Student-Directed Transition Planning

Lesson 2

Concepts and Terms for Transition Planning

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| **Goal:**  Students will learn concepts and terminology used into develop their transition plan.  **Objectives:** Together with their family, students will   * identify transition concepts used in developing a transition plan. * identify transition planning processes. * identify transition services that are available to help achieve transition visions.   formulate and discuss aspects of their transition plan. | Concepts and Terms  for Transition Planning  Materials Needed   * *Concepts and Terms for Transition Planning* PowerPoint * Activity Sheets Per Student:   *Life’s Pathway* Activity Sheet (1 copy)  Family Interview Worksheet (1 copy)  IEP Transition pages  Summary of Performance (1)   * 1 highlighter per student * Computer and LCD Projector or overhead projector. * Timeline for Transition   1 Notebook or folder for each student |

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| **Location:**  School, Home, Community  **Parent Involvement**  Students will do two assignments at home with adult family members. Adult family members must initial the assignment for the student to get credit.  **Teacher Involvement**  Teachers will become aware of student/family planning for transition and will facilitate culturally sensitive interactions and IEP meeting strategies.  **NOTE**: Throughout the teacher’s manual you will see font changes to indicate suggested wording for classroom discussion, or conversation points (*Teacher:* *italics),* that you can use.Regular font is used for specific Teacher Notes. Teacher notes refer to targeted comments about materials to handout, suggested activities to pursue, or reference to other lessons and activities. Finally, the teacher’s manual aligns each PowerPoint slide with relevant comments. | Lesson Outline  A. Introduction  B. Transition Concepts   1. General Transition Concepts 2. Transition Visions 3. *Life’s Pathway* Activity – class and homework   C. Transition Planning and Process Terms   1. Individualized Education Plan (IEP) 2. Transition IEP 3. Transition Goals 4. Parent Concerns 5. Present Levels of Academic and Functional Performance 6. Course of Study 7. Assessment   D. Transition Planning Meeting  E. Transition Services  F. Lesson Summary and Review  G. References and Resources |
|  | ***Show SDTP Curriculum Title Slide*** |
|  | ***Show Lesson Title Slide.*** |
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|  | ***Show Slide 2.***  Teacher note: The first 3 slides will help the students think about transition in terms of experiences they have already had.  *Teacher: This lesson will teach you the terminology you’ll need to plan with your family and others about your transition visions. These visions include current schoolwork, employment, further education, and where you will live.* |
|  | ***Show Slide 3.***  *Teacher: Do you remember how it felt when you first started at this school? What was your first day like? How did it feel?*  *Teacher: You may want to begin the discussion by sharing your own feelings in similar situations. Encourage the students to talk about these experiences.* |
|  | ***Show slide 4.***  *Teacher: Imagine that you just graduated from high school. What are you going to do now? What type of work will you do? Where are you going to live? Will you get more education?*  *Teacher: Again, it is helpful if you share some of your feelings when you were deciding these issues.* |
|  | ***Show Slide 5.***  *Teacher: This lesson will introduce you to terms and concepts that you will need to create your own plan for life after high school. These terms and concepts will help you clarify your visions and help you plan for life after high school.* |
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|  | ***Show slide 6.*** Transition Planning Terms.  *Teacher: Transition planning involves identifying and openly talking with other people who you respect about your visions for living, working, and being a part of your community after high school.* |
|  | ***Show Slide 7.***  *Teacher: Transition is about change and how to prepare for that change. The more prepared you are for change, the more likely the change will be what you want.* |
|  | ***Show Slide 8.***  *Teacher: Vision means having an image or dream about your future. You and your family will develop a vision about where you will work, go to school, and live after graduation from high school. Your family has a vision for what you will do after graduation. What do you picture yourself doing after graduation? You can think about 1 year from now, 5 years from now, and even beyond.*  Teacher note: You can talk about your own life and how you pictured yourself doing different things as you grew into an adult. |
|  | ***Show Slide 9.***  *Teacher: Your transition visions include your dreams for employment, further education, and where you will live as an adult.* |
|  | ***Show Slide 10.***  *Teacher: Together with your family, you will consider your dreams, skills and strengths, limits due to your disability. Achievement of your dreams requires outcomes. The next few slides define employment, further education and adult living visions. You’ll see examples of vision statements for each area. Together with your family, you will be developing your own vision statements.* |
|  | ***Show Slide 11.*** Interests  *Teacher: How would you define your interests?*  *Answer: Interests are things you like and want to learn more about.*  Teacher Note: Give some examples of your own interests. Then have the students give examples of some of the things that interest them. Students can work in small groups to list some of their interests on a flip chart. |
|  | ***Show Slide 12.***Strengths  *Teacher: How would you define your strengths?*  *Answer: Strengths are things that are very valuable to you. Teacher: Give some examples of some of your own strengths. Then have the students work in small groups again to list some of their strengths on the flip chart.* |
|  | ***Show Slide 13.*** Educational Needs  *Teacher: How would you define your educational needs?*  *Answer:*  *Educational needs are things that you require to be successful, or to achieve goals while you are in school.*  *You have needs that are related to what you want to do with your life, and to your disability.*  *Special education addresses your educational needs.*  Teacher Note: Give some examples of educational needs from your own experiences. Then have the students work in small groups to identify some of their own educational needs. Remind the students that we began the discussion of educational needs related to disability in the Awareness Lesson. |
|  | ***Show Slide 14.*** Employment Vision  *Teacher: Employment vision can be defined as your dream job in which you earn money to live, help others, feel good about yourself, and have fun.* |
|  | ***Show Slide 15.***  *Teacher: This student wrote, “I have discussed my vision for employment with my parents, family, and other people and I will become a chef.”* |
|  | ***Show Slide 16.***  *Teacher: Your vision for further education is the dream you and your family have for you going to school to learn more about how to do a job, learn new skills, or to get a new career, after graduation from high school.* |
|  | ***Show Slide 17.***  *Teacher: This student wrote, “I have discussed my vision for further education with my family and I will attend career technology center to learn how to work in a body repair shop”.* |
|  | ***Show Slide 18.***  *Teacher: Your vision for adult living is how you and your family dream of where you will live after high school. It’s about the roof over your head, as well as the community to which you will belong. You and your family might decide that staying in your current family home is important. If you take a job in another community, you may live somewhere else. If you go to an out-of-town college, you might live in a new community, either on your own, with other family members, or with friends.* |
|  | ***Show Slide 19.***  *Teacher: This student’s vision for adult living is “I have discussed this with my family I will live with my family and help out at home while I work and attend the career tech center in my home town.”* |
|  | ***Show Slide 20.***  Activity: Life’s Pathway class and homework.  Teacher Note: Print blank copies of the “Life’s Pathway” for the students to complete in class. Their parents can use the same copy for their own responses at home. (Refer students to the internet homework sheet that students can take home with URL and instructions. Students and their parents can complete the same copy.)  *Teacher: As you see, you have dreams for yourself; and your family has had dreams for you since the day you were born. Let’s see how these dreams match up. Here is an example of how to do this.*  Life’s Pathway Activity Sheet  *In class: 1) Write in a dream for yourself (STUDENT) at each stage of life including the future, along “Life’s Pathway”. You may not remember much as a baby, but include as many stages as you can.*  *Homework: 2) Take the “Life’s Pathway” home and have your parents fill in their dreams along the parent pathway (PARENT) for you. Your parent(s) need to initial this homework for full credit.*    *Tomorrow: 3) Be prepared to discuss how your dreams and those that your parents had for you compared.* |
|  | ***Show Slide 21.***  *Life’s Pathway homework discussion.*  *Teacher: How did your dreams and those of your parents compare? How were they the same? How were they different?* |
|  | ***Show Slide 22.*** Transition Planning Process Terms  *Teacher: Do you know what an IEP is?*  *Answer: It is an Individualized Education Program that helps you be successful while you are in school. Your IEP has changed as needs change throughout school.*  *Remember, we spoke about your IEP in the Awareness Lesson.* |
|  | ***Show Slide 23.***  *Teacher: You, your parents, and your teachers have been involved in developing your IEP from the time you started receiving special education services in school. They are part of your IEP team. Who else is on your IEP team? Who else could you invite?*  Teacher Note: This is a time when you can help the students think of other people that they would want on their IEP team: pastors, coaches, employers, other teachers, other family members, etc. |
|  | ***Show Slide 24.***  *Teacher: Your IEP document and discussions are confidential. Do you remember what confidentiality means? Together with your family and teachers, you will be compiling information that is personal and private. This means that you do not have to reveal or discuss this information with anyone else, unless you want to.*  *However, there may be times that you’ll need to reveal information so that you can get help if you need it for work, more education, or living.* |
|  | ***Show Slide 25***. FERPA/HIPAA Reminder  *Teacher: We talked about FERPA, the Family Educational Records Privacy Act, and HIPAA in the Awareness Lesson. These laws help ensure that your educational and medical information stays confidential. You and your family keep this information confidential. While you are still in high school, your records are kept in a safe place and no one can look at the records unless you and your family give special permission. When you turn 18 years of age, you will be responsible for your own records.*  Teacher Note: These slides review information from the Awareness Lesson. |
|  | ***Show Slide 26.***  *Teacher: Your transition IEP is a blueprint. It looks different from the IEP you had in elementary school. At age 16 (or 14 in many states), this IEP becomes your plan for transition. Your Transition IEP is developed to meet specific needs about your transition from high school. You can look at your own IEP. Let’s look at a blank IEP now. You will use it to locate and discuss more transition terms and concepts throughout this lesson.*  Teacher Note: You may want to schedule individual meeting times for some of the students to review their own IEPs if they have never seen it. Assure the students that this information is confidential.  Then, give each student a blank IEP. You will help the students locate terms as we proceed through the lesson. |
|  | ***Show Slide 27.*** Transition IEP Terms  *Teacher: Your transition IEP includes your goals, and the concerns your parents have for you. It also describes your present levels of academic achievement and functional performance. It tells the course of study you will take to achieve your transition goals. Find these terms on your transition IEP, and we will discuss them.* |

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|  | ***Show Slide 28.***  ***Teacher: What are transition goals?***  ***Answer: Transition goals are the things that you and your family develop together and hope you achieve after high school for your work, where you will live, or further education. The vision statements we came up with earlier are used to develop your goals.*** |
|  | ***Show Slide 29.***  ***Teacher: What are concerns? Your family may have concerns for you about your future.***  ***Answer: Family concerns are statements about things that your family might worry about on your behalf about your future.*** |
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|  | ***Show Slide 30.***  ***Teacher: Here is an example of a transition goal. The coordinated activities are some of the things that need to be done in order for her to reach her goal.***  ***Teacher: You can give an example depicting a non-postsecondary option for younger students, or for students who are not planning on postsecondary further education. This might include an employment goal: Summer Employment with Parks & Recreation, or maybe Early Childhood Training with Career Tech.*** |
|  | ***Show Slide 31.***  **Present Levels of Academic Achievement and Functional Performance**  ***Teacher: Your goals are related to your interests, strengths, skills, and needs related to your disability. Another part of your transition IEP, Present Levels of Academic Achievement and Functional Performance, keeps your interests, strengths, skills and needs in mind as it provides information about the progress you are making now in your schoolwork and toward your post-high school goals. It also addresses some concerns.***  **Teacher Note: You may want to include a brief statement regarding the student’s post-high school visions or goals if the IEP does not have a section for this information on the first page. Putting this information on the front page will allow the vision or goal to drive the IEP process.** |
|  | ***Show Slide 32.***  ***Teacher: Present levels of academic achievement and functional performance also includes information about how your disability affects your learning and how you are doing in school with skills needed for success after high school. You may have taken certain assessments that help describe your progress in these areas.*** |
|  | ***Show Slide 33.***  ***Teacher: This slide gives an example of present level of academic achievement. It gives results from a particular assessment, and specifies the student’s particular difficulties.*** |
|  | ***Show Slide 34.***  ***Teacher: This slide gives examples of Jackie’s present level of functional educational performance. It includes what Jackie wants to do, and some information about a particular assessment that was done with her.***  ***It also talks about specific assistive technology that has helped Jackie achieve her educational goals.*** |
|  | ***Show Slide 35.* Functional Education Performance Goal**  ***Teacher: This is an example of Jackie’s Functional Education Performance Goal.*** |
|  | ***Show Slide 36.***  **Course of Study**  ***Teacher: After you’ve determined your interests, skills and strengths, needs, and present levels of performance, you and your family and teacher will develop a course of study that you will follow throughout the rest of high school to enable you to accomplish your transition goals.*** |
|  | ***Show Slide 37.***  **Transition Assessments**  ***Teacher: Transition assessments include information that is collected at different times about your post-school interests, skills, and needs. They tell you about your level of self-determination. You may have taken assessments that help you know what kind of work you want to do after high school, skills you need to go to college, the skills you have to live on your own.*** |
|  | ***Show Slide 38.***  ***Teacher: There are a variety of assessments that you might take that help identify your interests, consider your future goals, the adult life skills you can do now and will need to do in the future, skills you need to acquire yet, and where you are in the planning process for all of this. Your parents may have input about how they feel about your adult life skills.*** |
|  | ***Show Slide 39.* Find and define transition IEP terms**  **Teacher: Let’s review the transition terms we’ve discussed so far. Find where each term is on your IEP form. What does each term mean? Write down any terms you find that we have not discussed yet.** |
|  | ***Show Slide 40.* Transition Terms Review**  **Teacher Note: This review can be done as a group activity. Suggestions would be for students to work in small groups, and then come together as a class, or as a large class activity. Chalkboard or flip charts can be used.**  ***Teacher: Let’s list the terms you found on your IEP form and define them. What terms did you find that you did not know? Let’s write them on the board, define, and discuss them.*** |
|  | ***Show Slide 41.***  **Transition Planning Meeting**  ***Teacher: What is a transition-planning (IEP) meeting?***  ***Answer: It is a time and place for you to gather with your family, teachers, and other people that may be in school or in your community to talk about your interests, skills, strengths, and your needs for achieving your transition visions. You will use your IEP form as a guide.*** |
|  | ***Show Slide 42.***  ***Teacher: How many of you have attended an IEP meeting? How have you been involved in your planning meeting? What transition discussion did you have?***  ***Answer: It is important for you to attend and participate fully in and lead your IEP meetings with your family. Your future is very important to you and your family.*** |
|  | ***Show Slide 43.***  **Family Interview Activity Sheet**  ***Teacher: This activity will give your some experience in meeting and talking with people, your parents, or any other adult at home or in your community who you trust and respect.***  ***Teacher: You will interview 1 or 2 adult family members about what it was like planning for the future when they were your age. Your family member(s) need to initial the interview sheet. We will discuss the results of your interview in class tomorrow. Use one form for each family member.***  **Teacher Note: Please see the interview form at the end of this packet. You may decide to modify the questions to best suit your students.** |
|  | ***Show Slide 44.***  ***Teacher: You will ask a family member these and other questions. “When you were my age, what did you think you would do after high school”? “Where did you think you would live”?***  ***How do you think they will answer?*** |
|  | ***Show Slide 45.***  ***Teacher: Were you surprised by anything that you learned from your family members? What surprised you?*** |
|  | ***Show Slide 46.***  **Establishing Transition Services**  ***Teacher: Just like you need some supports, or accommodations in high school to achieve your educational goals, you might need special supports and accommodations after graduation to achieve your postsecondary goals.***  ***Now we’re going to talk about some services that can help you achieve your transition goals for work, adult living, and education. These services can be formal or informal.***  **Teacher note: The lesson, Connecting with Adult Supports and Services, goes into more detail on the specific agency supports that a student might need after graduation.** |
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|  | ***Show Slide 47.***  ***Teacher: You might use some of these services while you are still in high school, but not all. Other services will help you more after you have graduated. You will find these services listed on your Transition IEP if you plan to use them. Let’s define each one, and locate where they would go on your IEP.*** |
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|  | ***Show Slide 48.***  ***Teacher: Vocational Education is a transition service that helps you to learn about and experience careers and how to get and keep a job.*** |
|  | ***Show Slide 49.***  ***Teacher: A functional vocational evaluation is a service that helps to match your interests and skills to jobs, or that matches your family’s and your needs to jobs that you can do.***  **Teacher Note: You can pull out specific examples of vocational evaluation tools that you use in your local district, i.e. COPS Test, EXPLORE. Your local Voc. Rehab office may also have some specific tools.** |
|  | ***Show Slide 50.***  ***Teacher: Community experiences are services that include job shadowing, career internships, on-the-job training, and visiting colleges, career tech, or other postsecondary educational programs that might help you with your job after high school.*** |
|  | ***Show Slide 51.***  ***Teacher: Adult home living skills include services that will teach you housekeeping, good hygiene, and proper nutrition.*** |
|  | ***Show Slide 52.***  ***Teacher: A transition service that shows you how to use the grocery store, bank, laundromat, and find services to help with further education, getting a job, paying for food, and getting health care.*** |
|  | ***Show Slide 53.***  ***Teacher: Related services may include transportation, speech and language therapy, physical therapy, career counseling, assistive technology, and other therapies or health services you may need to meet your transition goals.*** |
|  | ***Show Slide 54.***  ***Teacher: Supplementary aids and services are things that are NOT included under related services. These things are program modifications or other supports that help you to access your educational material, like Jackie’s screen reader.*** |
|  | ***Show Slide 55.***  ***Teacher: Vocational rehabilitation services may become available to you near the end of high school to help you prepare for and obtain a job. You will need to apply and will have to demonstrate that you have disability.*** |
|  | ***Show Slide 56.* Who’s Who in Transition Services Activity**  ***Teacher: This activity will help you identify people associated with transition services in your community that you may need. Choose at least 1 of the services we have just reviewed to find out about the services. This activity can be done in many different ways. You could call and interview someone, schedule an appointment to visit, research the internet. Share this information with the class.***  ***Teacher: You might also consider inviting some guest to your class, possibly a panel, with individuals who provide adult services in your community. Another way to do this could be to spend a class period doing “phone interview practice” first. This might give the students some practice with phone skills prior to contacting agencies.*** |
|  | ***Show Slide 57.***  **Review of Who’s Who Activity.**  ***Teacher: You might want to listen and note any particular people who you think might help you and your family after high school. You can refer to this information later when you need it. What information was most helpful to you and your family?*** |
|  | ***Show Slide 58.* Transition Concepts and Terminology Summary and Review**  ***Teacher: Let’s review all of the terminology we’ve discussed by finding them on your IEP. Are there any you can’t locate? Can you find some terms that we have not discussed?*** |

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|  | ***Show Slide 59.*** What’s Next?  Teacher note: You may decide to go to any one of these lessons next. |
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