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?
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 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
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
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?

<table>
<thead>
<tr>
<th>Self-determination</th>
<th>Social Skills</th>
<th>Employment Prep</th>
<th>Independent Living</th>
<th>Post-secondary Ed Prep</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Self-determination</th>
<th>Social Skills</th>
<th>Employment Prep</th>
<th>Independent Living</th>
<th>Post-secondary Ed Prep</th>
</tr>
</thead>
</table>
Multi-Tiered Model of Transition Curriculum

- **Tier 1**: All curricular connections to careers, educational goals, and interests
- **Tier 2**: Some supplemental transition, academic, and/or behavior curriculum
- **Tier 3**: Few individualized transition curricula

(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
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.
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

Environment

Know Yourself - Self-Awareness

Value Yourself

Plan

Act - Be Proactive

Outcomes & Learn

Reflect & Readjust

Self-Determination Model

Know Yourself - Self-Awareness

Plan

Act – Be Proactive

Outcomes & Learn

Reflect & Readjust

Value Yourself

Environment

Know and Value Self – Disability Awareness Activities

Post-It Community Building

Disability or Difference

ALL ABOUT ME!!!
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

Math Goals Self-Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A: Can do well now</th>
<th>B: Can do some, need practice</th>
<th>C: Want to learn now</th>
<th>D: Want to learn later</th>
<th>E: Not important to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make change</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tell time</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Figure a restaurant bill &amp; tip</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Figure sales tax</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Open a bank account</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Write checks</td>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Balance check book</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Set up a budget</td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Understand and use credit cards</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Understand and pay bills: phone, electric, water</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Understand pay check/credit card</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>File income tax</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Figure gas mileage for car</td>
<td>21</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Cooking &amp; recipe measurement</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Measurement for sewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Measurement for household needs: carpet, lumber</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Measurement and medicine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Understand sales &amp; discounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Read maps, figure time and distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Use a calculator</td>
<td>21</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Chart children's growth: weight and height</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Multiplication tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Other:</td>
<td>24</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

2. If you were going to do something like this, how would you change it?
• 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:
I want to improve __________________________ so I can ________________________________

______________________________ ________________

______________________________.

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

I am going to achieve my goal by doing:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
<table>
<thead>
<tr>
<th>Date:</th>
<th>I did:</th>
<th>It was easy, hard or very difficult.</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s Next After Goal Setting?

Environment

Know Yourself - Self-Awareness

Value Yourself

Plan

Act – Be Proactive

Outcomes & Learn

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

or

Count how many times you contributed

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Spoke</th>
<th>Asked?</th>
<th>Answer?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tots</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Self-Monitoring Checklist for Addition with Regrouping

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Add 1&lt;sup&gt;st&lt;/sup&gt; column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>If 9 or less, DON’T CARRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write sum under the 1s column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>If 10 or more, CARRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the 1s number under the 1s column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the 10’s number over the 10’s column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>Add the numbers in the 10’s column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>If you carried, add the extra 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Write the whole sum under the 10’s column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct answer = 1, Incorrect = 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Studying Vocabulary Words

The bar chart shows the number of vocabulary words learned and the amount of time spent studying over three days:

- **Day 1**:
  - # of Words: 3
  - Amt of Time: 5

- **Day 2**:— No data available

- **Day 3**:— No data available

- **Column 1**:— No data available
Self-Determination Model

Environment

Know Yourself-Self-Awareness

Value Yourself

Plan

Act – Be Proactive

Outcomes & Learn

Reflect & Readjust

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

Whose Future Is It Anyway? 2nd Edition
A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

COACH’S GUIDE

Michael Wehmeyer
Margaret Lawrence
Nancy Garner
June Seidup
Susan Fuller

Reed Center on Disability, KUCDD
University of Kansas, Lawrence, KS
2004

Copyright © Michael Wehmeyer, Ph.D. All rights reserved.

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

http://store.cambiumlearning.com/w-a-g-e-s/
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 Curriculum -
http://www.nsttac.org/content/transition-curricula