

# Principles of Transition: Planning for Postsecondary

Special Populations and Student Support:	<a href="mailto:Blake.Shearer@tn.gov">Blake.Shearer@tn.gov</a>
Course Code(s):	S25H04
Prerequisite(s):	Individualized Education Program (IEP)
Credit:	1
Grade Level:	11-12
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:	<a href="https://www.tn.gov/education/student-support/special-education/special-education-secondary-transition.html">https://www.tn.gov/education/student-support/special-education/special-education-secondary-transition.html</a> <a href="http://www.transitiontn.org">www.transitiontn.org</a> <a href="https://clee.utk.edu/">https://clee.utk.edu/</a>

## Course Description

Principles of Transition: Planning for Postsecondary is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.

## Program of Study Application

To better prepare students for postsecondary, students need to be well informed of their rights and responsibilities, as well as the responsibilities of postsecondary agencies and institutions. Through the completion of this course, students will understand and practice the soft-skills needed to enter into the postsecondary workforce, as well as advocate for any needed workplace accommodations. In addition,

students will be connected to the supports necessary for further education and/or training, including completion of financial aid applications, linkages to postsecondary service providers, and completion of applications to postsecondary support services.

## Course Standards

### Standard 1.0

Students will demonstrate the skills necessary to achieve postsecondary success.

### Learning Expectations

The student will:

- 1.1 Practice money management skills.
- 1.2 Participate in volunteer activities at school, home, neighborhood, or community.
- 1.3 Participate in leisure activities.
- 1.4 Practice decision-making skills.
- 1.5 Demonstrate appropriate communication skills.
- 1.6 Model age-appropriate social skills.
- 1.7 Practice desirable employability skills.
- 1.8 Practice self-advocacy skills.

### Performance Standards: Evidence Standards is Met

The student will:

- 1.1A Develop a monthly budget using current or projected financial supports.
- 1.1B Explain procedures for banking services.
- 1.2A Identify ways he or she can be a contributing member of society through volunteer activities.
- 1.2B Identify and participate in one or more volunteer activities in school or in the community.
- 1.3A Plan weekend leisure activities.
- 1.3B Participate in leisure/social activities and events in/outside school.
- 1.4A Determine personal decision-making process.
- 1.4B Use a decision-making model to practice effective decision-making.
- 1.5A Practice interview skills.
- 1.5B Demonstrate listening skills.
- 1.6A Define age-appropriate social skills.
- 1.6B Demonstrate age-appropriate social skills in the school setting.
- 1.7A List traits of desirable employees.
- 1.7B Independently adapt work habits to the needs of a specific academic or work activity.
- 1.8A Develop an understanding of self-awareness (e.g., strengths, needs, interests, preference) and communicate with various stakeholders on a variety of relevant postsecondary related topics.

### Sample Performance Tasks

- Compile a list of volunteer opportunities in school and in the community.

- Maintain a log of volunteer activities and dates completed.
- Read the newspaper for leisure time opportunities.
- Role play a social interaction that illustrates social errors then identify the errors and replay the scene with correct social interactions.
- Role play a situation in a work environment where the response to criticism is inappropriate. Re-play the scene after the class has made suggestions for more appropriate ways to respond to criticism.
- Identify the six steps to effective decision making: identify the decision to be made, think about options, predict consequences, choose the best option, act on the decision, and then reflect and revise.
- After identifying the six steps to effective decision making, follow the six-step process to arrive at a decision in a sample problem scenario. Present the decision and the thought process used to arrive at the decision.

### **Standard 2.0**

Students will register with specific needed community agencies.

### **Learning Expectations**

The student will:

- 2.1 Consult agency registration timeline and agency list to initiate the registration process.
- 2.2 Register with appropriate government service providers (e.g., vocational rehabilitation, social security, health/medical, independent living center, etc.).
- 2.3 Complete application for postsecondary training facilities.
- 2.4 Assemble needed eligibility documentation to submit with application.
- 2.5 Schedule appointment to make on-site visit with agencies and/or service providers.

### **Performance Standards: Evidence Standard is Met**

The student will:

- 2.1A Review agency timeline with case manager.
- 2.1B Prioritize agency registration with case manager.
- 2.2A Secure and complete application to desired agencies.
- 2.2B Schedule appointment to confer with representatives from desired agencies.
- 2.2C Confer with case manager to review agencies to invite to IEP meeting.
- 2.2D Contact and interview potential agencies to determine match to personal needs.
- 2.3A Locate and provide needed information to complete application.
- 2.3B Submit completed application to agency representatives.
- 2.4A Articulate eligibility documentation needed by each agency.
- 2.4B Attach eligibility documents to completed application.
- 2.5A Update personal log with contact information of agency representative and date/time of appointments.

2.5B Submit summary of meeting and/or documents gathered from visits to agencies to transition portfolio.

**Sample Performance Tasks:**

- Role play scheduling appointments with agency contact persons.
- Develop a list of questions to ask each agency related to eligibility documentation, attendance at IEP meetings, timeline to apply for service, age at which services may start, and actual services offered.
- Practice completing a variety of applications.
- Develop a list of four personal references, including address, telephone numbers, length of time known, and in what context.
- Review Transition Portfolio for eligibility documentation.
- Add a telephone contact log to Transition Portfolio to document telephone contacts made to selected agencies.
- Contact appropriate agencies and request applications by telephone, online registration, or on-site visits.
- Use a variety of sources to locate agencies in the area, their telephone numbers, addresses, and contact person.
- Engage with speakers from a variety of agencies, such as: social security, vocational rehabilitation, Department of Intellectual and Developmental Disabilities, parks and recreation, Tennessee Career Center, American Job Corps, TennCare, disability support representative from postsecondary education institutions, and others as appropriate.

**Standard 3.0**

Students will investigate and determine needed future financial support.

**Learning Expectations**

The student will:

- 3.1 Determine financial benefits available for adults with disabilities.
- 3.2 Evaluate desired lifestyle and amount of financial support necessary to facilitate that lifestyle.
- 3.3 Investigate different ways to save money.
- 3.4 Research availability of scholarships and other funding services for postsecondary goals.
- 4.5 Match assistance needs to postsecondary goals.

**Performance Standards: Evidence Standard is Met**

The student will:

- 3.1A Compare his or her disability to benefit availability.
- 3.1B Research benefit eligibility requirements.
- 3.2A Compare desired lifestyle with monetary requirements to achieve lifestyle.
- 3.2B Determine level of training required to achieve desired or needed salary.

- 3.3 Investigate financial institution savings plans and benefits of each type.
- 3.4 Set appointment with guidance office to complete scholarship search.
- 3.5A Complete FAFSA.
- 3.5B Compare assistance needs to current postsecondary goals.

**Sample Performance Tasks:**

- Engage with school counselor representatives to discuss scholarships available to persons with disabilities.
- Review individual disability criteria and match to eligibility requirements of potential benefit sources.
- Complete an electronic search for benefits available to students with disabilities.
- Schedule a conference with the school counselor to complete scholarship search.
- Search a variety of websites for information on lifetime earnings with high school diploma, a two-year degree, and a four-year degree.
- Engage with representatives from local banking institutions about different ways to save or invest money.

**Standard 4.0**

Students will communicate appropriate and necessary accommodations needed for successful integration into the adult community.

**Learning Expectations**

The student will:

- 4.1 Evaluate personal needs concerning housing and transportation.
- 4.2 Assist in the preparation and collection of eligibility documents.
- 4.3 Evaluate environmental access needs.
- 4.4 Assess the impact his or her disability will have on workplace effectiveness.

**Performance Standard: Evidence Standard is Met**

The student will:

- 4.1A Evaluate housing options which best meet postsecondary goals.
- 4.1B Independently travel in the community.
- 4.2A Review eligibility documentation in transition portfolio with case manager.
- 4.2B Determine if documentation is up-to-date according to eligibility criteria for agency services.
- 4.3A Define environmental accessibility.
- 4.3B Assess personal areas of need about environmental access and submit summary of results for transition portfolio.
- 4.4A Articulate implications of his or her disability in the workplace.
- 4.4B Evaluate requirements of a variety of workplace environments.
- 4.4C Examine the issue of disclosure of his or her disability in the workplace.

**Sample Performance Tasks:**

- Using a cooperative learning model, contact local banking institutions to find community speakers to address the following: how to get a loan, how to develop a good credit rating, and why a good credit rating is important.
- Engage with a local realtor about steps involved in purchasing a home, financial considerations involved in the purchase, and the paperwork required to complete the purchase process.
- Examine various rental properties and rate them on accessibility to public transportation, physical accessibility for individuals with physical disabilities, and financial accessibility.
- Inventory personal strengths and limitations to determine what modifications would be needed to be successful in a particular job or on a particular job site.
- Study the resources on disability disclosure (e.g., 411 on Disability Disclosure) and be able to list when and how one can and should disclose disability information.
- Role play scenarios where the student discloses their disability and instances when they should keep that information confidential.
- Conduct a student-led IEP team meeting.

**Standard 5.0**

Students will work collaboratively on their Summary of Performance.

**Learning Expectation**

The student will:

- 5.1 Refine personal postsecondary goals.
- 5.2 Articulate essential accommodations used for school success.
- 5.3 Describe present levels of performance.
- 5.4 Discuss current functional skills.
- 5.5 Evaluate requirements for assistance and supports needed in postsecondary environments.

**Performance Criteria: Evidence Standard is Met**

The student will:

- 5.1A List qualities necessary for successful and satisfying careers.
- 5.1B Review previous post-secondary goals and revise as necessary.
- 5.1C Develop timeline to achieve personal goals.
- 5.2A Practice asking for accommodations in the school setting.
- 5.2B Identify accommodations used in school that facilitated academic success.
- 5.3A Review present level of performance contained in IEP.
- 5.3B Accept IEP documentation as accurate or offer additional information as indicated.
- 5.4A Define functional living skills.
- 5.4B Complete inventory assessing personal functional living skills.

- 5.5 Identify functional living skills, needed supports, or assistance needed to effectively participate in chosen postsecondary environments.

**Sample Performance Tasks:**

- Complete "Adolescent Autonomy Checklist", review the skills needing improvement, and develop a plan allowing for practice of these skills. The completed checklist will be submitted to the individual student's transition portfolio. The student will implement the improvement plan at school, home, and in the community.
- Complete the Summary of Performance using individual IEPs and transition portfolios as resources.
- Complete a review of current postsecondary goals and make adjustments as necessary. Students will prepare a statement to submit to their IEP meeting, defining desired postsecondary goals as they relate to training, education, employment and independent living. They will include the steps necessary to achieve each of the goals.
- Individually research special education eligibility documentation to identify when and by what criteria they were found eligible for special education services in high school.
- Brainstorm qualities necessary for successful and satisfying careers Present the conclusions to the class, noting any similarities or common ideas regarding definitions of successful and satisfying careers.

**Standard 6.0**

Students will collaborate with parents, teachers, and other professionals to develop realistic transition plans.

**Learning Expectations**

The student will:

- 6.1 Determine immediate postsecondary pathway upon exit from high school.
- 6.2 Identify alternative training opportunities related to career interests.
- 6.3 Research companies or organizations of interest for employment opportunities.
- 6.4 Identify colleges that provide educational programs relevant to career interests.
- 6.5 Develop a timeline for achieving ultimate postsecondary goals.
- 6.6 Investigate alternate career options.
- 6.7 Determine training requirements for employment goals.

**Performance Criteria: Evidence Standard is Met**

The student will:

- 6.1A Determine type of work environment the student would most like.
- 6.1B Set realistic goals based on strengths and preferences.
- 6.2A Evaluate cost, time required for study, and location of training facilities in relation to the desired beginning work date.

- 6.2B Use personal resources, internet search, career counselors, and other professionals to locate alternate training opportunities.
- 6.3A Use career counselors, internet search, newspaper, and job fairs to explore employment opportunities.
- 6.3B Identify and use personal supports to gather employment leads.
- 6.4A Attend school sponsored meetings to gather education or training opportunities.
- 6.4B Complete search of facilities providing training in particular career interest areas.
- 6.5A Compare present performance to expected postsecondary goals.
- 6.5B Develop a four-year plan of action to achieve desired postsecondary goals.
- 6.6A Gather information on career options related to personal preferences.
- 6.6B Adjust goals when initial goals are found to be inappropriate or need revision.
- 6.7 Determine level of training required for preferred career options.

### **Sample Performance Tasks**

- Use O\*Net OnLine internet search to determine employment options in careers of interest.
- Review desired postsecondary placements and compare to progress on individual transition plan contained in IEP.
- Engage with speakers from the community who present information concerning local career opportunities.
- Job shadow a professional in a career of interest.
- Identify and interview two professionals in chosen career fields of interest to determine level of training required for the jobs, cost and length of time required to complete the training, and job satisfaction. After the interviews, present the findings and discuss the impact of the information on continuing on chosen career path.
- Using a variety of sources, locate three employment opportunities in career interest areas. Evaluate the information as it relates to job location, training or experience required for the job, salary, and benefits available.