

Principles of Transition: Introduction to Self-determination

Special Populations and Student Support:	Blake.Shearer@tn.gov
Course Code(s):	S25X28
Prerequisite(s):	Individualized Education Program (IEP)
Credit:	1
Grade Level:	6-12
Graduation Requirements:	This is an elective course. According to High School Policy 2.103 1(q), all students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education.
Teacher Endorsement(s):	069, 105, 460, 194, 461,195, 465, 144, 190, 145, 191, 462, 196, 463, 197
Teacher Resources:	https://www.tn.gov/education/student-support/special-education/special-education-secondary-transition.html www.transitiontn.org https://clee.utk.edu/

Course Description

Principles of Transition: Introduction to Self-determination is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.

Program of Study Application

A thorough understanding and application of self-determination skills allows students to be the causal agents in their lives and to improve the following skills:

- Choice-making

- Decision-making
- Problem-solving
- Goal-setting and attainment
- Self-regulation/Self-management
- Self-advocacy and leadership
- Positive perceptions of control, efficacy, and outcome expectation
- Self-awareness
- Self-knowledge¹

Course Standards

Standard 1.0:

Students will demonstrate knowledge of legal rights as individuals with a disability.

Learning Expectations:

The student will:

- 1.1 Examine contents of the Individuals with Disabilities Act of 2004 (IDEA).
- 1.2 Discuss how disability rights laws affect the education of minor students.
- 1.3 Describe the rights that will transfer from parent to student upon reaching age of majority.

Performance Standards: Evidence Standard is Met

The student will:

- 1.1A Describe how he/she meets criteria for special education services.
- 1.1B Explain Free and Appropriate Public Education (FAPE).
- 1.1C Identify Least Restrictive Environment.
- 1.1D Articulate personal relevance of transition planning.
- 1.2A Discuss the types of supports, accommodations, and modifications necessary to achieve success in learning.
- 1.2B Articulate the impact that the IEP has on courses of study.
- 1.3A Define the term "age of majority."
- 1.3B Compile a list of rights assumed upon reaching age of majority.

Sample Performance Tasks:

- Explore key components of disability law as it relates to assessment, eligibility, FAPE, least restrictive environment, IEP, and transition.
- Make a timeline of personal special education services, beginning in middle school and continuing to the present.
- Work in small groups to list educational areas affected by disability laws in school.

¹ Wehmeyer, M. L., & Field, S. L. (2007). Self-determination: Instructional and assessment strategies. Thousand Oaks, CA: Corwin Press.

- Review and discuss the content of the "Rights of Children with Disabilities and Parent Responsibilities" booklet.
- Complete an internet search to gather information about the disability laws presently in effect.
- Participate in annual review meetings where the IEP is developed.

Standard 2.0

Students will understand their unique learning differences and its effect on learning.

Learning Expectations:

The student will:

- 2.1 Read eligibility documentation.
- 2.2 Define his/her specific disability.
- 2.3 Explain how the disability affects learning in a particular class.
- 2.4 Identify academic strengths.

Performance Standards: Evidence Standard is Met

The student will:

- 2.1A Set appointments to read eligibility documentation.
- 2.1B Discuss and analyze disability information with case manager and parents.
- 2.2A Analyze personal profile of strengths and challenges in relation to disability.
- 2.2B Articulate that the impact of the disability varies from one environment to another.
- 2.3A List specific accommodations needed in specific areas.
- 2.3B Articulate classes requiring compensatory strategies.
- 2.4A List two or more classes in which he/she experiences academic success.
- 2.4B Discuss why he/she performs better in one class as opposed to another.

Sample Performance Tasks:

- Compare and contrast various learning environments using current classes as models to determine what impact, if any, their disability has on their learning in that environment.
- Each student will review their own special education file.
- Review each student's current schedule and schedule for the next term.
- Review disability information and appropriate accommodations; evaluate student's need for accommodations in each class, taking into consideration individual learning styles, disability, and course content.
- Write autobiographies that detail successes, challenges, and accomplishments.
- Identify and research one famous person with a disability and describe how that person overcame his or her disability.

Standard 3.0:

Students will display knowledge of individual strengths necessary for achieving personal and academic success.

Learning Expectations:

The student will:

- 3.1 Examine learning styles and adapt learning strategies to his or her unique style.
- 3.2 Analyze personal achievements and successes at school, home, and in the community.
- 3.3 Identify personal strengths relating to organizational skills, test-taking strategies, and study skills.
- 3.4 Practice time management skills.
- 3.5 Identify and model skills required for success in the classroom.
- 3.6 Adjust learning strategies to teaching styles of specific teachers.

Performance Standards: Evidence Standard is Met

The student will:

- 3.1A Complete a learning styles assessment.
- 3.1B Articulate how individual learning style affects how new information is learned.
- 3.2 Document successes and achievements and add to transition portfolio.
- 3.3A Keep homework, class assignments, and assignment book in organized manner.
- 3.3B Verbalize test-taking and study skills strategies that are personally successful.
- 3.4A Maintain assignments through a variety of sources (e.g., assignment book, online applications, etc.)
- 3.4B Meet class deadlines with regard to assignments and project due dates.
- 3.5A Articulate requirements for each teacher and class relating to the social skills, deadlines, and study skills.
- 3.5B Demonstrate compliance of class requirements.
- 3.6A Analyze teaching styles and instructional delivery models.
- 3.6B Identify strengths and needs of individual learning styles in relation to particular teaching styles utilized by current teachers.

Sample Performance Tasks:

- Compile and organize a notebook (electronic or paper-based) with a table of contents and labeled dividers. One section each will be devoted to: examples of best work, description of personal learning style, strategies that help the student learn, a homework schedule, a list of good study habits found to be successful, and an on-going list of personal achievements.
- Evaluate different teaching strategies used to present the same content to determine which strategy or style enables them to retain the most information. Evaluate which teaching strategy is used by each of their teachers, consider how this fits with their learning style, and brainstorm how they can adapt to that environment.

- Review and maintain transition portfolio on a weekly basis by adding new information, data, updated test scores, resume, accomplishments, and personal information.

Standards 4.0:

Student will complete assessments to assist in postsecondary planning.

Learning Expectations:

The student will:

- 4.1 Complete a learning style assessment.
- 4.2 Complete an interest inventory.
- 4.3 Complete an aptitude assessment.
- 4.4 Complete a personality inventory.
- 4.5 Complete a career interest assessment.

Performance Standards: Evidence Standard is Met

The student will:

- 4.1A Identify personal learning style by analyzing results of assessment.
- 4.1B Analyze how their learning style affects classroom performance and need for accommodations.
- 4.2A Research and match career groups to identified interest areas.
- 4.2B Develop long-term goals related to interests.
- 4.3A Compare interests and aptitudes to determine best fitting careers.
- 4.3B Use aptitude and interest results as a basis to investigate future career and training options.
- 4.4A Analyze how personality affects learning and career choices.
- 4.4B Articulate how personality traits affect social interactions.
- 4.5A Determine level of training needed for identified career interest areas.
- 4.5B Explore potential and appropriate careers using a variety of resources.

Sample Performance Tasks:

- Complete individual learning style assessments.
- Complete individual interest inventories.
- Complete individual personality inventories.
- Access career inventories on the internet.
- Complete individual aptitude assessments.
- Review and update transition portfolio information.
- Evaluate four-year plan of study. Evaluate progress on the plan and make adjustments according to the identified interests, aptitudes, and career assessments.

Discuss additional assessments with the school counselor. Collaborate with teacher and parents to decide which assessments would be beneficial to post-secondary planning.

Standard 5.0

Students will identify appropriate accommodations to facilitate learning.

Learning Expectations:

The student will:

- 5.1 Articulate the difference between accommodations and modifications.
- 5.2 Analyze the disability, learning styles, and class requirements to determine the adjustments needed to learn successfully.
- 5.3 Identify strengths and needs for a particular class.
- 5.4 Analyze accommodations to determine those that are and are not successful.

Performance Standards: Evidence Standard is Met

The student will:

- 5.1A Articulate that accommodations equalize the educational playing field.
- 5.1B Discuss the difference between modifications and accommodations.
- 5.2A Describe the interdependence of the student's disability and learning style.
- 5.2B Analyze class requirements and how the student can function in class at optimal levels using identified strengths and needed accommodations based on personal history.
- 5.3A Accentuate strengths and uses to their advantage.
- 5.3B Develop an academic plan to accommodate the student's disability
- 5.4A Practice using a variety of accommodations, including assistive technology as appropriate.
- 5.4B Evaluate, prior to and during the IEP meeting, which modifications or accommodations are successful and why.

Sample Performance Tasks:

- Brainstorm different accommodations and categorize the accommodations by subject usefulness.
- Develop a personal list of accommodations which have been used in the past. Rank the accommodations from most successful to least successful and explain the rating logic.
- Complete an internet search to locate a famous person with the same disability as themselves. Report to the class how this person overcame the obstacles the disability presented, successes he or she achieved, and the process required to reach his or her goals.
- Complete a graphic organizer to visualize the relationship between the student's disability and learning style.

Standard 6.0:

Students will demonstrate knowledge of the IEP process.

Learning Expectations:

The student will:

- 6.1 Determine IEP team member roles and responsibilities.
- 6.2 Review current IEP with case manager.

- 6.3 Review IEP goals/objectives each grading period.
- 6.4 Actively participate in IEP meetings.
- 6.5 Analyze the components of the student's IEP.

Performance Standards: Evidence Standard is Met

The student will:

- 6.1A Participate in a collaborative process with the student's case manager to review who his or her IEP team members are and why they are invited to the IEP meeting.
- 6.1B Verbalize to the student's case manager the types of information each team member will bring to the IEP meeting.
- 6.2A Sign access form in the student's special education file indicating review of the IEP.
- 6.2B Compile a list of questions regarding IEP content and review the questions with the student's case manager and parent.
- 6.3 List initial goal and objective sheets in his or her IEP each grading period indicating review of progress.
- 6.4A Submit comments regarding strengths, concerns, needed modifications/accommodations, and course preferences to the IEP team.
- 6.4B Participate in a collaborative meeting with the case manager prior to the IEP meeting.
- 6.4C Submit and review a student concerns sheet in the IEP team.
- 6.5 Enumerate the components of the IEP.

Sample Performance Tasks:

- Simulate an IEP meeting allowing each student to assume a team member role. Roles will include student, parent, special education case manager, administrator, teacher, and note taker.
- Develop the components of a complete IEP for an imaginary student with pertinent eligibility documentation, grades, course history, learning styles, needed accommodations, and demographic information. Each group will complete a specific part of the IEP and present their portion of the IEP to the rest of the class.
- As a class, study A Student's Guide to the IEP using the student's own IEP as a resource.

Standard 7.0:

Students will actively participate in transition planning.

Learning Expectations:

The student will:

- 7.1 Work collaboratively with school personnel to develop/update a four-year plan of study.
- 7.2 Review high school cumulative file.
- 7.3 Become familiar with the roles of the key players in the transition process.
- 7.4 Complete a transition planning questionnaire.
- 7.5 Update personal transition portfolio.

Performance Standards: Evidence Standard is Met

The student will:

- 7.1A Analyze the results of career investigation and determine the courses needed in high school to facilitate specific post-secondary goals.
- 7.1B Update four-year plan of study based on long-term goals and submit the plan to transition portfolio.
- 7.2A Set an appointment with the school counseling department to review cumulative file.
- 7.2B In conjunction with parents and/or case manager, request copies of test scores, report cards, and transcript to be submitted to the transition portfolio.
- 7.3A Identify the key players in the transition planning process.
- 7.3B Compile a list of transition providers, including contact information.
- 7.4 Submit completed transition planning questionnaire to transition portfolio.
- 7.5 Collect and submit interest, aptitude, learning styles, and career assessments to transition portfolio.

Sample Performance Tasks

- Develop four-year plan of study based on state and local graduation requirements. . Students shall block in required courses and evaluate career interest assessment results to determine which available electives will most closely match their career interests. Completed plan will be submitted to their transition portfolio.
- Complete a transition-planning questionnaire addressing education, training, employment, independent living, community access, medical/health issues, financial needs and supports, and projected living arrangements. Review the completed questionnaire and develop one goal for each area addressed.
- Engage with guest speakers, such as school counselors, career and technical education representatives, and disability support personnel from local colleges, , the social security administration, career centers, independent living centers, health care providers, Vocational Rehabilitation, college access centers, , and employment agencies to learn about opportunities available in the community.
- Assess in collaboration with parents and special education staff which transition personnel will contribute to the student’s personal success in the adult community.

Standard 8.0:

Students will demonstrate the self-advocacy skills required for assuming responsibility for learning.

Learning Expectations:

The student will:

- 8.1 State individual strengths to IEP team.
- 8.2 Articulate individual concerns for learning.
- 8.3 Ask for accommodations for a particular class, test, or assignment.

- 8.4 Set appointment to review special education file with case manager.
- 8.5 Use assertive communication to articulate to teachers the need for specific accommodations.
- 8.6 Using practical scenarios that can be generalized, understand the decision-making process (e.g. asking questions, leveraging resources, anticipating consequences) reflect and learn from decisions made.
- 8.7 Defend a position related to legal rights as a person with a disability.

Performance Standards: Evidence Standards is Met

The student will:

- 8.1A Complete a self-assessment to describe strengths, challenges, and learning styles.
- 8.1B Use completed self-assessment as prompt when participating in the IEP meeting.
- 8.2A Identify areas on class syllabus that are of concern.
- 8.2B Meet with classroom teacher to discuss learning strategies.
- 8.3A Practice asking for accommodations from peer, parent, or special educator.
- 8.3B Schedule a meeting with classroom teacher to discuss needed accommodations for project, assignment, or test.
- 8.4 Sign access to file record in special education file.
- 8.5A Respond in positive and informative manner regarding need for accommodations.
- 8.5B Seek assistance from special education staff when assistance is required to communicate specific learning needs to general education teachers.
- 8.6A Evaluate the advantages and disadvantages of decisions that impact learning in a particular class.
- 8.6B Assume responsibility for decisions rather than place blame elsewhere if consequences are not positive.
- 8.7A Explain to teachers or peers the legitimacy of his or her need for accommodations.
- 8.7B State what his or her educational rights are as a student with a disability.

Sample Performance Tasks

- Develop an IEP meeting agenda following a review of his or her IEP.
- Practice self-advocacy skills in a simulated situation for the classroom (i.e., a meeting with a teacher to negotiate extended time for assignments for tests).
- Role play a situation where accommodations are not being implemented and the student defends his or her right to receive them and why they are needed.
- Role play asking for copies of notes from another student.
- Role play with classmate to explain why the student cannot play ball after school because he or she has to see a reading tutor due to difficulty with reading.
- Participate in a discussion with the school counselor about allowable accommodations on state mandated tests and college entrance tests.
- Keep a log book of all appointments with school personnel.

Portfolio

Create a portfolio (e.g., paper based, electronic files, video documentation), or similar collection of work, that illustrates mastery of skills and knowledge outlined in the course standards.