Student-Directed Transition Planning

Lesson 4

Vision for Further Education

By

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Preparation of SDTP supported in part by funding provided by the US Dept. of Education, Office of Special Education Program, Award #: H324C040136

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| **Goal:**  With input from parents and teachers, students will demonstrate the ability to plan for their own post-secondary education.  **Objectives:** Together with their family, students will   * identify a range of options for post-secondary education and diploma options that are available. * identify interests, strengths and skills relevant to post-high school education visions | Vision for Further Education  Materials Needed   * *Vision for Further Education* PowerPoint   Activity Sheets Per Student:  #1: Family Discussion (1)  #2: “CSI” (College Scene Investigation) (1)  #3: “CSI” Disability Services (1)  #4: “CSI” Accommodations (1)  #5: Input Circles (4)   * Flip Chart * 1 highlighter per student * Computer and LCD Projector or overhead projector * TV/VCR (Optional) |
| * identify disability-related needs that impact post-high school education vision, and strategies for disclosing these to arrange needed supports. * learn how getting the services and accommodations you need for college is different from high school. * identify culturally relevant advocacy skills to achieve post-high school education visions. * document and organize information for transition planning relative to post-secondary education. | Lesson Outline  A. Brief Review:  B. Vision for Further Education   * Review definition for Vision for Further Education * General concepts and terms related to Further Education  1. Sample Input Circles for attuning Further Education Vision: Strengths and needs statements 2. Writing your own Further Education strengths and needs statements    1. Getting input from family – Homework activity 3. Writing your Vision for Further Education Statements  * Inner Circle Vision Statement * Students transfer data to web site so that information goes directly to the Transition Assessment Form –  1. Summarize Lesson |
| **Location:**  School, Home, Community  **Parent Involvement**  Students and adult family members will articulate and document their visions for post-high work. Together with the teacher they will identify employment preferences, interests, strengths and needs. |  |
| **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 of 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. |  |

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|  | ***Show Title Slide*** |
|  | ***Show Slide 1.***  ***Teacher: This lesson will help you and your family to determine if you want to continue education after high school.***  ***You’ll learn about things you’ll need in order to go to college or another school after high school.*** |
|  | ***Show Slide 2.***  ***Teacher: You and your family will learn about different options you have for getting more education after high school.*** |
|  | ***Show Slide 3.***  ***Teacher: You will learn how to advocate for and get the services and accommodations you’ll need to be successful in your post-secondary education.*** |
|  | ***Show Slide 4.***  ***Teacher: You and your family will learn how going to college or other post-secondary school is different from going to high school.*** |
|  | ***Show Slide 5.***  ***Teacher: In this lesson you will gather important information about your preferences, interests, strengths, and needs regarding getting further education after high school.*** |
|  | ***Show slide 6.***  ***Teacher: Whether you go to work or college after you graduate from high school, it’s important to compile and keep good records. Some essential records that you need to keep include your medical records, school records (like your IEP, diploma, certificates), work history and resumes, contact information about your family, and maybe other records.*** |
|  | ***Show Slide 7.***  ***Teacher: It’s important for you to keep all of this information in one safe place, like a portfolio or file, so that you always have it when you need it.*** |
|  | ***Show Slide 8.***  ***Teacher: You’ll use the Input Circle to gather information about your strengths, interests, and needs about further education.*** |
|  | ***Show Slide 9.***  ***Teacher: Imagine that you just graduated from high school. What kind of job do you want? Where are you going to live? Will you get more education?*** |
|  | ***Show Slide 10.***  ***Teacher: We asked the question earlier: “What do you want to be when you grow up”? You and your parents have probably thought about different things. As you near graduation, do you need more education to achieve your dreams?*** |
|  | ***Show Slide 11.***  ***Teacher: Further education is your dream for going to school after you leave high school to learn more. In order to work in the job or career you want, you might need to get further education. Your family, teacher, or counselors can help you decide whether further education is what you want or need.*** |
|  | ***Show Slide 12.***  ***Teacher: These are questions you need to answer. Do I want to go to school after high school? What does my family think about me getting more education after high school? What new information do I need about the types of education available to me?***  ***Teacher note: Encourage the students to give general responses to these questions. The lesson will expand and detail their answers as the lesson progresses.*** |
|  | ***Show Slide 13.***  ***Teacher: Your preferences guide you toward what you want to do. Your interests, strengths, and needs also affect your choices. Your parents consider these things, and what is good for your whole family.*** |
|  | ***Show Slide 14.***  ***Teacher: Your preferences about getting further education after high school depend on what you want to do with your life.***  ***You may have a preference to get further education at a community college rather than a 4-year university.***  ***You may have a preference to get further education as an apprentice rather than going to college.***  ***What are your preferences for going back to school after high school?*** |
|  | ***Show Slide 15.***  ***Teacher: Your job interests may help you know if you need more education. What are some of your job interests? Will you need more education to achieve your job choices? Is your family interested in your getting more education to gain more skills?*** |
|  | ***Show Slide 16.***  ***Teacher: Your strengths are skills, or things you are good at, that can help you achieve further education goals. You might want to gain new skills through your education. What are some of your strengths? What are your family’s strengths? Other members of your IEP team can contribute strengths for you, from their perspective (i.e., related services providers, other teachers, etc.)*** |
|  | ***Show Slide 17.***  ***Teacher: You have needs that are related to your disability for which you have been getting supports in high school. You might need supports in college. What needs to you have regarding getting more education after high school? What needs do your family members think you have? What do you have to do to get the supports you need if you go back to school after high school?*** |
|  | ***Show Slide 18.***  ***Teacher: Your transition IEP will consider and help you plan for your further education goals. You will provide input about your preferences, interests, strengths and needs on your IEP. Let’s find out where this information would go.***  ***Teacher note: Have the students look at their IEP.*** |
|  | ***Show Slide 19.***  ***Teacher: There are a lot of things you and your family will need to consider about getting more education after high school.*** |
|  | ***Show Slide 20. Family Discussion***  ***Teacher: Let’s look at the Family Discussion questions that you will take home. Talk with your adult family member(s) about each question. Some of you may have parents who went to college after high school; some may have gone to a career-training program; some may have gone right to working at a job, not pursing more education after high school. These questions will help you understand the concerns your family may have for you regarding getting more education after high school. This information will help you clarify your Vision for Further Education when completing your Input Circle later in this class.*** |
|  | ***Show Slide 21.***  ***Teacher: Will your course-of-study help you get into the post-secondary school or training program you want? Will you be able to use the same accommodations and supports that I have now? How will you get accommodations if you need them? Your IEP will have information about your course of study.*** |
|  | ***Show Slide 22.***  ***Teacher: Do you know what sort of diploma you are working toward? Will your diploma help you get into college?***  ***Teacher Note: You can hold a discussion about the type of diploma that students can get at high school graduation: regular diploma, a special education diploma, a certificate of attendance, or some other sort of non-standard diploma.*** |
|  | ***Show Slide 23.***  ***Teacher: What is the difference between these documents? The classes you are taking in high school should prepare you for the diploma you need. Your diploma should enable you to get into the post-secondary education option of your choice.*** |
|  | ***Show Slide 24.***  ***Teacher: Talk to your counselor or teacher about the diploma you are working toward. Your course of study should match your diploma.*** |
|  | ***Show Slide 25.***  ***Teacher: Will you need to take the SAT or ACT tests to meet college entrance requirements? Will you be able to have test accommodations as I did in high school?*** |
|  | ***Show Slide 26.***  ***Teacher: In order to get accommodations to take the ACT or SAT tests, you will need to show current documentation, specifically evaluation or testing (within the last 5 years) about your disability. This will need to have the professional credentials of the evaluator. You’ll need to show relevant educational, developmental, and medical history. You will also need to describe the testing techniques, your functional limitations, and a description of accommodations you think will work when taking the test. Usually, your IEP document will have all of this information. You need to keep a copy of your IEP after you graduate.*** |
|  | ***Show Slide 27. Requirements for Testing Accommodations***  ***Teacher: In order to get accommodations in your post-secondary school, you will need to provide very specific information about your disability. Remember, you don’t have to disclose information about your disability to get accepted; but you do need to tell people about your disability and the accommodations that you will need to help you be successful. Otherwise, you won’t get the accommodations.*** |
|  | ***Show Slide 28.***  ***Teacher: Let’s say you and your family have decided that you will get further education after high school, but where and how? There are a lot of options to choose from depending on what you want to do with your life. We’ll discuss the following options: Career/Technical Education, Community College; 4-year College or University; Military Education.*** |
|  | ***Show Slide 29.***  ***Teacher: Career & technical education offers you the chance to learn about and have experiences in a career that interests you, even before you graduate from high school. It provides either a vocational certificate or license, or an associate’s degree. Career/Technical schools are close to most communities.*** |
|  | ***Show Slide 30. Career Clusters***  ***Teacher: Some of the career areas you might study include agriculture, business, family and consumer sciences, health occupations, marketing, technology or trade and industrial occupations.***  ***Teacher: Review the Career Clusters resource through the handout at the end of this lesson, or at the website: www.okcareertech.org/iis/careerclusters.htm*** |
|  | ***Show Slide 31.***  ***Teacher: A community college usually provides 2-year educational or technical training programs. They offer remedial classes like reading and math. You can get a 2-year degree (associates), a certificate, or license in a particular educational or skill area.*** |
|  | ***Show Slide 32.***  ***Teacher: Sample programs offered at many community colleges include healthcare, dentistry, hotel management, childcare, technology, and auto mechanics, among others.*** |
|  | ***Show Slide 33.***  ***Teacher: You can start out at a community college and take basic classes while you get comfortable with going to college. You can later transfer from a community college to a 4-year college or university in order to get a more advanced degree.***  ***Continue with Part 2*** |