Secondary Transition Curricula

Presented by Jessica Mattis

OSSE Division of Specialized Education
Secondary Transition Webinar Series

Module Overview

Objectives:

- Identify transition skills students need before they graduate
- Identify transition curriculum that can be infused or integrated into existing curriculum
- Identify resources that can assist with delivering transition-related curriculum

Guiding Questions:

1. What are the transition-related skills students need before they graduate?
2. What transition resources are available to help educators provide transition curriculum?

Transition

IDEA 2004 defines transition as a:

- "Results-oriented process" that leads to postsecondary education or training, employment, and independent living
- Based upon a student's strengths, interests, and preferences
- **Includes transition services**

Guiding Question 1

What are the transition-related skills students need to be taught before they graduate?

Transition-Related Skills

Transition-related skills are skills that specifically target success in adult life that are not necessarily taught as part of the general education curriculum.

Transition Curriculum Skill Domains

Self-Determination (choice, decision-making, goal setting, IEP participation)

Social Skills (expressing feelings, negotiating, asking for help)

Employment Preparation (exploration, job development skills)

Independent Living (family life, community access, health)

Postsecondary Education Preparation (study skills)

How Well Is Each Area Addressed in Your Program?

Self-Determination

- Choice/decision making
- Goal setting/attainment
- Problem solving
- Self-evaluation, observation, and reinforcement
- Self-advocacy
- Student-directed individualized education programs
- Relationships with others
- Self-awareness

Social Skills

Generic

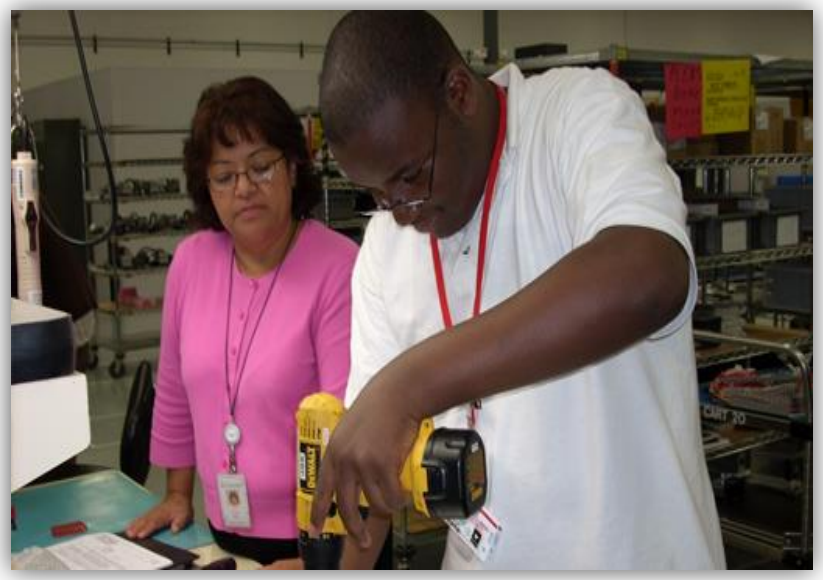
- Expressing your feelings
- Understanding the feelings of others
- Learning and using peoples' names
- Building on others' comments and ideas
- Making a complaint
- Negotiation
- Asking for direction or assistance

Employment-Related

- Answering questions in a job interview
- Following directions from a supervisor
- Accepting feedback from a work supervisor
- Making friends with coworkers

Employment Preparation

- Exploring types of occupations
- Identifying interests, skills and preparation compatible with specific occupations
- Matching individual interests and skills to occupations
- Planning for education and employment beyond high school
- Engaging in job seeking activities
- Developing job keeping skills
- Developing job specific skills



Independent living

Home and Family

- Home Management
- Family Life
- Child Rearing

Leisure Pursuits

- Indoor
- Outdoor
- Community/ Neighborhood Activities
- Travel
- Entertainment

Community Involvement

- Citizenship
- Community Awareness
- Services/Resources

Physical/Emotional Health

- Physical Education
- Emotional Health

Postsecondary Education –Personal Development

Time Management, Scheduling, and Organization

- Monitoring one's time
- Estimating time needed to complete tasks
- Using to do lists
- Using calendars
- Developing a system for keeping school-related items organized

Self-Monitoring and Reinforcement

- Goal setting
- Making a plan and following it
- Evaluating how well a plan worked
- Reward self

Postsecondary Education – Learning Skills

Listening and Taking Notes

- Asking questions
- Attention monitoring
- Organizing notes from lectures
- Using abbreviations when taking notes

Study Skills

- Vocabulary learning strategies
- Memory tricks

Learning from Text

- Pre-reading strategies
- During reading strategies
- After reading strategies

Interpreting and Using Graphic Organizers

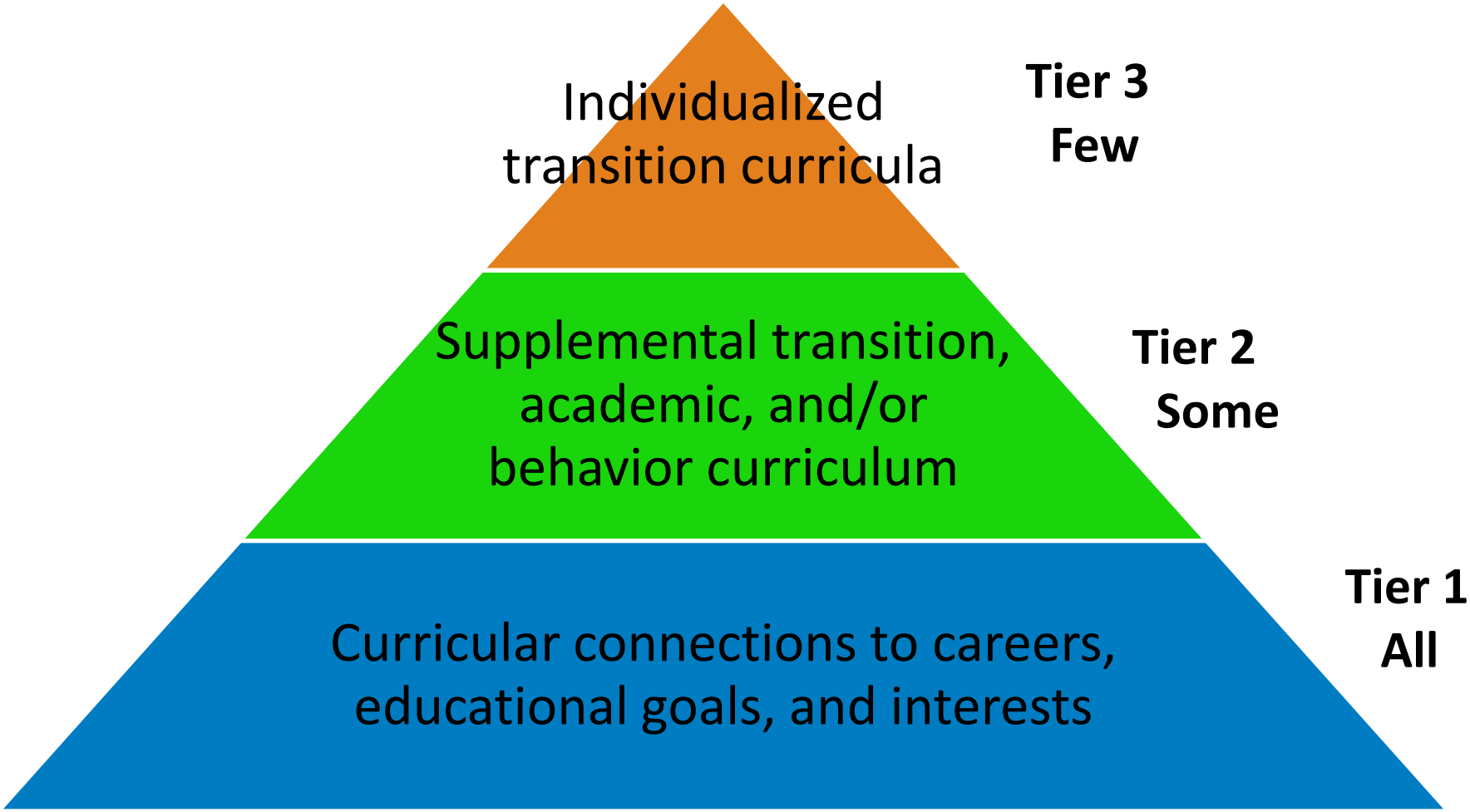
- Using graphic organizers to reduce and organize information
- Using graphic organizers for prewriting

Which of the transition curriculum domains are you **best** addressing in your program? What are you doing to address these domains?

Self-determination	Social Skills	Employment Prep	Independent Living	Post-secondary Ed Prep

Which of the transition curriculum domains are you **least** addressing in your program? What are some ideas that you have to do more?

Multi-Tiered Model of Transition Curriculum



(Morningstar, Gaumer Erickson, & Noonan, 2009)

Multi-Tiered Transition Curriculum

Tier 1: Curriculum that is connected to career and postsecondary educational interests for all students

- Service learning projects
- Elective courses
- Cooperative learning activities
- Writing business letters in English
- Budgeting practice in math
- Discussion on civic responsibility in social studies

(Adapted from Morningstar, Gaumer Erickson, & Noonan, 2009)

Tier 1 and Common Core

- Common core – preparing youth for postsecondary education and career readiness
- English language arts standards
  - Increasing use of informational texts
  - Use explicit and implicit information from the text

Integrating Transition Skills into the Curriculum

Lesson:

Introduction to a unit on the integration of Little Rock High School

Opening Activity: Cooperative 3-Step Interview

1. Students pair up.
2. Student interviews his/her partner on a time that they "integrated" into a group to which s/he did not originally belong.
3. Students switch roles with their partner.
4. Pairs join another pair and take turns sharing what they learned in the interview.

Integrating Transition Skills into the Existing Curriculum for All

How can you infuse transition skills into the existing general education curriculum?

Consider:

- Which transition skills you need to address
- What common core standards ask students to do
- How you can develop activities, mini-lessons and lessons that teach real life transition skills

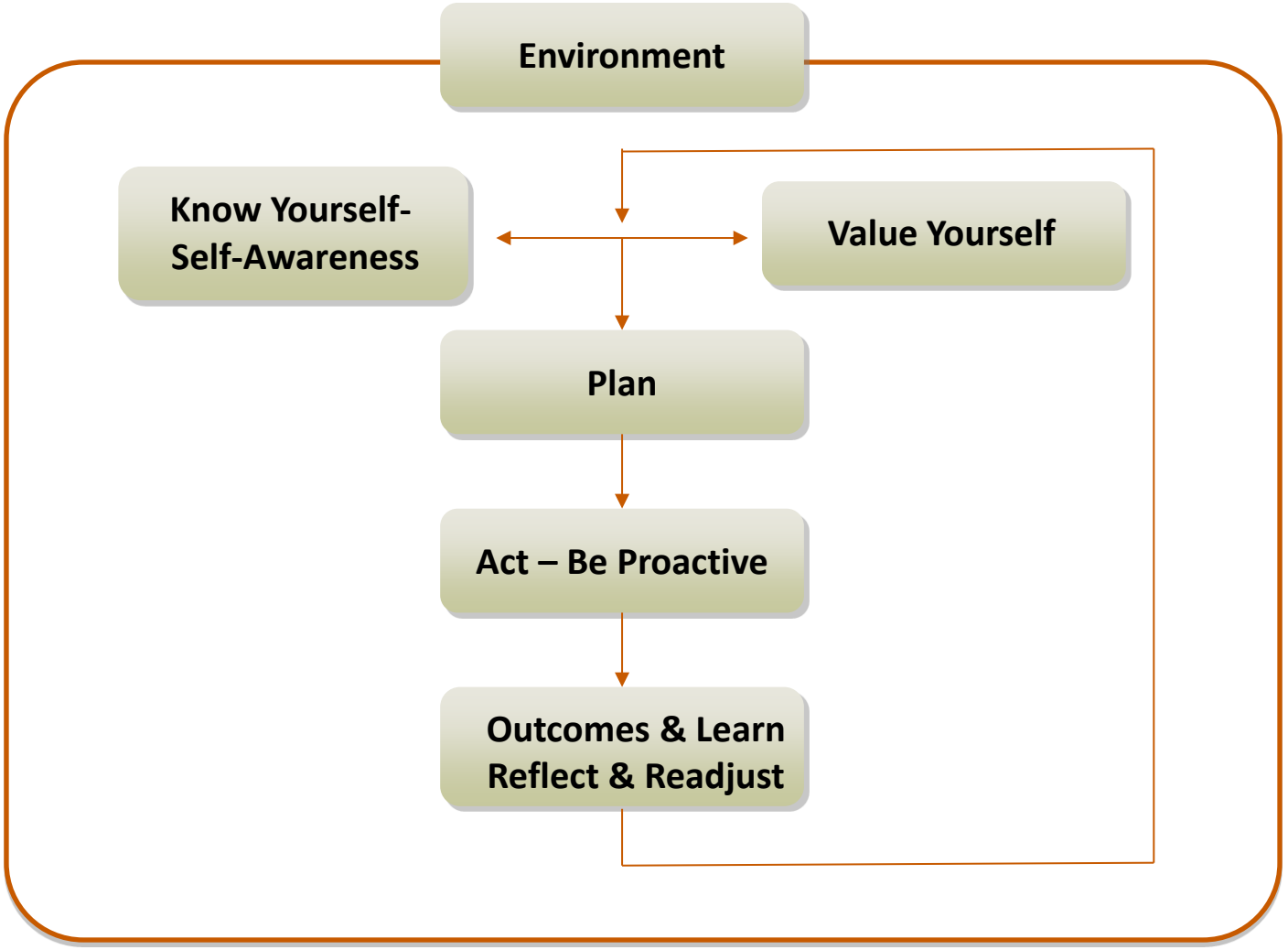
Multi-Tiered Transition Curriculum

Tier 2: Supplemental transition, academic, and/or behavior curriculum for some

- Remedial/foundation courses
- Read 180
- Elective courses in transition-related skills (pre-employment skills, study skills, self-determination skills)

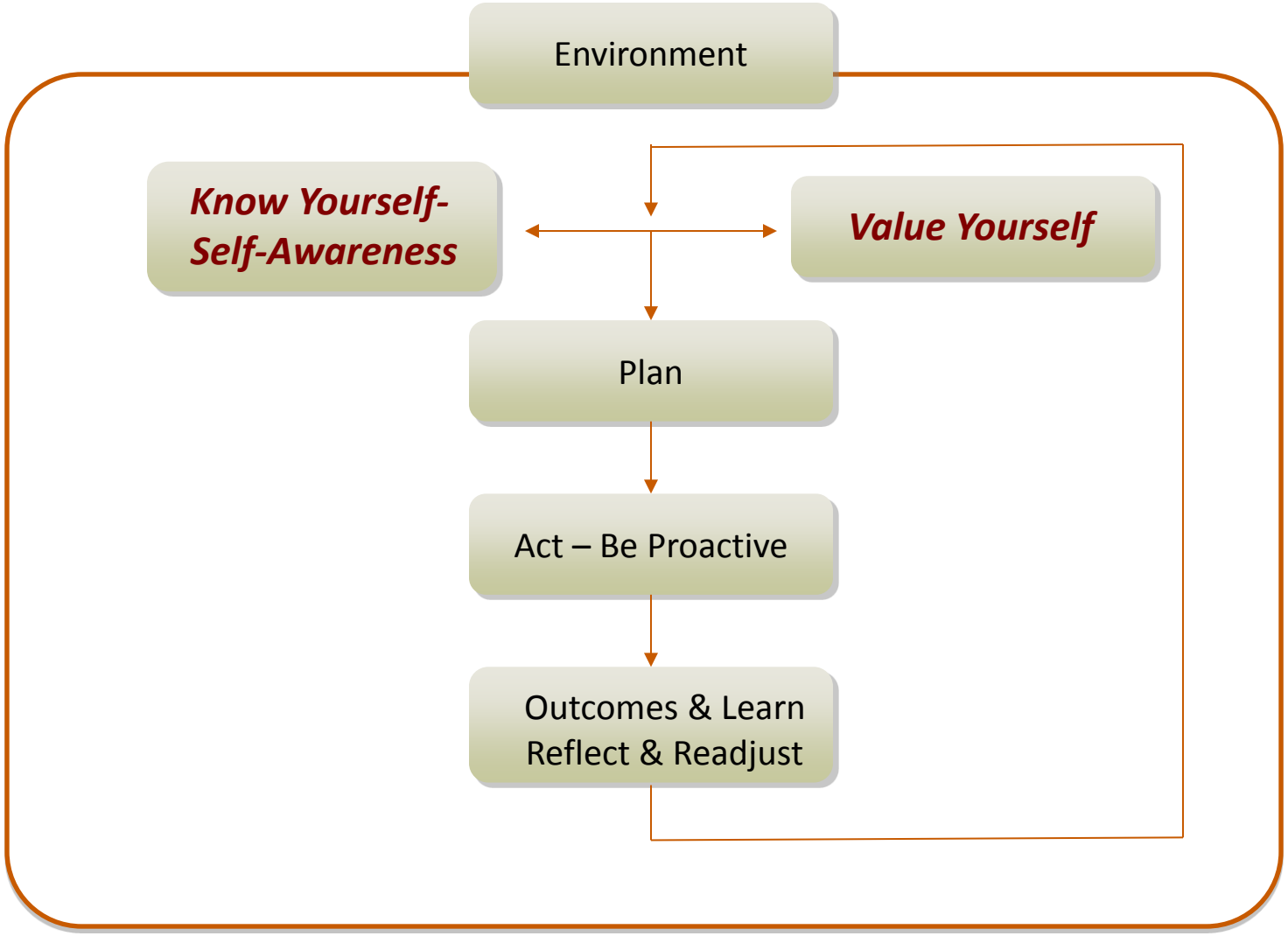
(Adapted from Morningstar, Gaumer Erickson, & Noonan, 2009)

Self-Determination Model



SOURCE: Hoffman, A., & Field, S. (2006). *Steps to self-determination* (2nd ed.). Austin, TX: PRO-ED

Self-Determination Model

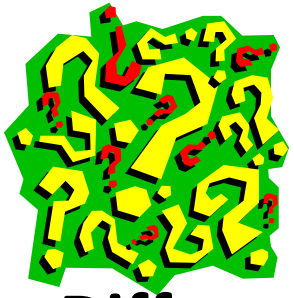


SOURCE: Hoffman, A., & Field, S. (2006). *Steps to self-determination* (2nd ed.). Austin, TX: PRO-ED

Know and Value Self – Disability Awareness Activities

Post-It
Community
Building

Disability



or Difference

ALL
ABOUT
ME!!!

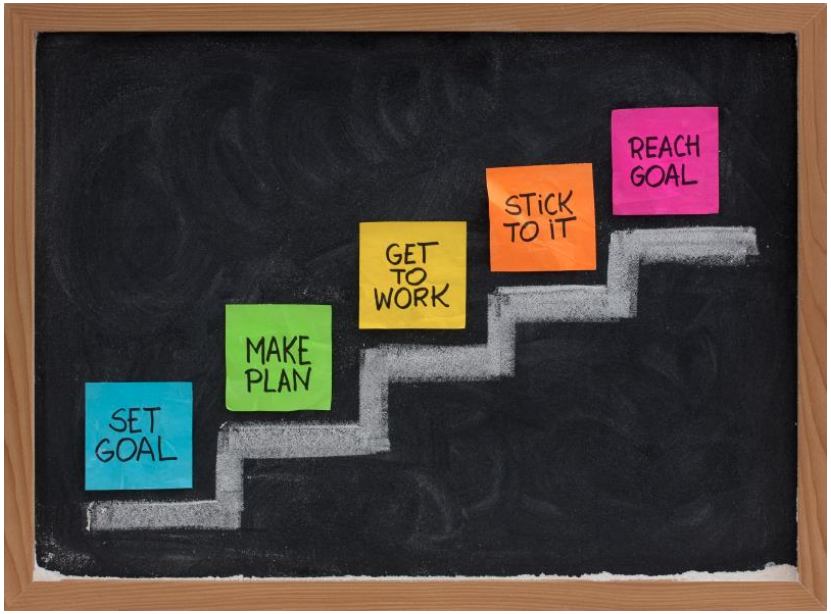
Talent Search

Self-Determination Model

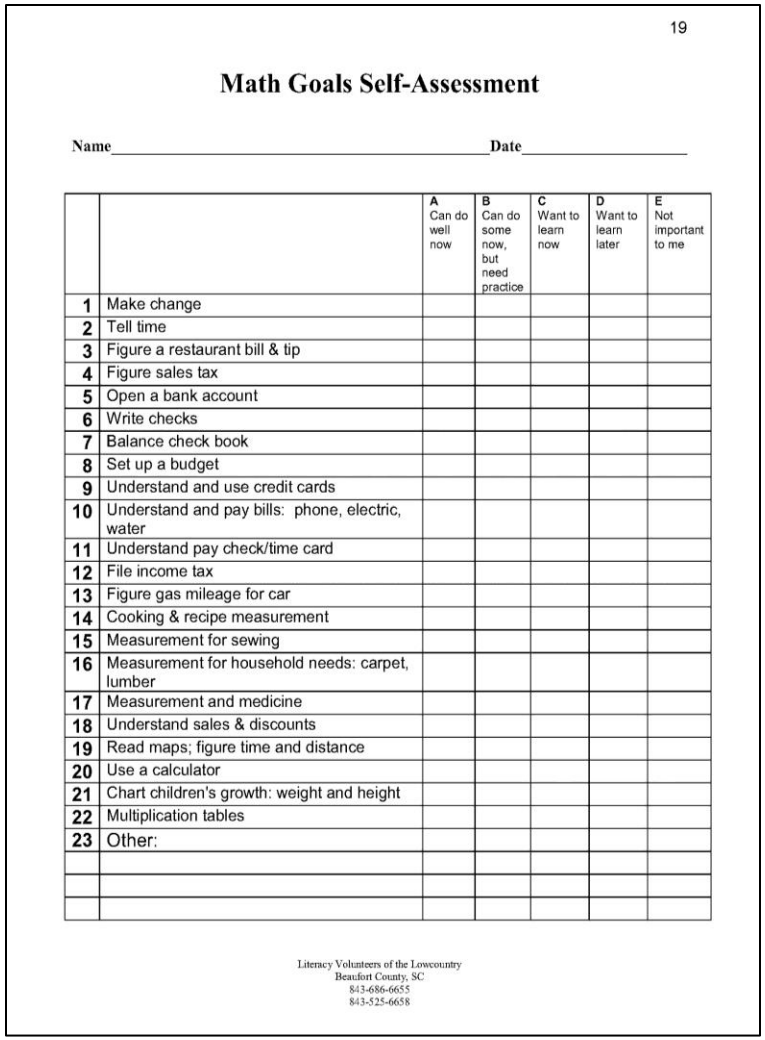
SOURCE: Hoffman, A., & Field, S. (2006). *Steps to self-determination* (2nd ed.). Austin, TX: PRO-ED

What Do We Know About Goal Setting and Learning?

- Goals are important in motivating and directing behavior
- Learners benefit when instructors help them identify long and short term goals
- Short term goals are more easily tied to success
- Monitoring and achieving progress is directly tied to persistence in education



Goal Setting



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Math Goals Self-Assessment

Name_____Date_____

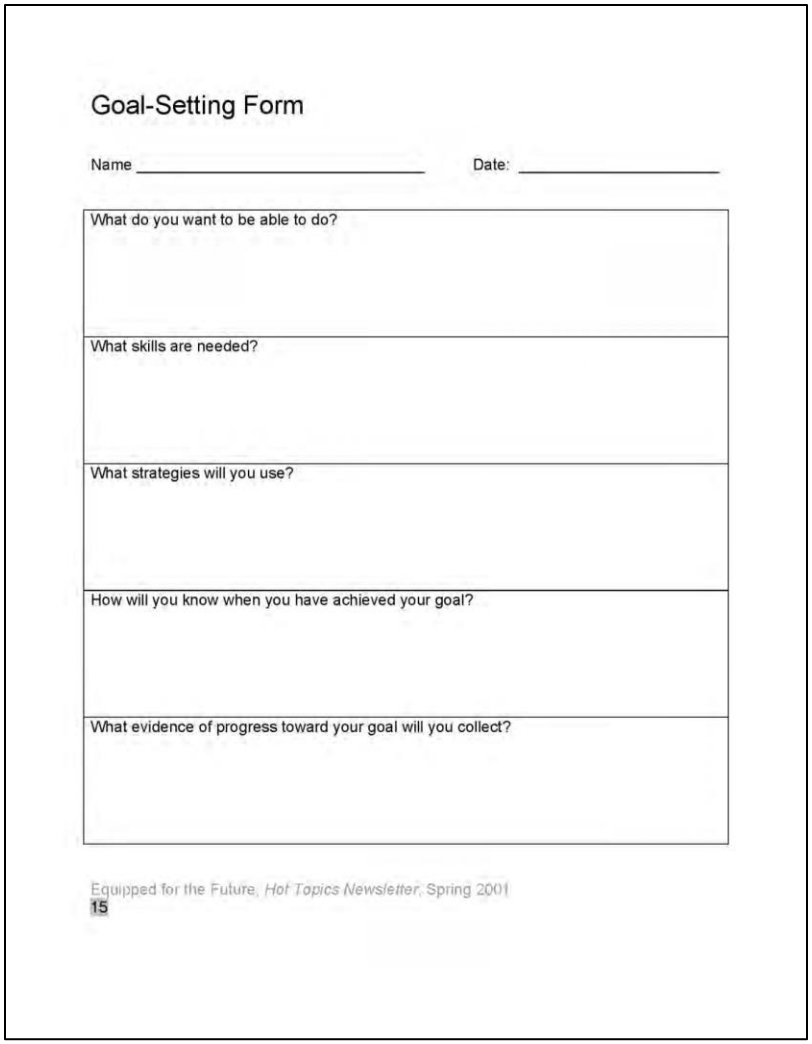
		A Can do well now	B Can do some now, but need practice	C Want to learn now	D Want to learn later	E Not important to me
1	Make change					
2	Tell time					
3	Figure a restaurant bill & tip					
4	Figure sales tax					
5	Open a bank account					
6	Write checks					
7	Balance check book					
8	Set up a budget					
9	Understand and use credit cards					
10	Understand and pay bills: phone, electric, water					
11	Understand pay check/time card					
12	File income tax					
13	Figure gas mileage for car					
14	Cooking & recipe measurement					
15	Measurement for sewing					
16	Measurement for household needs: carpet, lumber					
17	Measurement and medicine					
18	Understand sales & discounts					
19	Read maps; figure time and distance					
20	Use a calculator					
21	Chart children's growth: weight and height					
22	Multiplication tables					
23	Other:					

Literacy Volunteers of the Lowcountry
Beaufort County, SC
843-686-6655
843-525-6658

1. **What do you like about this form and the idea of using it with your students?**

2. **If you were going do something like this, how would you change it?**

Goal Setting



Goal-Setting Form

Name _____ Date: _____

What do you want to be able to do?
What skills are needed?
What strategies will you use?
How will you know when you have achieved your goal?
What evidence of progress toward your goal will you collect?

Equipped for the Future, *Hot Topics Newsletter*, Spring 2001
15

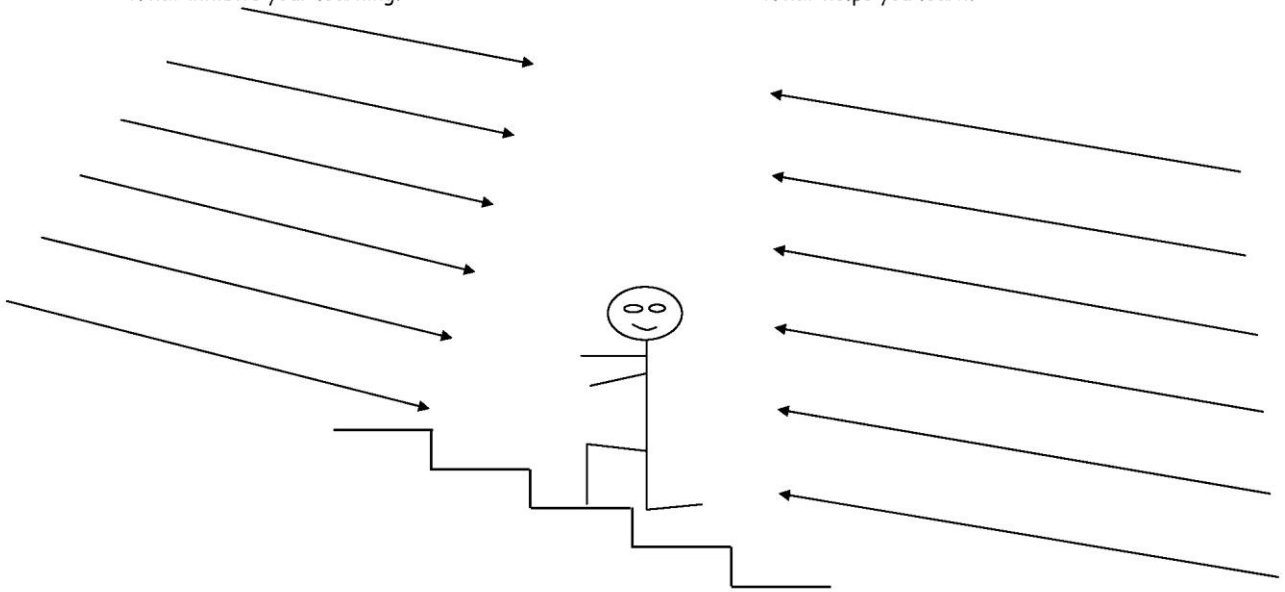
- What are the advantages of this more open approach to goal-setting?
- What are the disadvantages?
- If you were going to choose between this form and the previous, more structured form, which one would you choose and why?

Goal Setting

Pulling Forward – Pushing Back

What pushes you back as you work toward your goal?
What inhibits your learning?

What motivates you and pulls you forward?
What helps you learn?



My long-term goals:

_____
_____
_____

My short-term goals:

_____
_____
_____

My Goals – Set, Plan, Monitor, Self-Assessment

GOAL STATEMENT

I want to improve

_____ so I can

_____

_____.

My Goals - Plan

GOAL PLANNING

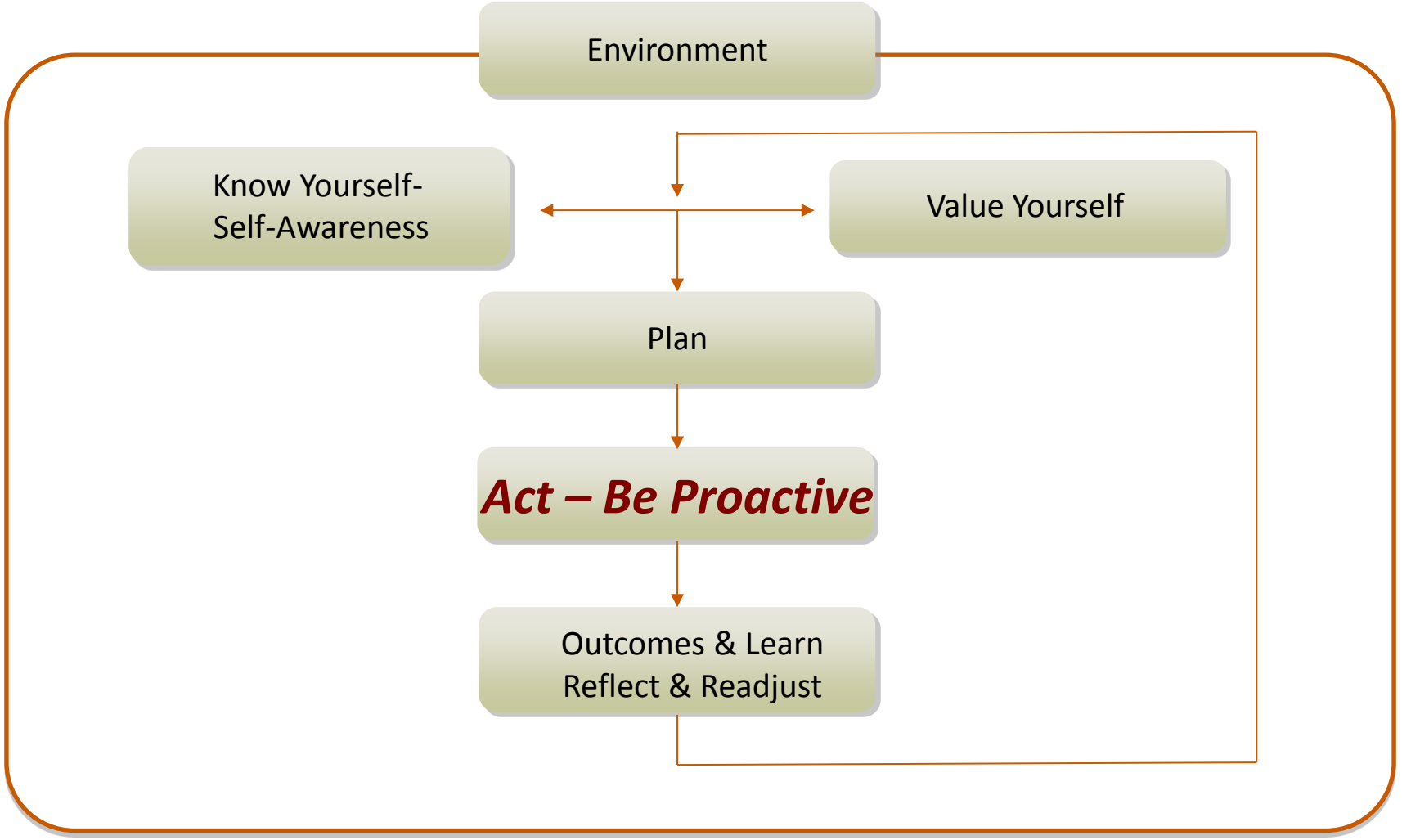
I am going to achieve my goal by doing:

1. _____
2. _____
3. _____
4. _____

My Goals – Goal Monitoring

Date:	I did:	It was easy, hard or very difficult.	Comments:

What's Next After Goal Setting?



Self-Monitoring

Observing and recording one's own behavior.

Self-Monitoring

- Identify target behaviors
  - How often they occur
  - How well you did
  - Continued reflection and goal setting
- Can be accomplished with simple guides or checklists
- Support with a classroom routine for self-monitoring

Example – Rate or Count

Rate yourself 4 = very good, 3 = good, 2 = so, so,1 1= need to work on this, 0= missing

or

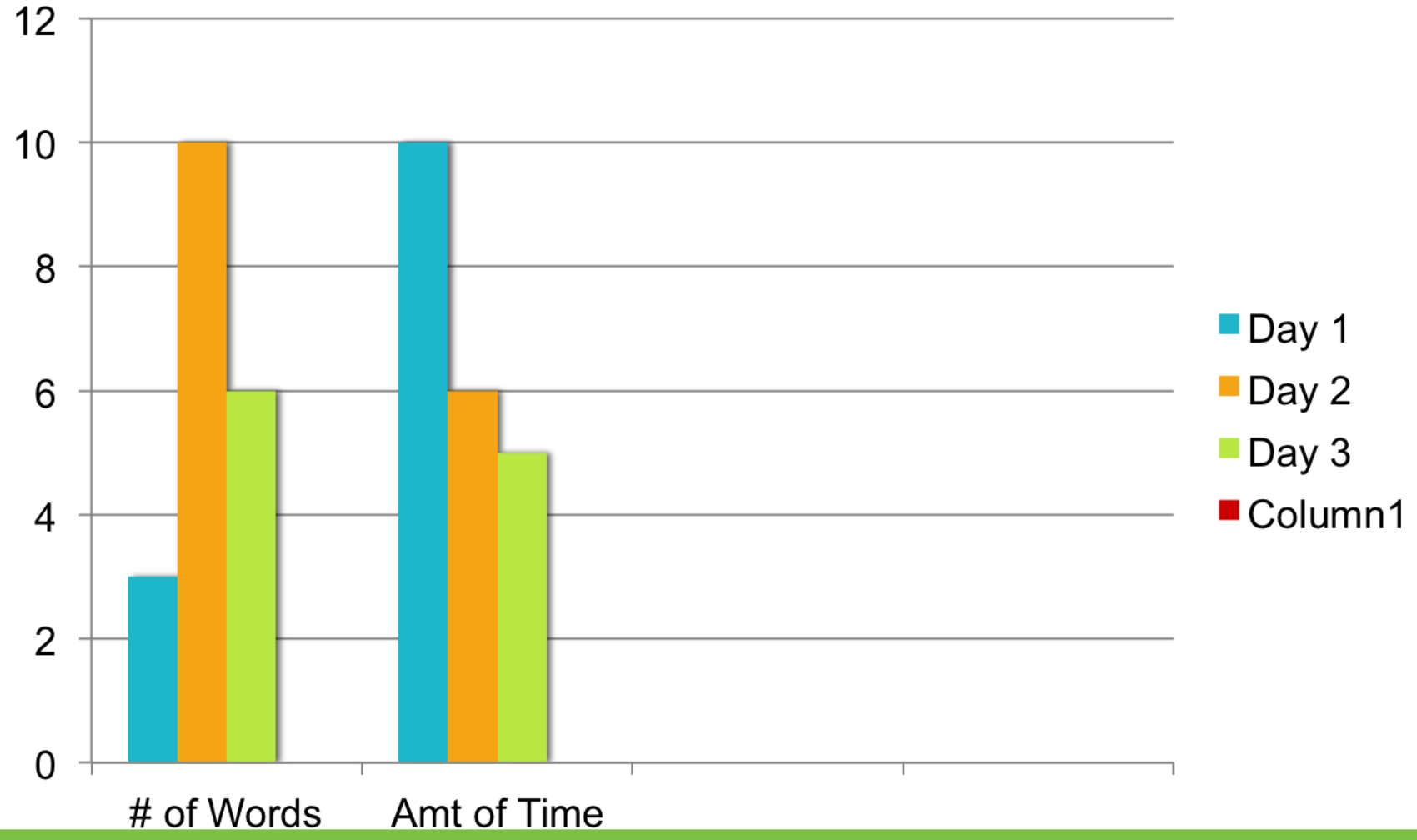
Count how many times you contributed

	Date	Topic	Spoke	Asked?	Answer ?	Total
1						
2						
3						
4						
Tots						

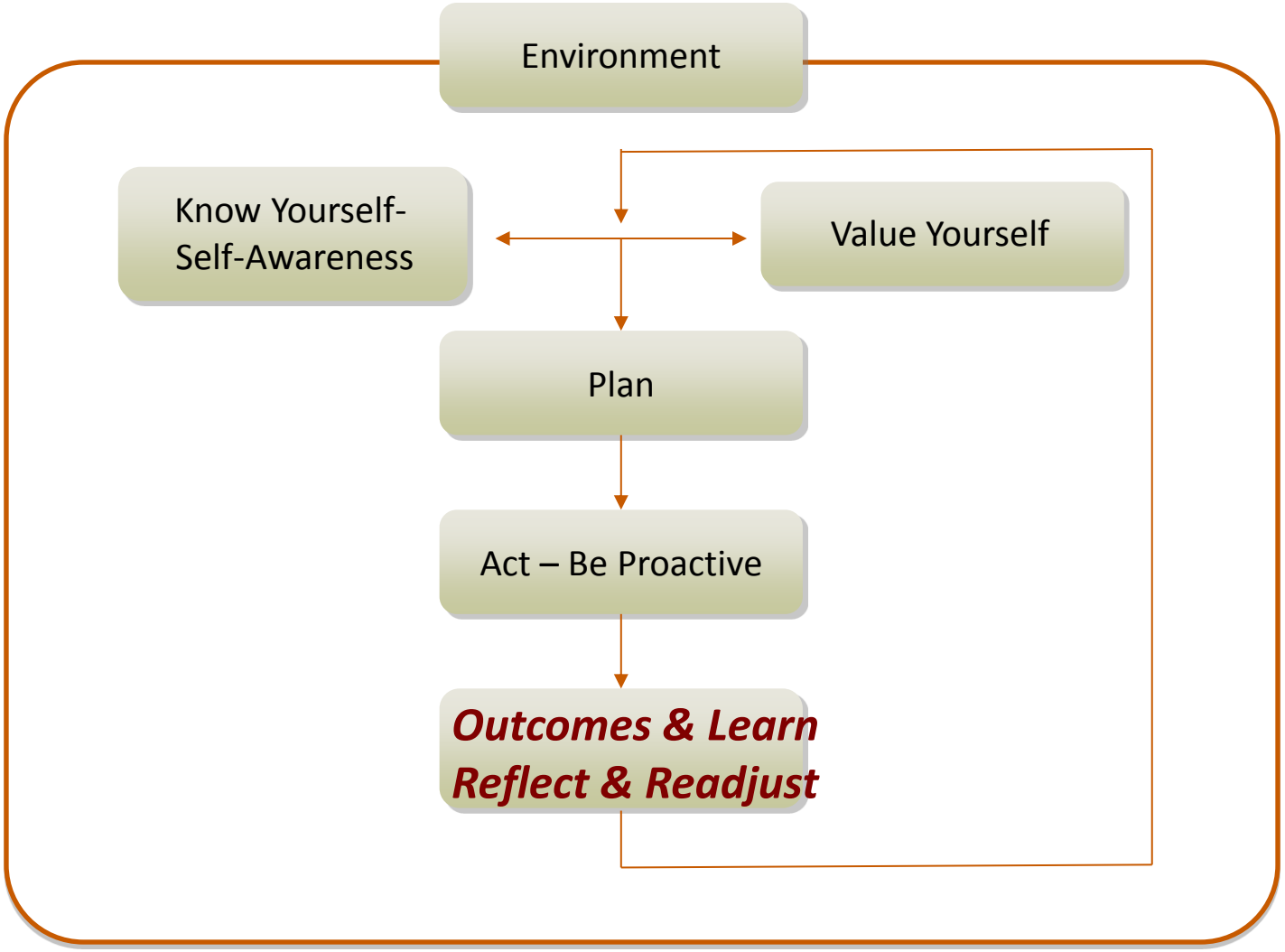
Self-Monitoring Checklist for Addition with Regrouping

	1	2	3	4	5
1) Add 1st column					
2) If 9 or less, DON'T CARRY Write sum under the 1s column 3) If 10 or more, CARRY Write the 1s number under the 1s column Write the 10's number over the 10's column					
4) Add the numbers in the 10's column					
5) If you carried, add the extra 1					
6) Write the whole sum under the 10's column					
Correct answer = 1, Incorrect = 0					

Studying Vocabulary Words



Self-Determination Model



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Multi-Tiered Transition Curriculum

Tier 3: Individualized transition curriculum for a few

- Life skills curriculum
- Supported employment
- Project SEARCH
- Community-based transition program
- Curricular modifications

(Adapted from Morningstar, Gaumer Erickson, & Noonan, 2009)

CITY Career Exploration Curriculum

CITY Curriculum

- Visualizing My Future
- What is a Career?
- Career Paths
- Car Salesman
- What Career Should You Choose?
- Data, People, and Things
- Work Environments
- Work Values Auction
- Post-Secondary Options
- Putting It All Together

CITY Community-Based Activities

- Career Exploration
  - Community Mapping
  - Job Site Visits
  - Job Shadowing
- Postsecondary Education Exploration
  - Community Mapping
  - DSS visit and student presentation
  - Class visits

Guiding Question 2

What transition resources are available to help educators provide transition curriculum?

Transition Curricula

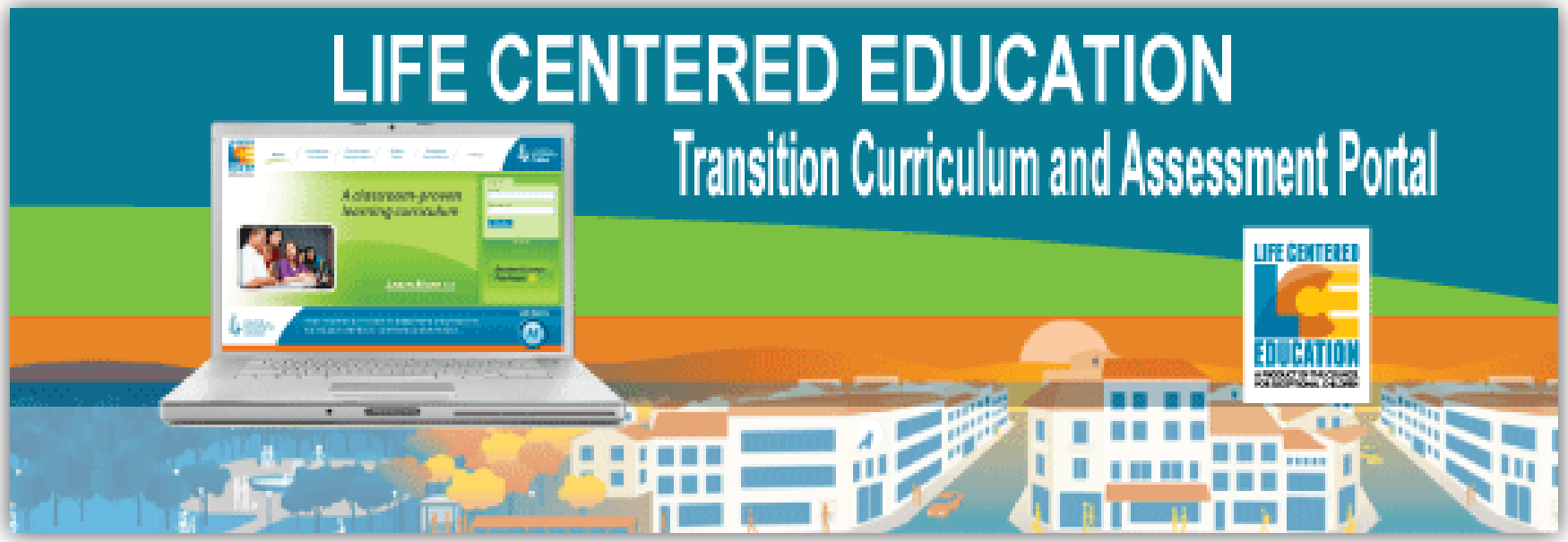
Curriculum	Self-Determination	Social Skills	Employment Preparation	Independent Living	Postsecondary Education Preparation
ChoiceMaker	✓		✓	✓	✓
Life Centered Career Education		✓	✓	✓	
The Transitions Curriculum	✓		✓	✓	
Family Economics and Financial Education				✓	
S.O.A.R Study Skills					✓
HEATH Resource Center Modules	✓	✓	✓	✓	✓
Whose Future is it Anyway?	✓				
WAGES		✓	✓		

ChoiceMaker Self-Determination Transition Curriculum

- The Self-Directed IEP
- Choosing Employment Goals
- Choosing Personal Goals
- Choosing Education Goals
- Take Action

http://store.cambiumlearning.com/choicemaker-self-determination-series/

Life Centered Education (LCE)



http://www.cec.sped.org/Home/Publications/LCE-Transition-Curriculum

Take Charge Today/ Family Economic and Financial Education

TAKE CHARGE TODAY

Financial Education for a Better Future

http://takechargetoday.arizona.edu

The Transitions Curriculum

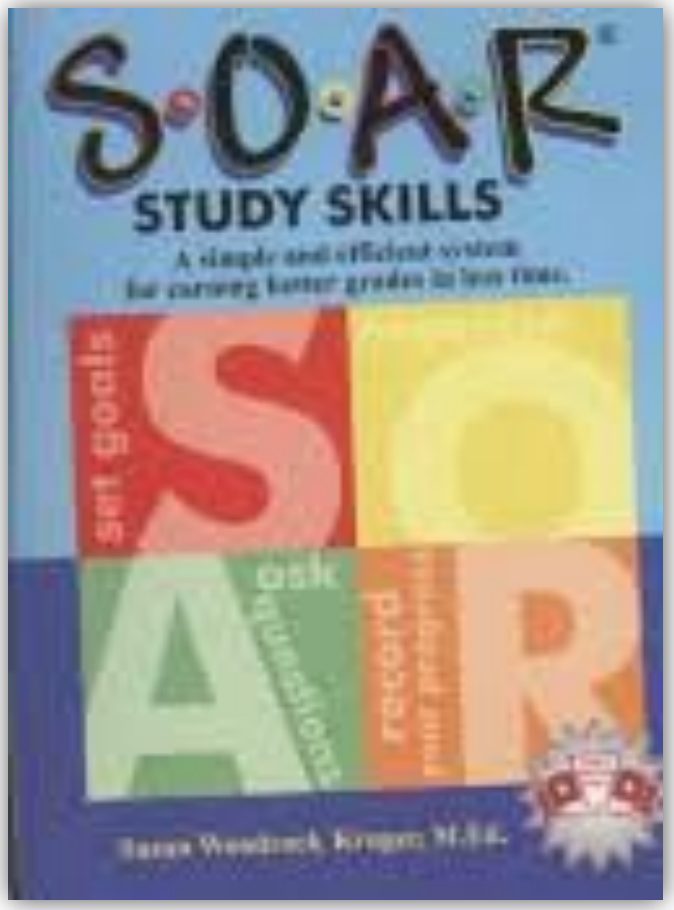
- Personal Management

- Career Management

- Life Management

http://www.stanfield.com/products/school-to-work-skills/transitions-curriculum/

S.O.A.R. Study Skills

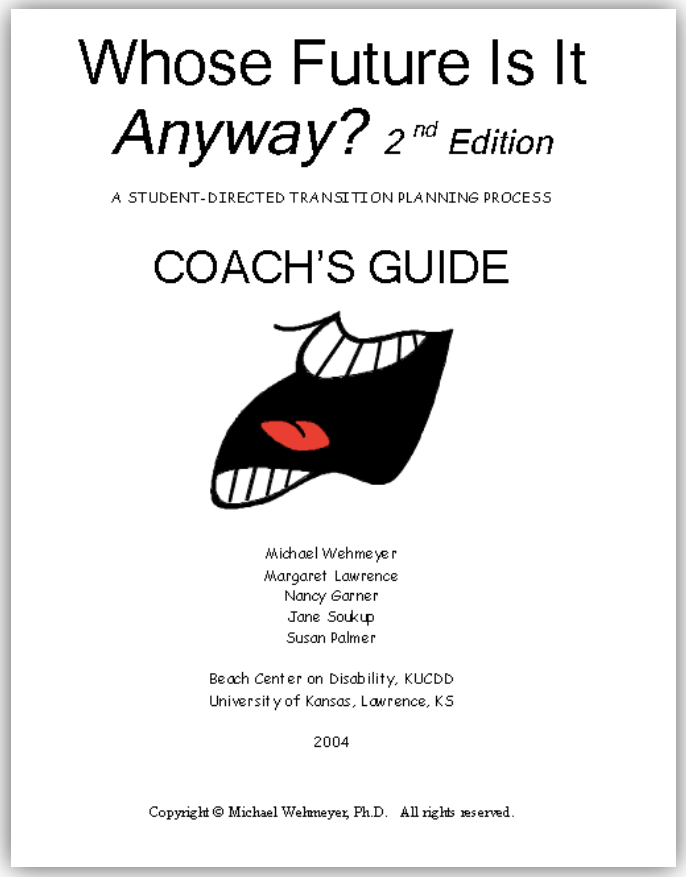


http://studyskills.com

HEATH Resource Center Modules

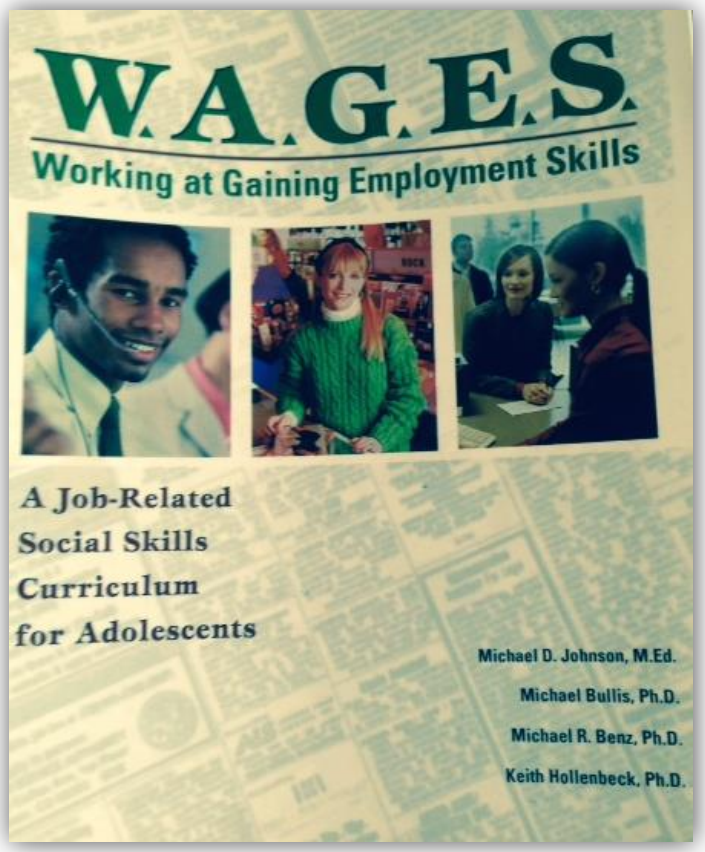
http://heath.gwu.edu

Whose Future is it Anyway?



http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/whos-future-is-it-anyway.html

W.A.G.E.S. Working at Gaining Employment Skills



http://store.cambiumlearning.com/w-a-g-e-s/

Wrap Up

Guiding Questions:

1. What are the transition-related skills students need before they graduate?
2. What transition resources are available to help educators provide transition curriculum?

Resources

- Transition Curriculum - http://www.nsttac.org/content/transition-curricula