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| SD-TP Student Number |  |  |  |  |

**Circle the one best answer.**

1. If you have a disability
	1. You will not be able to obtain a job
	2. You will not need extra supports or accommodations to be successful on a job, or at college
	3. You are very different from other people
	4. You have to tell someone about your disability if you want supports to succeed in college or on a job
2. What set of papers describes a plan to help you be successful in high school?
	1. vocational evaluation
	2. SAT test
	3. IEP
	4. Diploma
3. Transition planning means
	1. finding out your interests and skills, without considering your needs, for what you want to do after graduating from high school.
	2. setting goals based on your friends plans for what they want to do after graduation.
	3. Finding out your interests, skills, needs and then making a plan to fit with what you want to do after graduation.
	4. Finding out what you can do based only on your disability.
4. Your college math grades are slipping because you can’t finish tests on time. You talk to your teacher and to the office of disability services at your college, and your teacher. You agree that extended time on tests will help you show the teacher what you know. You are asking for
	1. an accommodation.
	2. some understanding.
	3. a favor from the teacher.
	4. a way to do less classwork and still pass.
5. When should you and your family begin planning for your life after graduation from high school?
	1. On your 18th birthday.
	2. When your teacher and counselor tell you it’s time to start planning.
	3. About 1 month prior to your high school graduation.
	4. At least by 16 years of age, if not earlier.
6. The Family Educational Rights and Privacy Act makes sure
	1. that your medical records stay secret.
	2. that your educational records stay secret.
	3. that the college you applied to gets all of your educational records.
	4. that your boss gets all of your educational and medical records.
7. Your goals for employment, further education, and adult living may change over time.

a. True

 b. False

1. Self-awareness means
	1. knowing your disability, interests, skills, and limits, and what your family thinks about them.
	2. knowing what you want to do with you life without considering your family, teachers, or community.
	3. knowing only what your teachers think you can do.
	4. knowing only what your friends want you to do.
2. You lead your own transition IEP meeting. You talk about your interests, strengths, needs, and the supports you will need to reach your goals for work, further education, and adult living. This is an example of
	1. self-advocacy.
	2. definition of disability.
	3. confidentiality.
	4. disclosure.
3. Your IEP team
	1. includes only you and your special education teacher.
	2. includes you, your family, and your special education teacher.
	3. includes a group of individuals who know you, and who are responsible for developing and revising plans for your future.
	4. includes a group of individuals who really don’t know you, but are responsible for developing and revising plans for your future.
4. Coordinated activities are things you do to achieve your specific transition goals. Which of the following is a coordinated activity if you want to be a nurse?
	1. visit a science and art college.
	2. find out entry requirements and cost of attending nursing school.
	3. visit an early childhood program at a career tech school.
	4. find out the entry requirements for medical school to become a doctor.
5. The Americans with Disabilities Act makes sure that your boss gives you job accommodations listed on your IEP.

 a. True

 b. False

1. Each year, your statement about your course-of-study should simply be “will take courses necessary to graduate”, rather than a list of specific classes that will help you achieve your transition goals as you go through high school.

a. True

b. False

1. You don’t have to talk about your IEP with anyone unless you want to. This is an example of
	1. transition planning
	2. confidentiality
	3. lying
	4. present levels of academic and functional performance
2. The IEP section called Present Levels of Academic Achievement and Functional Performance includes
	1. your interests, skills, strengths, needs and progress in all of your classes and job experiences.
	2. your interests, skills, strengths, and needs, but not your class grades and job experiences.
	3. progress that you make in your math, English, and science classes.
	4. needs that result from your disability.
3. With your family and teachers, you discuss your goals, progress, special tests, grades, and other issues about your future at a meeting called the
	1. community planning council.
	2. IEP meeting.
	3. DECA.
	4. coordinated activities.
4. Which one of the following is a related service that might be included on an IEP?
	1. Taking Algebra 2 in high school.
	2. Taking an English class.
	3. Transportation
	4. Joining the high school choir
5. Which is an example of an accommodation you might use at college?
	1. Using a note taker in class
	2. Taking a remedial class in college
	3. Looking on your friend’s paper for the correct answer
	4. Taking a different sort of exam than the rest of the class
6. When you turn twelve years of age, transition planning has to take place at your IEP meeting.
	1. True
	2. False
7. Having a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_may enable you to seek \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on your job or in college.
	1. cold; supports
	2. dream; classes
	3. disability; accommodations
	4. friend; accommodations
8. Behaviors and activities that you are good at are called
	1. limits.
	2. visions.
	3. strengths and skills.
	4. high school transcript.
9. Things you have trouble doing are
	1. accommodations.
	2. limits.
	3. supports.
	4. skills.
10. Your employment vision
	1. tells people about your post-graduation career preferences, strengths, and needs.
	2. includes knowing that your disability keeps you from working at a job you want.
	3. does not include your family’s thoughts about where you will work after you graduate from high school.
	4. tells people what you liked best about high school.
11. Interest assessments
	1. determine the type of job your teacher wants you to have.
	2. are test scores that only your teacher can see.
	3. are used to update your immunization records.
	4. point out the jobs you may like to do.
12. What is a transition service that matches your job interests and skills to a job?
	1. Casey Life Skills assessment
	2. functional vocational evaluation
	3. ACT test
	4. present levels of performance
13. Pick the best example of an employment needs statement.
	1. My friends and I want to live in the same town after we graduate from high school.
	2. My family wants me to go to college at the University of Oklahoma.
	3. Because of my reading disability, my summer camp job will go better if my boss gives me verbal directions, instead of writing them down.
	4. I need to make a lot of money at my summer job so I can go on a trip with my friends.
14. Employment strengths are
	1. limits, or things that you have difficulty doing.
	2. related services.
	3. job tasks that you do correctly and on time.
	4. a poor job evaluation.
15. The only reason to tell your boss information about your disability is
	1. because it is written in your school IEP that you have to tell your boss.
	2. to complain about the job.
	3. if your boss asks about your IQ.
	4. to get the accommodations you need so you can do your job successfully.
16. To apply for Vocational Rehabilitation you will have to tell your counselor
	1. if your disability makes it hard for you to find and keep a job.
	2. that your disability has no effect on your ability to work.
	3. nothing, because you are entitled to their services.
	4. if you had a 4.0 GPA in high school.
17. Which transition service teaches you how to shop for groceries, wash your clothes, and use the bank or other community services?
	1. Employment
	2. Social Security Administration
	3. Community Living
	4. College
18. Your dream or goal for getting more education after graduating from high school is called
	1. vision for adult living.
	2. vision for further education.
	3. vision for transition.
	4. vision for employment.
19. If your vision for further education includes going to a 4-year college, you should
	1. Talk with the office of disability services so that you can take easier exams than the rest of your classmates.
	2. Know that your football team will win the state championship.
	3. Know your educational strengths and needs related to your disability.
	4. Earn a certificate of attendance instead of a regular diploma from high school.
20. Which high school diploma do you want if you want to go to a 4-year college?
	1. Regular diploma
	2. Certificate of attendance
	3. Occupational Diploma
	4. Regents diploma
21. What is an accommodation for taking the ACT or SAT?
	1. Taking an easier test.
	2. Having an un-timed test.
	3. You don’t have to take the ACT or SAT to get into college if you have a disability.
	4. Bringing answers from a sample test to the exam with you.
22. When you apply for admission to a college, you must tell about your disability.

a. True

 b. False

1. What degrees or certificates does a community college offer?
	1. Master’s degree
	2. PhD degree
	3. Medical Doctor (MD)
	4. Associate degree (2 year)
2. Career and Technical Education teaches you how to
	1. live as an adult.
	2. do a skilled job.
	3. getting medical help.
	4. arrange unemployment benefits.
3. How you and your family see you living, taking care of yourself, and participating in your community is called
	1. your vision for employment.
	2. your vision for adult living.
	3. your vision for further education.
	4. your vision for your course of study.
4. Which of the following helps determine your present adult living skills and needs?
	1. The Community After School Activities Survey.
	2. ACT and SAT tests.
	3. Your current grades in history, social studies, English, and math.
	4. Reviewing the Casey Life Skills assessment with your family.
5. What do you call learning about housekeeping skills, good hygiene, and nutrition?
	1. present levels of transition performance
	2. vision for employment
	3. daily living or self-care skills
	4. community experiences
6. Your high school transcript officially reports your medical history, and your need for financial help to go to college.

a. True

b. False

1. You get a credit whenever you get a passing grade in a high school course.

a. True

b. False

1. Which is a required course credit?
	1. Tech ed
	2. Personal living
	3. English
	4. Basketball
2. Which is an elective course credit?
	1. Algebra I
	2. Geometry
	3. English I
	4. Video production
3. Your course of study
	1. helps you get through elementary and middle school, but is not critical in high school.
	2. Includes classes that lead you toward graduation and your transition goals.
	3. has nothing to do with graduation from high school.
	4. is an optional activity that your counselor can discuss with you.
4. If you have a disability, you only need to take elective credits for high school graduation.

a. True

b. False

1. If your disability makes it hard for you to find and keep a job, Vocational Rehabilitation may be able to help.

a. True

b. False

1. Having special education services in high school automatically qualifies you for Vocational Rehabilitation Services after graduation from high school.

a. True

b. False

1. If you attend a 4-year college, who applies for support at the Disability Support Office?
	1. You.
	2. Your high school teachers.
	3. Your parents.
	4. Your Vocational Rehabilitation Counselor.
2. If your disability keeps you from getting a job, the Social Security Administration may
	1. help you get into the college of your choice.
	2. help you get the apartment you want.
	3. help you have money so you can pay rent and medical bills.
	4. help you get a date every weekend.
3. One Stop Career Centers connect you with Vocational Rehabilitation, Social Security Administration, and other helpful job search programs if you need them.

a. True

b. False

1. Taking a driver’s test, setting-up a carpool or learning to use a bus or train so you can get to work or college are all part of which service?
	1. medical
	2. nutrition
	3. transportation
	4. vocational assessment
2. After graduation, living on your own may mean that you have to find new supports to be safe and happy.

a. True

b. False

1. Keeping yourself healthy and your home safe are part of your
	1. further education vision.
	2. employment vision.
	3. course of study.
	4. adult living vision.
2. You need your transcript, upcoming class schedule, high school graduation requirements, and extra-curricular activities for developing your
	1. Driver’s license.
	2. ACT test application.
	3. Course-of-study.
	4. Babysitting certificate.
3. The entry requirements for the job or school you want to go to after high school graduation are important when you develop your course-of-study.

a. True

b. False

1. It helps to know your vision for employment, going to college, and adult living when you develop your course-of-study.

a. True

b. False

1. Your family can help you develop the course of study.

a. True

b. False

1. Pick the best course of study if you want to be a welder.
	1. All academic classes (math, English, science, language, history/civics)
	2. All Academic classes and physical education
	3. Academic classes, career tech classes, and a job shadow experience at Bob’s Welding Shop.
	4. All career tech classes and an internship at Bob’s Welding Shop.
2. Pick the best example of a coordinated activity that you might list on your IEP if you are planning on going to college.
	1. Visit office of disability services at a local college.
	2. Register to vote.
	3. Go to the unemployment office.
	4. Go to the grocery store.
3. You are at college and need an assistive device so you can take better notes in class.. Who can best help you to get this device?
	1. your high school special education teacher
	2. your college disability office
	3. your high school counselor
	4. your college professor

62. At your transition meeting you, your family, and teachers will discuss your goals for your future, your strengths, skills, and needs, as well as how you are doing in school, as it relates to your life after high school graduation.

a. True

b. False

63. Your Summary of Performance (SOP) is a document that you will compile and use at your transition IEP meeting. It will review your goals after graduation, documentation about your disability and assessments you have taken, and steps to achieve these goals.

a. True

b. False

 64. It’s good to have a script to take with you into your IEP meeting.

a. True

b. False

65. You will be given a copy of the completed Summary of Performance (SOP) at your 9th grade IEP meeting.

 a. True

 b. False