

# Principles of Transition: Focus on Adulthood

<b>Special Populations and Student Support:</b>	<a href="mailto:Blake.Shearer@tn.gov">Blake.Shearer@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	Individualized Education Program (IEP)
<b>Credit:</b>	1
<b>Grade Level:</b>	9-12
<b>Graduation Requirements:</b>	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.
<b>Teacher Endorsement(s):</b>	069, 105, 460, 194, 461, 195, 465, 144, 190, 145, 191, 462, 196, 463, 197
<b>Teacher Resources:</b>	<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: Focus on Adulthood is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community supports and how to access them.

## Program of Study Application

A primary purpose of the Individual with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further

education, employment, and independent living. IDEA contains transition services requirements for students with disabilities which must be addressed in the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP team. The Rehabilitation Act of 1973 authorizes a continuum of services, such as pre-employment transition services, transition services, job placement services, other vocational rehabilitation services, and supported employment services for students and youth with disabilities, as appropriate, to secure meaningful careers.

When a student leaves high school, the supports that were once in place may not extend to postsecondary independent living and community involvement. While natural and informal supports (e.g., family, friends, employers) may exist for some students, many students need more formalized supports through public and private agencies. To receive these supports, a student needs to know whom to contact and for what reason, as well as the eligibility requirements for the services. At the conclusion of this course, students will be connected to an array of programs, services, accommodations, and supports based on their individualized transition plan as part of their IEP.

## Course Standards

### Standard 1.0

Students will identify and practice skills and knowledge necessary for successful community integration.

#### Learning Expectation

The student will:

- 1.1 Demonstrate an ability to communicate needs and/or supports.
- 1.2 Recognize responsibilities regarding community integration.
- 1.3 Model appropriate methods to handle conflicts or disagreements.
- 1.4 Identify community experiences needed to participate in community life.
- 1.5 Develop tools for becoming a contributing member of his or her community.

#### Performance Standard: Evidence Standard is Met

The student will:

- 1.1A Compile a list of individual needs or supports for community integration.
- 1.1B Communicate needs/supports to parent, case manager, peers, and professionals.
- 1.2A Reflect on roles of a variety of participants in the community.
- 1.2B Articulate personal preferences and strengths and the impact they have on community integration.
- 1.3A Define terms used in conflict resolution, such as: assertive, passive, and aggressive.
- 1.3B Identify assertive, passive, and aggressive behavior in written scenarios.
- 1.4A Define "community experiences."
- 1.4B Investigate methods of participating in community activities.

- 1.5A Engage in community activities.
- 1.5B Identify hobbies, skills, and interest and the role they play in community participation.

### **Sample Performance Tasks**

- Survey the supports utilized in school by reviewing IEP and determine the impact the presence or absence of the supports would have on community participation.
- Participate in a class activity to identify and describe "community integration."
- Practice explaining the supports necessary for school success.
- Identify three community members and the role each has in the community.
- Define the implication that personal interests and skills have on participation in community activities.
- Evaluate the extent of current participation in community activities and identify one additional area to increase participation.
- Role play assertive, passive, and aggressive behavior in resolving a conflict and the potential consequences of each behavior type.
- Identify at least one volunteer possibility outside the school environment and develop a plan to facilitate the volunteer opportunity.

### **Standard 2.0**

Students will identify potential community agencies necessary for postsecondary success.

### **Learning Expectations**

The student will:

- 2.1 Gather information on community agency options available.
- 2.2 Define which agencies will best facilitate his or her entry into postsecondary placements.
- 2.3 Identify related services the student receives that will continue to be needed as an adult.
- 2.4 Develop a timeline for registering with needed agency and/or support providers.
- 2.5 Maintain a generic listing of community recourses.
- 2.6 Determine eligibility documentation required by each identified agency.

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

The student will:

- 2.1A Review services/agencies available to adults with disabilities.
- 2.1B Request information about a service he or she needs for transition.
- 2.2A Compare impact of strengths, interests, and needs to postsecondary placements.
- 2.2B Evaluate services available for his or her specific needs and where providers are located.
- 2.3A Review IEP, current support services, and accommodations regularly used.
- 2.3B Evaluate services or accommodations that will be needed as adult.
- 2.4A Compile log of information gathered from chosen service providers or agencies.
- 2.4B Transfer the date that agency registration is due to timeline/calendar.

- 2.4A Investigate local agencies and resources for appropriate future supports.
- 2.5B Compile a listing of agencies related to independent living, employment, education, and training.
- 2.6A Confer with counselor or representative from appropriate agency or support system.
- 2.6B Submit information regarding specific eligibility documentation required for each potential agency to his or her transition portfolio.

### **Sample Performance Tasks**

- Review listing of local community agencies. Choose agencies to investigate further that are appropriate to the needs of the individual.
- After a review of community agencies available, chose one to research and present a summary of findings to the class including information regarding eligibility requirements.
- Interview a representative from an agency or support group appropriate to the needs of an individual with a disability and report findings to the class.
- Evaluate data gathered, determine personal relevance, and develop a list of appropriate agencies for personal postsecondary success.

### **Standard 3.0**

Students will complete activities to assist in refining career paths and career opportunities.

### **Learning Expectations**

The student will:

- 3.1 Work collaboratively to complete a functional and/or comprehensive vocational assessment.
- 3.2 Complete a career interest assessment.
- 3.3 Evaluate personal attributes.
- 3.4 Interview people who are working in his or her career(s) of interest.
- 3.5 Evaluate employment opportunities in career interest areas.

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

The student will:

- 3.1A Summarize and review data in transition portfolio for accuracy.
- 3.1B Update personal transition information.
- 3.2A Refine career interests by updating career assessments.
- 3.2B Identify possible future careers in areas of interest.
- 3.3A Update career goals, information about self, and new accomplishments.
- 3.3B Describe how attitudes, beliefs, abilities, and interests impact career choices.
- 3.4A Compile a list of potential professionals to interview in careers of choice.
- 3.4B Set appointments for personal or telephone interviews.
- 3.4C Complete the interview process and submit information gathered to his or her transition portfolio.

- 3.5A Identify resources available to assist him or her seeking/gaining employment.
- 3.5B Match career requirements with strengths, interests, skills, and potential to achieve level of training required.

### **Sample Performance Tasks**

- Review transition portfolio contents for formal and informal assessment information, personal strengths, accomplishments, grades, courses of study completed, and courses to be taken in the future.
- Complete a review of demographic history and make updates as necessary.
- Complete a career interest assessment.
- Research three careers in areas of interest by using an electronic search.
- Interview a worker in each career of interest.
- Identify personal strengths.
- Develop a résumé.
- Interview an adult about skills needed for employment success.
- Review job postings in careers of interest and list three employment opportunities, salary, and benefits available
- Investigate and brainstorm the qualities desired in their ideal job.

### **Standard 4.0**

Students will identify skills needed to live independently.

### **Learning Expectations**

The student will:

- 4.1 Evaluate ability to support oneself financially.
- 4.2 Determine need for assistance in addressing medical and insurance needs.
- 4.3 Obtain a driver's license or photo identification card.
- 4.4 Examine ability and resources to travel to and from home, work, and community.
- 4.5 Determine housing options.
- 4.6 Evaluate ability to attain personal independence.

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

The student will:

- 4.1A Identify two financial planning goals and steps required to reach them.
- 4.1B Determine ability to support oneself financially.
- 4.1C Develop a resource budget to determine minimum requirements for financial support.
- 4.2A Determine health and medical needs.
- 4.2B Evaluate availability of medical and other insurance through government agencies or place of employment.



- 4.2C Submit personal medical information to transition portfolio.
- 4.3A Set appointment and obtains photo identification card.
- 4.3B Obtain driver's license or photo identification card.
- 4.4A Evaluate personal resources/supports in regard to transportation.
- 4.4B Access public transportation as needed.
- 4.5A Consider advantages and disadvantages of living at home after exiting high school.
- 4.5B Articulate the advantages and disadvantages of renting vs. owning a home.
- 4.6A Evaluate the impact of education and training on lifetime earnings.
- 4.6B Assess personal ability to live independently.

### **Sample Performance Tasks**

- Complete a life skills assessment.
- Engage with representatives from the banking, insurance, real estate, and automobile industries.
- Complete a transition planning inventory.
- Interview parents to complete a personal medical history.
- Confer with parents and determine timeline for applying for a driver's license or photo identification card.
- Call to schedule an appointment to procure a driver's license or photo identification card.
- Brainstorm the advantages and the disadvantages to living at home after exiting high school.

### **Standard 5.0**

Students will identify and explain laws and their impact in postsecondary placements.

### **Learning Expectations**

The student will:

- 5.1 Compare and contrast the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and IDEA.
- 5.2 Articulate how the ADA and Section 504 safeguard employment rights as an adult worker.
- 5.3 Explain how ADA and Section 504 safeguard educational rights in a postsecondary setting.
- 5.4 Identify what reasonable accommodations are in postsecondary educational settings according to ADA and Section 504.
- 5.5 Demonstrate an understanding of privacy and confidentiality rights as they relate to disability disclosure.

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

The student will:

- 5.1A Articulate similarities of ADA, Section 504, and IDEA.
- 5.1B Describe the differences of ADA, Section 504, and IDEA.
- 5.2A Describe civil rights of an individual with a disability in postsecondary work setting.
- 5.2B Articulate the process to follow when/if civil rights are violated in the workplace.

- 5.3A Describe how to access reasonable accommodations in postsecondary educational settings.
- 5.3B Describe the process to follow when/if civil rights are violated in postsecondary education or training facilities.
- 5.4 Meet with disability support representatives and discusses reasonable and appropriate accommodations in postsecondary educational settings.
- 5.5A Define privacy and confidentiality rights.
- 5.5B Use decision-making model to assist in deciding when and where to disclose information about the student's disability.

### **Sample Performance Tasks**

- Research ADA, Section 504, and IDEA to determine the impact the laws have on adults with disabilities in the workplace and in educational facilities. Develop and deliver a presentation on research.
- Schedule on-site visit with disability support service providers.

### **Standard 6.0**

Students will complete strength and need assessments to facilitate postsecondary placements.

### **Learning Expectations**

The student will:

- 6.1 Self-assess current educational program, vocational needs, future education options, personal management skills, and living arrangement needs.
- 6.2 Use the self-assessment to develop goals to facilitate postsecondary independence.
- 6.3 Evaluate status of eligibility documentation.
- 6.4 Reflect on personal support systems available in the community and at home.

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

The student will:

- 6.1A Complete a self-assessment in the area of transition planning.
- 6.1B Share results of self-assessment with case manager before presenting to IEP team.
- 6.2A Identify areas of personal strengths and accomplishments.
- 6.2B Identify transition areas needing improvements and evaluate impact on postsecondary placements.
- 6.2C Develop a learning plan, including timeline, for accomplishment of identified transition areas needing improvement.
- 6.2D Identify transition areas in need of postsecondary supports.
- 6.3A Determine if eligibility documentation is current and complete.
- 6.3B Explain components of eligibility documentation to parent, case manager, or other professional.

- 6.4A Identify the extent to which family support will be available after exiting high school.
- 6.4B Review and compare three strengths and three needs as they relate to potential supports needed and availability in the community.

### **Sample Performance Tasks**

- Complete the "Transition Planning Self-Assessment Inventory" and evaluate the results of the inventory for areas of strength and areas of need as they relate to desired postsecondary placements. The self-assessment will address the areas of current educational programming, vocational need, future education options, personal management skills, and anticipated living arrangements.
- Based on the self-assessment, develop goals for improving each transition area of need, along with a timeline to accomplish the goals.
- Review the personal transition plan in the IEP to evaluate needed adjustments or addition. Update the transition portfolio.
- Individually collaborate with case manager to determine status of eligibility documentation.
- Collaborate with representatives from chosen community agencies and/or service providers.
- Review transcript.
- Update résumé.
- Secure letters of recommendation.
- Review graduation checklist.

### **Portfolio**

Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the course standards.