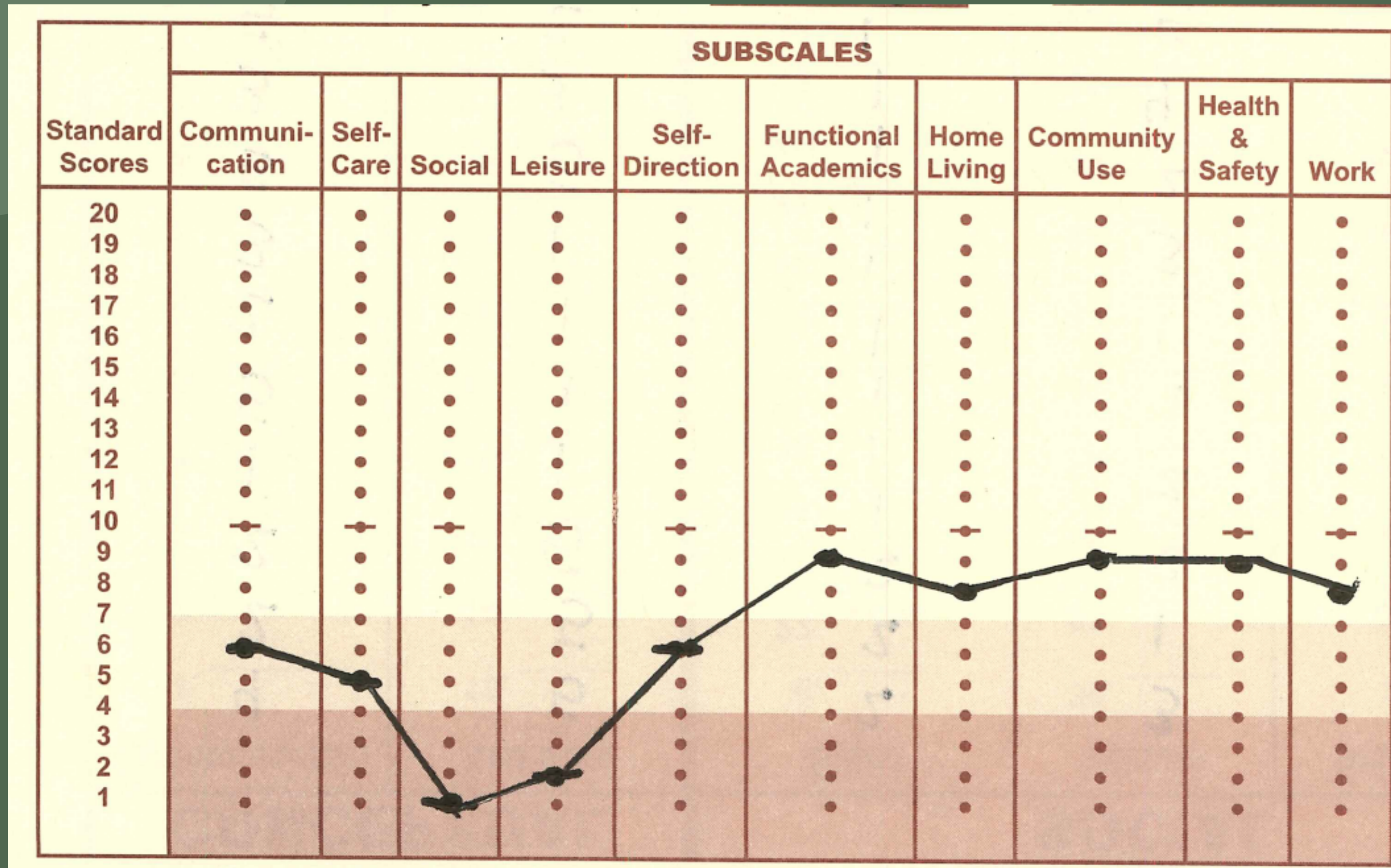— demonstrating effective listening skills, including eye contact.

— expressing self, answering and asking questions.

— demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

1	1						
0	0						
1	1						
2	2						

T

1. Condition
2. Behavior
3. Criterion

INDEPENDENT LIVING (ABES)

Standard Scores	SUBSCALES									
	Communi-cation	Self-Care	Social	Leisure	Self-Direction	Functional Academics	Home Living	Community Use	Health & Safety	Work
20	•	•	•	•	•	•	•	•	•	•
19	•	•	•	•	•	•	•	•	•	•
18	•	•	•	•	•	•	•	•	•	•
17	•	•	•	•	•	•	•	•	•	•
16	•	•	•	•	•	•	•	•	•	•
15	•	•	•	•	•	•	•	•	•	•
14	•	•	•	•	•	•	•	•	•	•
13	•	•	•	•	•	•	•	•	•	•
12	•	•	•	•	•	•	•	•	•	•
11	•	•	•	•	•	•	•	•	•	•
10	—	—	—	—	—	—	—	—	—	—
9	•	•	•	•	•	•	•	•	•	•
8	•	•	•	•	•	•	•	•	•	•
7	•	•	•	•	•	•	•	•	•	•
6	•	•	•	•	•	•	•	•	•	•
5	•	•	•	•	•	•	•	•	•	•
4	•	•	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•

- In a variety of settings (school, community, work), the Grinch will follow rules, regulations, and expectations 9 out of 10 opportunities.
- When being bumped or brushed against, the Grinch will respond appropriately to typical physical exchanges with 100% accuracy.
- In community settings, the Grinch will be socially accepted by others 100% of the time.

Write an Annual Goal for the Grinch:

1. CONDITION
2. BEHAVIOR
3. CRITERION

40. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)

41. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)
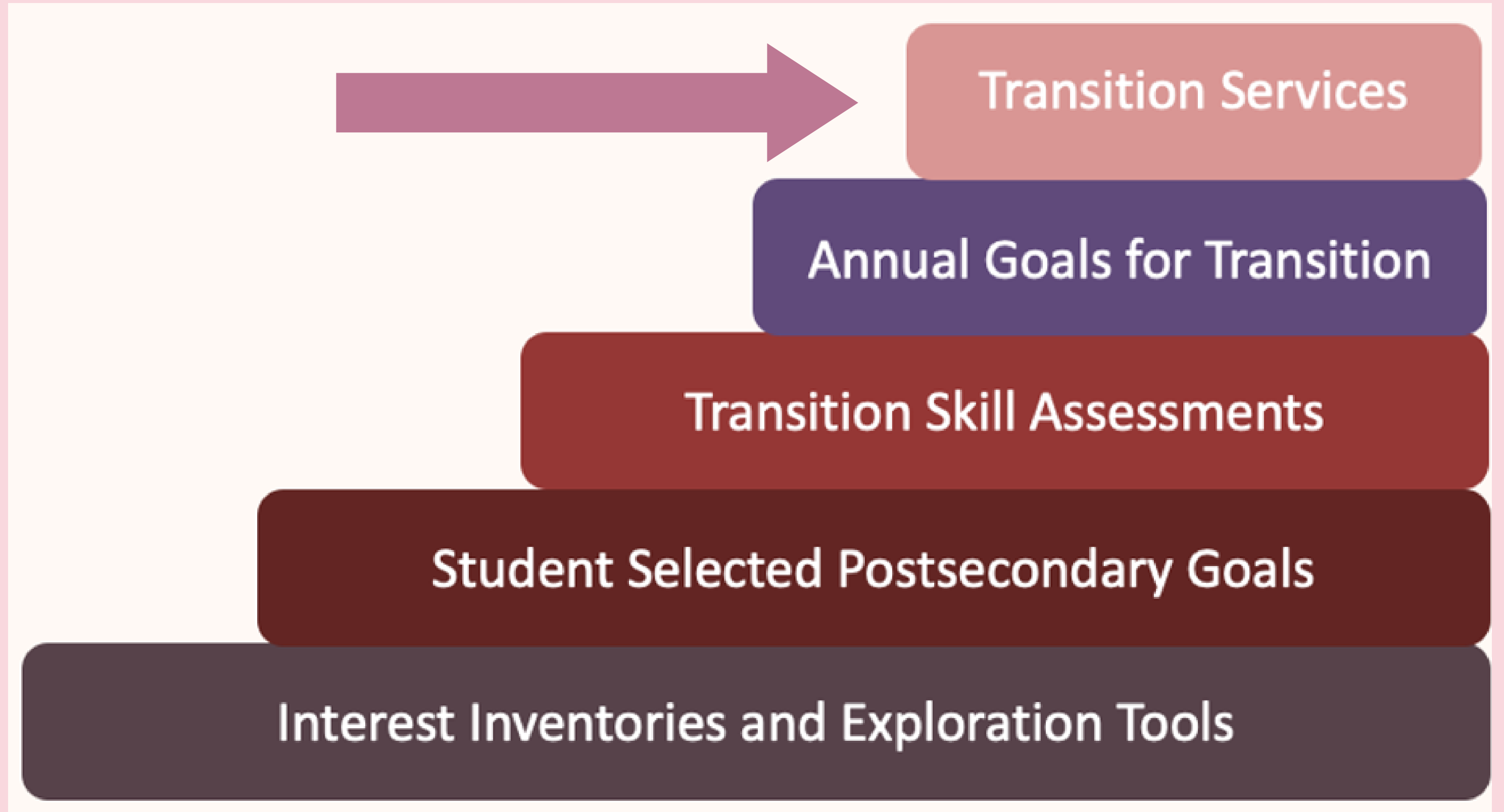
42. Shares with others

43. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)

44. Displays appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)

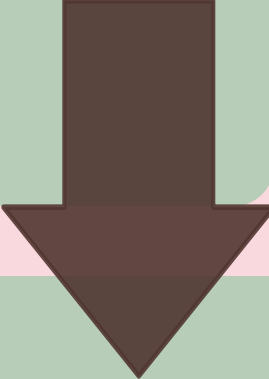# Last Step!

Think and Share: Self-Reflection on Grinch

1. The Grinch is a funny example; however, I want you to try to connect this to current transition planning for your students.

2. Sometimes academics are not an issue for students with disabilities (like the Grinch). In the future, how will you make plans for students with disabilities who are college bound—with little academic concerns and significant functional performance concerns?
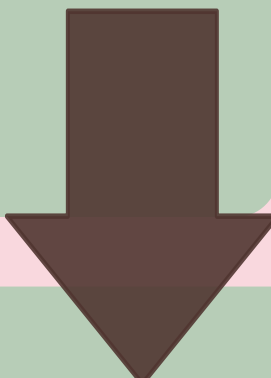
SHARE!

In Closing...

1. Choose one or two tidbits of information that was new to you or a great refresher.

2. Identify who can you share this information with (co-worker, parent, administrator, friend).

3. Determine how will you share with that person.