

Putting the Pieces Together

Building a High-Quality Transition Plan is often like putting together a puzzle. Our Self-Advocacy Training and Curriculum can assist educators and students with the skills necessary to begin laying the foundation of the Transition IEP.



When students are taught the skills needed to become Self-Advocates, they begin to take a more

active role in the planning of their life in high school and into adulthood. They are taught the importance of understanding their disability and how it affects their learning as well as how to become more responsible in the creation and follow through of their future goals and in the ownership of their own lives.

Paired together our services can provide educators and students with invaluable information to create realistic High-Quality Transition Plans.


For More Information Contact



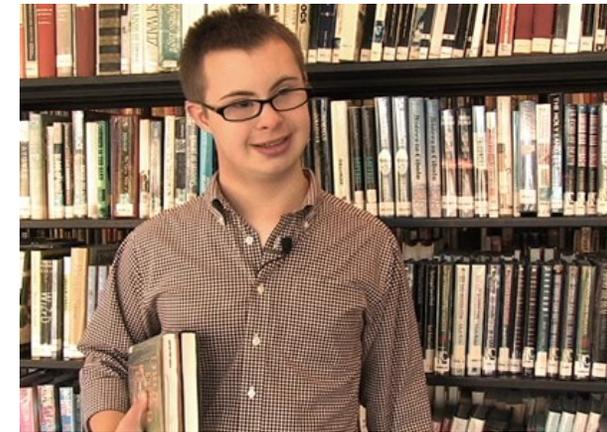
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Transition and Self-Advocacy Services



Making a seamless transition from high school to post-secondary education, vocational training or employment can be difficult for students, especially if they are also dealing with potential barriers such as intellectual or physical disabilities. Schools have an obligation to assist ALL students in the transition from school to adult life.

Educating. . . .Equipping. . . .Empowering

Self-Advocacy and Career Planning

The Center for Literacy, Education & Employment conducts training and technical assistance in delivering a self-determination and career planning curriculum to school personnel who are interested in empowering students at the point of transition from school to adult life.

Our Self-Advocacy curriculum was developed for use with a wide range of student academic and vocational abilities and is based on the principles of self-determination. This curriculum helps students discern their interest and abilities, learn more about post-secondary options, and make choices and decisions to chart a career and life course for their futures.

Teachers, guidance counselors and others who take the curriculum training will be expected to set up a program of classroom instruction using the Self-Advocacy curriculum, conduct the class within a 9-week period, use the pre-tests and post-tests to generate data and report the data to the Center for Literacy, Education & Employment.

Services Provided Include:

Basic training that qualifies teachers and other school personnel to use the Self-Advocacy curriculum.

Technical Assistance for teachers and other school personnel on the use and implementation of the Self-Advocacy curriculum related to success indicators and best practices.

Intensive Coaching for school systems for direct assistance to students in the development of Self-Advocacy upon request.

By choosing to use the Self-Advocacy curriculum, educators are acting on their



belief that every student can be successful and productive in their lives and are promoting learning environments that will help students develop and reach career and other post-secondary goals.

Transition Services

Transition Services supporting youth with disabilities

Getting into college, beginning career training or starting a new job can be challenging but even the most difficult barriers can be overcome with the right information. Supported by the Tennessee Department of Education and the Boling Center for Developmental Disabilities, Center staff can assist students, teachers and school systems with these challenges by providing:

- Training on writing High-Quality Transition IEPs
- On-site Technical Assistance with reviews and recommendations regarding IEPs
- Other Transition Assistance targeted to the needs of the individual school system

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