

Transition Portfolio Guide

HIGH SCHOOL

★ *9th and 10th Grade*

★ *11th and 12th Grade*



Acknowledgments

The importance of preparing students for adulthood and as productive citizens can never be understated. These *Middle and High School Transition Portfolio Guides* are a means to such an end. However, guides such as these would never see print if it were not for the “behind the scenes” VIPs. Thank you to Mary Anne Nielsen, Director of the Diagnostic Center North, for her unending support and superb gift of editing. Special thanks to Linda Hawkins and Erlinda Agoncillo who endured long hours of entering pertinent changes and revisions, and finally, a thank you to Jean Dedo for her focused proofing talents.



TABLE OF CONTENTS

SECTION 1. INTRODUCTION

Purpose 1.1

Transition Portfolio Guide. 1.2

SECTION 2. WHY A TRANSITION PORTFOLIO?

Why Transition?. 2.1

Why a Portfolio? 2.2

SECTION 3. HOW TO USE THIS GUIDE

How to use this Guide 3.1

SECTION 4. 9TH and 10TH GRADE CURRICULUM

Know Yourself

Objectives 4.1

Preparation. 4.2

Strategies. 4.2

Personal Life Vision: Dream

Objectives 4.4

Preparation. 4.4

Strategies. 4.5

Goals for Your Future

Objectives 4.6

Preparation. 4.6

Strategies. 4.7

Instruction (*For the end of 10th Grade*)

Objectives 4.9

Preparation. 4.9

Strategies. 4.10

Standards. 4.11

Resources. 4.13

SECTION 5. 11TH and 12TH GRADE CURRICULUM

Instruction: Supports and Extracurricular Activities

Objectives 5.1

Preparation. 5.1

Strategies. 5.2

HIGH SCHOOL TRANSITION PORTFOLIO GUIDE

Employment Career Goal	
<i>Objectives</i>	5.3
<i>Preparation.</i>	5.3
<i>Strategies.</i>	5.4
Employment Experiences	
<i>Objectives</i>	5.5
<i>Preparation.</i>	5.5
<i>Strategies.</i>	5.6
Employment: Work Experience	
<i>Objectives</i>	5.8
<i>Preparation.</i>	5.8
<i>Strategies.</i>	5.8
Community Connections I Need to Make	
<i>Objectives</i>	5.10
<i>Preparation.</i>	5.10
<i>Strategies.</i>	5.11
<i>Standards.</i>	5.12
<i>Resources.</i>	5.16

SECTION 6. ABOUT THE AUTHORS

SECTION 7. APPENDIX

INTRODUCTION

Purpose:

This portfolio guide is designed to accompany the *High School Transition Portfolio*. Its purpose is to provide guidelines for special education teachers, general education teachers and designated instructional staff in implementing the activities that support the concepts in the portfolio. The High School Transition Portfolio Guide provides sample teaching strategies that relate directly to the requirements for transition as mandated in the Individuals with Disabilities Education Act (IDEA 1990) and in the IDEA Amendments (1997). In addition, the guide correlates the activities with skills development as identified from the following sources: California State Department of Education-Language Arts Standards (California State Standards), Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and the National Career Development Guidelines (NCDG). Although the portfolio is designed for special education students, best practices indicate that *all* students should be involved in these activities. This portfolio and guide should not be used exclusively with special education students and teachers but implemented in general education programs.

Transition Portfolio Guide:

Includes:

- ◆ grade level transition expectations for students with disabilities
- ◆ sample instructional objectives to support the *High School Transition Portfolio*
- ◆ suggested materials for each objective/activity
- ◆ a grid displaying how each objective/activity supports IDEA transition language, SCANS, California State Standards and NCDG
- ◆ list of resources
- ◆ sample forms, handouts, activities

It is the expectation that the portfolio, accompanied by the guide, will assist teachers in preparing students for the demands of post-secondary life. In keeping with the goals of “School to Career”, the High School Transition Portfolio can be used with general and special education students.

WHY A TRANSITION PORTFOLIO?

Why Transition?

Transition is a mandate of the IDEA 1990 and the reauthorization of the IDEA 1997. The purpose of legislating transition services was to better prepare youth with disabilities for the workplace and to foster greater independence. The importance of preparing youth was highlighted in the National Longitudinal Transition Studies of 1988, 1990 and 1992. This study heightened awareness and sparked educators across the nation to address the issues of post-secondary life. Today the most popular strategy for preparing students for post-secondary life is work experience. Many other areas of successful adult life remain unaddressed.

Prior to entering the world work or post-secondary activities, promising practices suggest that students with disabilities need to learn about themselves, their preferences and interests. It is critical for students with disabilities to know what challenges they may face and how they may be able to advocate for themselves, needed services, accommodations and supports.

Why a Portfolio?

Portfolios are based on the concept that learning is a life-long, ongoing process. Portfolios become personalized planners designed to guide students with disabilities in their career development process. Inherent in the practice of using portfolios is that students begin to develop the skills needed for self exploration, identify their individual strengths and challenges and eventually narrow down alternatives for a career choice. In essence, the portfolio becomes a means to teach students with disabilities how to develop a plan of action.

The *High School Transition Portfolio* focuses on self knowledge, life role(s) and career or educational planning. Inherent in the process are the tasks for gathering information, decision making and problem solving. From the activities that support these concepts students begin to learn about themselves and begin to advocate for themselves.

The benefits to the students of completing portfolios are twofold: 1) they can be fun and 2) students leave with a meaningful and tangible project that can be used for post-secondary planning. The most prominent reason for using a portfolio approach is that the portfolio makes it possible for educators to provide a visible and concrete way of demonstrating the link between school based learning and preparation for world of work and adulthood.

HOW TO USE THIS GUIDE

How to use this Guide?

This guide corresponds to the *High School Transition Portfolio*. It discusses sample activities and resources to support each objective and/or activity found in the portfolio. The **High School Guide** is divided into six sections. The first three sections are introductory and explain the whys and hows of the guide. Sections 4 through 5 are the curriculum sections. Activities listed in the guide are samples only. There are many other ways of developing these concepts.

The curriculum sections are divided as follows:

- ◆ Grade Level Transition Expectations
- ◆ Instructional Objectives
- ◆ Teacher Preparation/Activities
- ◆ Strategies
- ◆ Standards
- ◆ Resources

Within each section is a list of vocabulary words that will need to be introduced to students prior to beginning the activities. All sections are designed to assist the teacher in making the paradigm shift from directing to the new role of facilitating. This shift encourages students with disabilities to begin to take control of their own lives and to explore who they are and what are *their* dreams. Activities listed are samples. They are not meant to be the only activities that can be used for each topic. Teachers should modify these suggestions to match both teaching and learning styles. Any activity that is employed should promote critical thinking and decision making skills. Section 7 is the Appendix that provides an additional resource with sample forms.

9th and 10th Grade Portfolio Expectations:

- ★ Self-knowledge**
- ★ Understanding relationship between
work and learning**
- ★ Skills to make decisions**

9TH and 10TH GRADE CURRICULUM

Know Yourself

K	Know Yourself <i>"Value Yourself"</i> <i>Learning Style</i> <hr/>
	<i>Accommodations</i> <i>Classroom</i> <hr/>
	<i>On the Job</i> <hr/>
	<i>Strengths - what am I good at</i> <hr/>
	<i>Areas to work on</i> <hr/>
	<small>3</small>

Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Family | <input checked="" type="checkbox"/> |
| General Education | <input checked="" type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objective

Students will:


New Vocabulary

- ★ Review learning style information from 8th grade *Middle School Transition Portfolio* and determine if information is valid.
- ★ Compare teacher's teaching style to student's learning style.
- ★ Learn what personal accommodations are needed.
- ★ Understand personal strengths and challenges based upon disability.
- ★ Advocate for personal accommodations and needs in the classrooms.
- ★ Actively participate in IEP meeting and share information about learning style and needed accommodations.

II. Teacher Preparation: *Materials/Activities*

- ✓ Learning style inventory
- ✓ Teaching style inventory
- ✓ Disability Awareness Unit
 - identify key speakers to address different disabilities
 - make arrangements to schedule speakers
 - collect and review students IEPs
 - have chart paper, AV equipment etc., to list accommodations
- ✓ Video camera, blank tape and VCR
- ✓ *High School Transition Portfolio*

III. Strategies

Opening Activity:

- ⇒ Teacher presents information through class discussion and comparison of information on learning styles. Students prepare to answer questions verbally and in written format.
- ⇒ Introduce the *High School Transition Portfolio*: purpose, content, importance and relevance to life planning.

Ask students:
 - Why is it important to know information about yourself?
 - Is it too early to start thinking about who you are right now?
 - Does who you are now make a difference in who you become later?
- ⇒ Define learning styles. Use visual, auditory and kinesthetic examples.
- ⇒ Introduce Strengths and Areas of Challenges
 - have students brainstorm strengths and things they are good at
 - have each student interview each other for positive traits
 - have students think of areas where they have difficulties i.e., math class, getting to class on time, etc.
- ⇒ Help students express their individual learning style, strengths, challenges and needed accommodations by:
 - creating a poster
 - making a video
 - role playing or other strategies that will encourage participation
- ⇒ Be creative when addressing disabilities. Some examples are:
 - invite guest speakers to discuss different disabilities
 - have students research famous people with disabilities and report to class

- ⇒ As a group activity have students research and report about a specific disability. Invite another class to observe and comment.
- ⇒ Have students role-play a situation where they may have to explain to a teacher or employer about their disability and what accommodation(s) are necessary to be successful.

Outcome:

- ⇒ Students identify their specific needs and share this information at their IEP/ITP meeting.



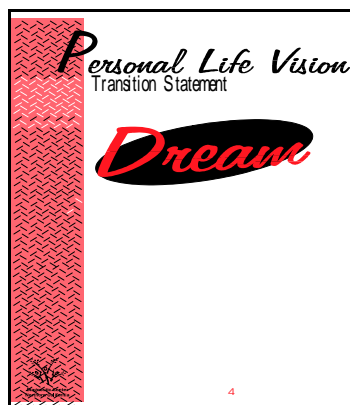
New Vocabulary

- Learning style - how one prefers to learn or process information.
- Teaching style - a teacher's preference in the delivery of instruction.
- Accommodations - refers to those changes to the environment or curriculum that enables the student to have equal access to the educational program. (For example - flexible schedules, seating, test taking and Assistive Technology.) An accommodation does not fundamentally alter the course content.
- Disability - is a term often used to describe mental or physical impairment that restricts one's ability to function.
- Challenge - obstacles that one encounters in life that interferes in achieving goals.

Idea(s)

Many young people prefer to be considered as having challenges as opposed to having a disability.

Personal Life Vision : Dream



Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Family | <input checked="" type="checkbox"/> |
| General Education | <input checked="" type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objective



New Idea

Students will:

- ★ Understand the concept of future and dreams
- ★ Formulate a dream using future planning and guided discussion
- ★ Begin to connect school experiences with post-secondary dreams
- ★ Complete and analyze a career interest survey

II. Teacher Preparation: *Materials/Activities*

- ✓ Poster board, felt pens, magazines and other art supplies
- ✓ Camera
- ✓ Career interest survey, i.e. COIN, COPS etc. (see Resource)
- ✓ *High School Transition Portfolio*

III. Strategies

- ⇒ Teacher facilitates a discussion on the concept of dreams. Use literary works where characters dream as a catalysis to stimulate the concept of dreams. Ask questions such as:
 - where do you see yourself in 3 years, in 5 years?
 - where will you live?
 - what kind of car will you drive?
 - who are your friends? what do you like to do together?
 - what kind of job do you have now? what kind of job would you like in the future?

Remember this is their dream and even as unrealistic as adolescents can be let them explore all possibilities.

- ⇒ Have students draw, make a collage or use other means to depict what their dream life will look like.
- ⇒ Have students share with the class the different aspects of their dream. Encourage students to video tape this presentation. Share it with the family and team members at the student's IEP meeting.
- ⇒ Take a picture of their drawing, collage or presentation and paste it in the portfolio.
- ⇒ Have students score their Career Interest Survey. Does it match with their dreams? If dream does not match outcome of Career Interest Survey have student(s) explore why?
- ⇒ Remind student(s) that their dream is a working dream, likely to change as they change.



Idea(s) Encourage

- Students to interview a family member or friend about their first car or first job, etc. and share with class.
- Community Involvement - by finding jobs in the local area that match their career interest.
- Computer Skills - by using the Internet to find career interest surveys or sites.

Goals for Your Future

Goals for your future
"A goal is a dream written down"

Break them down

Education Employment Community

5

Who can implement this activity?

- Special Education
- Family
- General Education
- DIS

I. Instructional Objective

Students will:



New Vocabulary

- ★ Identify transition goals
- ★ Develop short and long term transition objectives
- ★ Access and use community resources to reach goals
- ★ Design a Student Action Plan
- ★ Learn vocabulary needed for transition planning

II. Teacher Preparation: *Materials/Activities*

- ✓ Poster board, markers, art supplies
- ✓ Goal setting activities (Resource and Appendix)
- ✓ Student Action Plan (Appendix)
- ✓ Binder
- ✓ *High School Transition Portfolio*

III. Strategies

- ⇒ Have students review their dreams. Discuss transition planning and legal mandates (e.g., IDEA). Ask students questions such as:
 - What is an IEP? (Show students an IEP and identify/discuss its importance.)
 - What does ITP mean? Discuss how the ITP helps students and the IEP team plan for future academic and career goals/activities.
 - What is so important about an IEP/ITP?
- ⇒ Have students explore the advantages of having a plan and how it helps to make good choices now and in the future. Students can map out important components of planning (see Transition Planning Profile in Appendix).
- ⇒ Have students break dreams into 3 major areas - employment, independent living (community) and education.
- ⇒ Have students write short term goals in each area. Use the goal setting activities in Appendix and Resource sections.
- ⇒ Have the class keep a progress chart of class goals. Have each student monitor his or her own individual goals.
- ⇒ Develop and implement the Student Action Plan (in Appendix) and time line. Schedule periodic goal reviews.
- ⇒ In small groups have students research community resources valuable to them now or for future planning. Examples: library, Department of Motor Vehicles (DMV), etc.
- ⇒ Make a community resource binder. Ask each agency or organization for information and place in the binders.

Outcome:

- Have students prepare to share their goals for the future at their IEP/ITP meeting.



New Vocabulary

- IDEA - Individual Disabilities Education Act is the legal mandate that provides for a free appropriate education for all identified special needs students.
- Community - includes living arrangements (independent, group home, etc.), shopping and use of community resources such as church, gym, post office, transportation.
- Student Action Plan - this is an individual student plan that is student generated and identifies steps that student takes toward goal.

Idea(s)

Allow students to research Internet for community agencies within their geographic area.

Instruction

For the End of 10th Grade

Who can implement this activity?

- Special Education
- Family
- General Education
- DIS

I. Instructional Objective

Students will:



New Vocabulary

- ★ Determine academic strengths and challenges
- ★ Link high school classes with their post-secondary goals
- ★ Review career interest survey and career goals
- ★ Plan class schedules for the following year

II. Teacher Preparation: *Materials/Activities*

- ✓ Students' IEPs and transcripts
- ✓ School schedule and/or program planning guide
- ✓ Arrange visits to ROP and other programs
- ✓ Arrange for speakers such as counselors or former students
- ✓ *High School Transition Portfolio*

III. Strategies

- ⇒ Review career goals. Ask the question, “Has anyone changed their career goal?” Discuss if necessary.
- ⇒ Brainstorm and list responses by asking the questions:
 - “who wants to graduate?”
 - “do you have enough credits?”
 - “what classes are you interested in for next year?”
- ⇒ With the counselor, the teacher should review each student’s transcript with individual students. Discuss: areas of academic strengths, areas to work on and classes needed to meet career goal.
- ⇒ Visit the career center and research careers (see activity in Appendix)
 - what kind of education do I need for this career?
 - what classes do I need to take in high school?
 - what electives can I take that match my career goal?
 - can I take a ROP class that matches my career goal?
- ⇒ Students should make a graphic Student Action Plan that depicts where they are and where they are going. Use Transition Planner in Appendix.
- ⇒ Student(s) completes page 6 by the end of the semester.

Outcome:

- ⇒ Students share information with teachers, parents and other members of the IEP Team.



New Vocabulary

- ROP - Regional Occupational Program offer job skills classes.
- Transitional Planner - A way to gather and synthesize information and provide a framework for long and short term career/transition planning.

IV. 9th and 10th Grade Standards

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
Know Yourself	<ul style="list-style-type: none"> • Instruction • Post-Living • Community Experience 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> ▶ Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> ▶ Creative thinking <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> ▶ Responsibility, self-esteem and self-management 	<p><i>Reading</i></p> <p>2.0 Comprehension 2.1,2.3,2.4,2.5,2.6,2.7</p> <p><i>Writing</i></p> <p>1.0 Writing Strategies 1.2,1.3,1.5,2.0,2.2d, 2.3b & f,2.5</p> <p><i>Grammar & Mechanics</i></p> <p>1.2,1.3</p> <p><i>Listening & Speaking</i></p> <p>1.0,1.1,1.5,1.7</p> <p><i>Speaking Applications</i></p> <p>2.2,2.3,2.4,2.5</p>	<p><i>Competency I</i> Understand/influence of positive self-concept</p> <p><i>Competency II</i> Skills to interact with others positively</p> <p><i>Competency III</i> Know impact of growth and development</p>
Dreams	<ul style="list-style-type: none"> • Instruction • Post-Living • Community Experience • Development of Employment 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> ▶ Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> ▶ Creative thinking <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> ▶ Responsibility, sociability, self-esteem and self-management 	<p><i>Reading</i></p> <p>2.0 Comprehension 2.1,2.3,2.4,2.5,2.6,2.7</p> <p><i>Writing</i></p> <p>1.0</p> <p><i>Writing Strategies</i></p> <p>1.2,1.3,1.4,1.5,2.0,2.1a & b,2.2d,2.3b&f,2.5</p> <p><i>Grammar & Mechanics</i></p> <p>1.2,1.3</p> <p><i>Listening & Speaking</i></p> <p>1.0,1.1,1.5,1.7</p> <p><i>Speaking Applications</i></p> <p>2.2,2.3,2.4,2.5</p>	<p><i>Competency I</i> Understand/influence of positive self-concept</p> <p><i>Competency II</i> Skills to interact with others positively</p> <p><i>Competency III</i> Know impact of growth and development</p>

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
<p>Goals for Your Future</p>	<ul style="list-style-type: none"> • Instruction • Post-Living • Community Experience • Development of employment 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> ▶ Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> ▶ Creative thinking <p><i>Personal Qualities</i></p> <ul style="list-style-type: none"> ▶ Responsibility, sociability, self-esteem and self-management 	<p><i>Reading</i></p> <p>2.0 Comprehension 2.1,2.3,2.4,2.5,2.6,2.7</p> <p><i>Writing</i></p> <p>1.0</p> <p><i>Writing Strategies</i></p> <p>1.2,1.3,1.4,1.5,2.0,2.1a &b,2.2d,2.3b&f,2.5</p> <p><i>Grammar & Mechanics</i></p> <p>1.2,1.3</p> <p><i>Listening & Speaking</i></p> <p>1.0,1.1,1.5,1.7</p> <p><i>Speaking Applications</i></p> <p>2.2, 2.3, 2.4, 2.5</p>	<p><i>Competency I</i></p> <p>Understand/influence of positive self-concept</p> <p><i>Competency II</i></p> <p>Skills to interact with others positively</p> <p><i>Competency III</i></p> <p>Know impact of growth and development</p> <p><i>Competency IV</i></p> <p>Know relationship between education and career planning</p> <p><i>Competency V</i></p> <p>Need for positive attitudes towards work and learning</p> <p><i>Competency VI</i></p> <p>Skills to locate, evaluate and interpret career information</p>
<p>Instruction: (End of 10th grade)</p>	<ul style="list-style-type: none"> • Instruction • Related Services • Development of employment 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> ▶ Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> ▶ Creative thinking, makes decisions, solves problems, visualizes, knows how to learn, and reasons <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> ▶ Responsibility, sociability, self-esteem and self-management 	<p><i>Reading</i></p> <p>2.0 Comprehension 2.1,2.3,2.4,2.5,2.6,2.7</p> <p><i>Writing</i></p> <p>1.0</p> <p><i>Writing Strategies</i></p> <p>1.2,1.3,1.4,1.5,2.0,2.1a &b,2.2d,2.3b&f,2.5</p> <p><i>Grammar & Mechanics</i></p> <p>1.2,1.3</p> <p><i>Listening & Speaking</i></p> <p>1.0,1.1,1.5,1.7</p> <p><i>Speaking Applications</i></p> <p>2.2,2.3,2.4,2.5</p>	<p><i>Competency III</i></p> <p>Know impact of growth and development</p> <p><i>Competency IV</i></p> <p>Know relationship between education and career planning</p> <p><i>Competency V</i></p> <p>Need for positive attitudes towards work and learning</p> <p><i>Competency VI</i></p> <p>Skills to locate, evaluate and interpret career information</p> <p><i>Competency VII</i></p> <p>Awareness of personal responsibility and good work habits</p>

V. Resource (9th and 10th Grade)

Know Yourself

Learning Styles:

Aune, E.P., Ness, J.E. (1991). *Tools for Transition - Unit 1* (Understanding My Learning Style), AGS, Inc.

Self-Determination: Student Strategies: Facilitating Student Directed Life Planning, Irvine, CA 92714 (Diane DeBoer - contact person)

Reif, Sandra (1993). *How to Reach and Teach ADD/ADHD Children, Section 15* (learning styles)

Websites:

<http://silcon.com/~scmiller/lswweb/dvcllearn.htm> (learning styles assessment)

Strengths and Areas to work on:

O'Neill, Linda (1996) *Matching Multiple Intelligences to Careers, Sessions 2 and 3* (Your unique talents/skills, values and needs) Career Visions

Accommodations:

Aune, E.P., Ness, J.E. (1991). *Tools for Transition - 3* (Planning Accommodations in School), AGS, Inc.

Websites:

<http://www.ldonline.org/> (more information on learning disabilities!)

Disability Awareness:

Getskow, Veronica, Konczal, Dee. (1996) *Kids with Special Needs: Information and Activities to Promote Awareness and Understanding*. The Learning Works.

Websites:

<http://www.ldonline.org/> (more information on learning disabilities!)

Personal Life Vision:

Silva, R. et.al. *Preparing for the Future: A Transition Planning Guide for Students with Learning Disabilities*

Kilburn, J., Reichle, J. (1999). *It's About Your Life ... about life after high school: What Students in Special Education Need to Know About the Transition Years*. CDE, Special Education Division.

Transition Planner, Diagnostic Center South

Lindsay, N. (1998). Dream Catchers Activities. JIST Works, Inc., Indianapolis, IN 46202-3490

Websites:

<http://www.jist.com>

Goals for Your Future

Career Interest:

Durgin, R.W., Ph.D. (1996). COIN CLUE (Careers: Learning, Understanding, Exploration). COIN Educational Products, Toledo, Ohio 43606.

CD Rom: The Complete Career IQ Test, Pro-Ed, Texas

Websites:

<http://web.missouri.edu/~cppcwww/holland.shtml> (career interest survey online)

<http://www.ncsu.edu/careerkey/> (career interest, values, abilities, etc.)

Goal Setting:

Dalke, Connie, Howard, Diane, *Life Works: A Transition Program for High School Students - Book Two Exploring Your Options and Setting Goals*. LinguSystems, IL

Student Action Plan (worksheet)

Self-Determination: Student Strategies: Facilitating Student Directed Life Planning, Irvine, CA 92714 (Diane DeBoer - contact person)

Instruction:

Aune, E.P., Ness, J.E. (1991). *Tools for Transition - Unit 6* (Choosing a Type of Post Secondary School), AGS, Inc.

Brinckerhoff, Shaw and McGuire. (1993) *Promoting Post Secondary Education for Students with Learning Disabilities*, Pro-Ed, Texas

11th and 12th Grade Portfolio Expectations:

- ★ Self-knowledge**
- ★ Life Roles**
- ★ Educational Development**
- ★ Career Exploration and Planning**
- ★ Understanding Relationship Between
Work and Learning**
- ★ Skills to Make Decisions**

11TH and 12TH GRADE CURRICULUM

Instruction: Supports and Extracurricular Activities

I	Instruction
S	Supports I have at school to help me reach my goals. _____ _____
E	Extracurricular school activities I would like to be involved in. _____ _____

Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Family | <input checked="" type="checkbox"/> |
| General Education | <input checked="" type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objectives
Students will:


New Vocabulary

- ★ Review Instructional Plan for 11th and 12th grade
- ★ Develop supports at the school site
- ★ Advocate for accommodations and needs in their classrooms
- ★ Research extracurricular activities at their high school

II. Teacher Preparation: *Materials/Activities*

- ✓ *High School Transition Portfolio*
- ✓ Chart paper or overhead projector
- ✓ List of school clubs and activities
- ✓ Interview questions
- ✓ Video or camera

III. Strategies

- ⇒ Review and assess current needs of all students.
- ⇒ Review goals and identify new goals for the year. (See goal setting in Appendix.)
- ⇒ Have students share a goal. List that goal for class and follow progress with class chart.
- ⇒ Have students brainstorm who at school is available for support to help them achieve their goals. Write staff names or departments and list the specific support(s) they can give. Make list visible and available to class throughout the year.
- ⇒ Students can interview various school staff members who can be supports using structured interview questions (questions are generated by the students).
- ⇒ Have an alternative mode for students to record interviews. Have students video tape interviews and share with the class. This provides a visual format for those students who are not comfortable recording responses in a written format or have auditory processing difficulties.
- ⇒ Identify school clubs and activities. Have each student research a club or activity they would like to be a part of and report to class using various media. Encourage creativity.



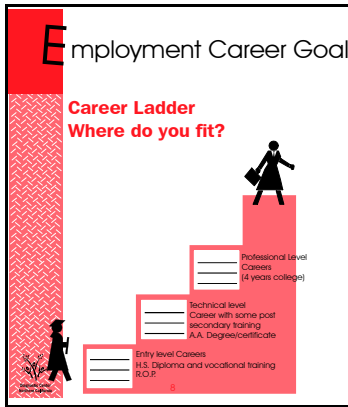
New Vocabulary:

- Accommodations - refers to changes to the environment or curriculum that enables students to have equal access to the educational program. For example - flexible schedules, seating, test taking and assistive technology. An accommodation does not fundamentally alter the course content.
- Supports - individuals such as family, friends, teachers and resources in the community such as church and service agencies
- Extracurricular Activities - activities that are outside the scope of curriculum activities. Activities such as sports, drama, writing for school paper often occur after school.

Ideas:

Provide various means that students can report back to the class on their research. Some medians includes: video taping, interviewing or picture presentations.

Employment Career Goal

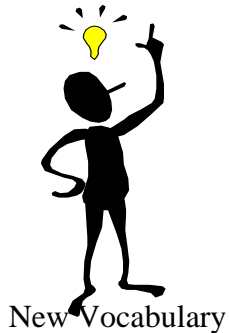


Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Family | <input type="checkbox"/> |
| General Education | <input checked="" type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objectives

Students will:



- ★ Research careers and specific jobs
- ★ Become aware of needed skills for career choice
- ★ Compare needed skills to achieved skills
- ★ Understand post-secondary options available
- ★ Learn career/employment vocabulary

II. Teacher Preparation: *Materials/Activities*

- ✓ Arrange for use of the career center and computers with Internet access
- ✓ Arrange for speakers from EDD, local merchants, community college representatives
- ✓ Career Research Report (see Appendix)
- ✓ *High School Transition Portfolio*

III. Strategies

- ⇒ Teacher presents information through discussion and review career goals. Teacher will demonstrate link between careers and education.
- ⇒ Students research and develop a report on a specific occupation of choice. The Internet, interviews and job shadowing are useful activities to gain needed information.
- ⇒ Provide opportunities for students to express knowledge gained. Encourage students to present information through activities that match individual learning styles. (Examples: poster, video, report, play, etc.).
- ⇒ Use interviews and guest speakers on career development and post-secondary options.
- ⇒ Develop list of interview questions through class discussion.
- ⇒ Have student interview employees who are currently working in a field the student has identified as a chosen occupation or career.
- ⇒ Encourage students who have identified a post-secondary option of going to a community college or four year college, to locate college catalogues and interview college/career counselors.



New Vocabulary:

- Job shadowing - students follows an employee at a worksite to learn about that particular occupation.
- EDD - Employment Development Department is a state agency that provides numerous services, such as job listing, resume writing assistance and the like.

Ideas:

Encourage students to create a Student Action Plan to identify next steps in this process. A Student Action Plan provides a visual map for students in facilitating this process. See Appendix for a copy of Student Action Plan.

Employment Experiences

E	Employment Experiences
<input checked="" type="checkbox"/>	I have . . .
<input type="checkbox"/>	Visited a career fair
<input type="checkbox"/>	Completed an interest inventory
<input type="checkbox"/>	Interest area #1 _____
<input type="checkbox"/>	Interest area #2 _____
<input type="checkbox"/>	Prepared for a job
<input type="checkbox"/>	Application
<input type="checkbox"/>	Resume
<input type="checkbox"/>	Mock interview
<input type="checkbox"/>	Reference list
<input type="checkbox"/>	Explored my career interests
<input type="checkbox"/>	Career #1 _____
<input type="checkbox"/>	Career #2 _____
<input type="checkbox"/>	Held a part-time or summer job
<input type="checkbox"/>	Job _____
<input type="checkbox"/>	Job _____
<input type="checkbox"/>	Interviewed workers
<input type="checkbox"/>	Explored the career center
<input type="checkbox"/>	Most interesting _____
<input type="checkbox"/>	Least interesting _____

Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Parents | <input type="checkbox"/> |
| General Education | <input checked="" type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objectives

Students will:



New Vocabulary

- ★ Identify all career activities they have accomplished
- ★ Develop career packet for job hunting
- ★ Access the local community to explore and experience work
- ★ Learn vocabulary needed for job exploration

II. Teacher Preparation: *Materials/Activities*

- ✓ Poster board, markers, art supplies as needed
- ✓ Computer and Internet access for job preparation materials
- ✓ Video camera and blank tape
- ✓ Arrange for guest speaker on interview techniques
- ✓ *High School Transition Portfolio*

III. Strategies

Opening activity

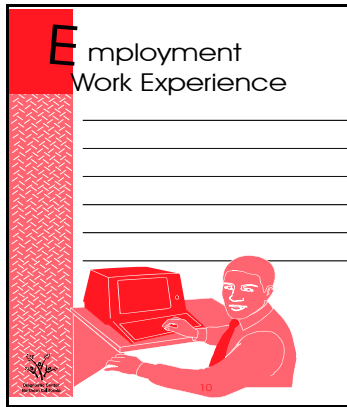
- ⇒ “Who has worked or wants to work?”
 - List jobs and experiences students have had or want to have as a group or individual assignment.
- ⇒ Have students in small groups visit the school’s career center. Prepare for visit by introducing new vocabulary and discussing available resources. Encourage students to prepare and ask questions during their visit.
- ⇒ Access web-sites that allow students to learn and complete job applications, resumes, cover letters and provide interview questions. Have students work in pairs or small groups to complete these activities and share with class.
- ⇒ Have each student prepare a personal packet containing an application, resume, cover letter and reference list from the web search activity.
- ⇒ Schedule a mock interview day.
 - Ask an employer to be your interviewer and discuss interview techniques with the class.
 - Invite a Speech and Language Specialist to class to discuss appropriate language, intonation and vocabulary for an interview.
 - Students should come to class dressed for an interview.
 - Video tape the interviews and review with students at a later date.
- ⇒ Have students bring in applications from local business. Talk about the different sections on application, why certain information is requested, etc.
- ⇒ Collaborate with Workability, TPP or other resource personnel for job opportunities.



New Vocabulary:

- Workability I - is a California school and community transition program. The goals are to provide pre-employment skills, work experience and employment placement.
- TPP - The Transition Partnership Program is a joint project of the State Departments of Education and Rehabilitation. These programs serve students with disabilities who have also become Department of Rehabilitation clients to prepare for and transition into competitive employment.
- Resume - is a written document that outlines the student's skills and experiences so an employer sees at a glance how that student can contribute to the employer's workplace.
- School History - lists and addresses of schools that the student has attended. Official transcript can be part of the history.
- Work Experience - The cumulative paid or unpaid employment experiences, including job title, job requirements, work environments and specific duties performed by the student.

Employment: Work Experience



Who can implement this activity?

- Special Education
- Parents
- General Education
- DIS

I. Instructional Objective

Students will:



New Vocabulary

- ★ Summarize in written or recorded form their paid or non-paid work experience
- ★ Evaluate job experiences
- ★ Learn about forms of written work used in the work world

II. Teacher Preparation: *Materials/Activities*

- ✓ Develop outlines, timelines and grading rubric for project
- ✓ Computer and word processing program

III. Strategies

- ⇒ Collaborate with language arts instructors for shared credits
- ⇒ Discuss types of written work you will need to use in the workplace, such as memos, E-mail, reports, letters, etc.

- ⇒ Have students summarize their work experience in written or other acceptable format. Report should identify:
 - experiences
 - job duties
 - difficulties and challenges
 - successes
 - future career opportunities, etc.

- ⇒ Use word processing program for final draft. For some students video taping their comments can be an acceptable format.

- ⇒ Have students share experiences with interested students.

- ⇒ Attach a photo of the student working to document the activity or allow student to create a video of his work experience.



New Vocabulary

E-mail - is electronic mail that is accessed via a computer.

New Ideas

For those students who have difficulty writing - use many of the commercial writing programs such as Co-writer or Write Outloud as a computer word processing program. Then transfer type description of work experience by pasting text in portfolio.

Community Connections I Need to Make

Community

Connections I need to Make

Regional Center _____

Community College _____

Department of Rehabilitation _____

Service Learning Project _____

Mental Health _____

Department of Motor Vehicles _____

Workability L _____

Religious Interest _____

Social Security _____

Sports/Leisure _____

Other . . . _____

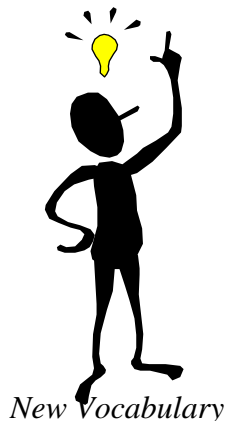
11

Who can implement this activity?

- | | |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Parents | <input checked="" type="checkbox"/> |
| General Education | <input type="checkbox"/> |
| DIS | <input checked="" type="checkbox"/> |

I. Instructional Objectives

Students will:



- ★ Gain knowledge of resources available in their community.
- ★ Make connections with agencies that provide services to the student either while in high school or in post-secondary life.
- ★ Know names of and how to make contact with case workers, specialists and other members in the community who provide supports to student.
- ★ Contact and enroll in college, adult school or training institution before exiting high school. For those students not enrolling in post-secondary education, student will contact a potential employer.
- ★ Explore leisure and recreation opportunities in the community.

II. Teacher Preparation: *Materials/Activities*

- ✓ Local newspaper and phone book
- ✓ List of local agencies in your area
- ✓ List of local community colleges, adult schools or training institutions
- ✓ Format for interviewing and contacting with agencies
- ✓ List of potential agency speakers who can speak to the class
- ✓ Student Action Plan (see Appendix)

III. Strategies

- ⇒ Discuss with students local and state agencies available to all adults. Examples may include DMV, EDD, Mental Health, etc.
- ⇒ Invite speakers from local agencies to visit class.
- ⇒ Have groups of students arrange and visit
 - DMV for California State ID
 - Local community colleges to tour campus
 - Department of Rehabilitation to meet with job club counselor
- ⇒ Discuss “exit IEP” with class as a class activity.
- ⇒ Have individual students send letters to agencies or persons he/she wants to invite to their IEP meeting.
- ⇒ Role play with the student helping to facilitate what an effective IEP looks like.

Outcome:

- ⇒ Have individual students plan their exit IEP with agency representatives and prepare to discuss their plans for the future. (Students may choose to use a Student Action Plan to prepare themselves for the exit IEP meeting.)



New Vocabulary

- DMV - Department of Motor Vehicles
- EDD - Employment Development Department

New Ideas

As a geography or civics lesson, have students bring in a city map or county map. Have students locate various agencies and mark on their maps. Other services can be located such as recreational activities and major bus lines. Brightly highlight students' residences.

IV. 11th and 12th Grade Standards

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
Instruction	<ul style="list-style-type: none"> • Instruction • Related Services • Acquisition of Daily Living Skills 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> • Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> • Thinks creatively, makes decisions, problem solves, visualizes, reasons <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> • Responsibility, self-esteem, sociability, self-management, honesty 	<p><i>Reading</i> 1.0,2.0,2.3</p> <p><i>Research & Technology</i> 1.6,1.7</p> <p><i>Written & Language Convention</i> 1.0,1.1,1.2</p> <p><i>Listening & Speaking</i> 1.0,1.1,1.3,1.4,1.8a,b,c</p>	<p><i>Competency I</i> Understand the influence of a positive self-concept</p> <p><i>Competency II</i> Skills to interact with others</p> <p><i>Competency V</i> Need for positive attitudes towards work and learning</p> <p><i>Competency VII</i> Awareness of personal responsibility and good work habits</p> <p><i>Competency IX</i> Know how to make decisions</p>
Employment Career Goal	<ul style="list-style-type: none"> • Instruction • Post-Living Experience • Community Experience • Development of employment activities • Related Services 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> • Reading, writing, listening and speaking mathematical operations <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> • Thinks creatively, makes decisions, problem solves, visualizes, reasons and learns <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> • Responsibility, self-esteem, sociability, self-management, honesty 	<p><i>Reading</i> 1.0,2.0,2.3,2.4,2.6, 3.2, 3.8</p> <p><i>Writing</i> 1.0,1.1,1.3,1.4,1.5,1.6, 1.7,2.0,2.1a,2.2c&d,2.3a, b,c,2.5,2.6</p> <p><i>Writing & Language Conventions</i> 1.0,1.1,1.2,1.3</p> <p><i>Listening & Speaking</i> 1.0,1.1,1.3,1.4,1.5,1.8, 1.9,1.10</p> <p><i>Evaluating Oral & Media</i> 1.12,1.13,1.14</p> <p><i>Speaking Applications</i> 2.0,2.1,2.4</p>	<p><i>Competency II</i> Skills to interact with others</p> <p><i>Competency III</i> Know impact of growth and development</p> <p><i>Competency IV</i> Know relationship between education and career planning</p> <p><i>Competency V</i> Need for positive attitudes towards work and learning</p> <p><i>Competency VI</i> Skills to locate, evaluate and interpret career information</p> <p><i>Competency VII</i> Awareness of personal responsibility and good work habits</p>

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
				<i>Competency IX</i> Know how to make decisions <i>Competency X</i> Awareness of interrelationships of life roles <i>Competency XI</i> Awareness of different occupations <i>Competency XII</i> Awareness of the career planning process
Employment Experiences	<ul style="list-style-type: none"> • Instruction • Post-Living • Community Experience • Development of employment activities • Related Services 	<i>Basic Skills:</i> <ul style="list-style-type: none"> • Reading, writing, listening and speaking, mathematical operations <i>Thinking Skills:</i> <ul style="list-style-type: none"> • Thinks creatively, makes decisions, problem solves, visualizes, reasons and learns <i>Personal Qualities:</i> <ul style="list-style-type: none"> • Responsibility, self-esteem, sociability, self-management, honesty and learns 	<i>Reading</i> 1.0,2.0,2.3,2.4 <i>Writing</i> 1.0,1.1,1.3,1.4,1.5,1.6,1.7,2.0,2.1a,2.2c&d,2.3a,b,c,2.5,2.6 <i>Writing & Language Conventions</i> 1.0,1.1,1.2,1.3 <i>Listening & Speaking</i> 1.0,1.1,1.3,1.4,1.5,1.8,1.9,1.10 <i>Evaluating Oral & Media</i> 1.12,1.13,1.14 <i>Speaking Applications</i> 2.0,2.1,2.4	<i>Competency IV</i> Know relationship between education and career planning <i>Competency V</i> Need for positive attitudes towards work and learning <i>Competency VI</i> Skills to locate, evaluate and interpret career information <i>Competency VII</i> Awareness of personal responsibility and good work habits <i>Competency IX</i> Know how to make decisions <i>Competency X</i> Awareness of interrelationships of life roles <i>Competency XI</i> Awareness of different occupations <i>Competency XII</i> Awareness of the career planning process

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
<p>Employment Work Experience</p>	<ul style="list-style-type: none"> • Instruction • Post-Living • Community Experience • Development of employment activities • Related Services 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> • Reading, writing, listening and speaking <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> • Creative thinking, makes decisions, solves problems, visualizes, knows how to learn, and reasons <p><i>Personal Qualities</i></p> <ul style="list-style-type: none"> • Responsibility, sociability, self-esteem and self-management 	<p><i>Reading</i> 1.0,2.1,2.3,2.4,2.6,3.2,3.8</p> <p><i>Writing</i> 1.0,1.1,1.3,1.4,1.5,1.6, 1.7,2.0,2.1a,2.2c&d, 2.3a,b,c,2.5,2.6</p> <p><i>Writing & Language Conventions</i> 1.0,1.1,1.2,1.3</p> <p><i>Listening & Speaking</i> 1.0,1.1,1.3,1.4,1.5,1.8, 1.9,1.10</p> <p><i>Evaluating Oral & Media</i> 1.12,1.13,1.14</p> <p><i>Speaking Applications</i> 2.0,2.1,2.4</p>	<p><i>Competency IV</i> Know relationship between education and career planning</p> <p><i>Competency V</i> Need for positive attitudes towards work and learning</p> <p><i>Competency VI</i> Skills to locate, evaluate and interpret career information</p> <p><i>Competency VII</i> Awareness of personal responsibility and good work habits</p> <p><i>Competency IX</i> Know how to make decisions</p> <p><i>Competency X</i> Awareness of interrelationships of life roles</p> <p><i>Competency XI</i> Awareness of different occupations</p> <p><i>Competency XII</i> Awareness of the career planning process</p>
<p>Community: Connections I need to make</p>	<ul style="list-style-type: none"> • Instruction • Related Services • Community Experience • Employment Activities & post school adult living activities • Daily living activities 	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> • Reading, writing, listening and speaking, mathematical operations 	<p><i>Reading</i> 1.0,2.1,2.3,2.4,2.6,3.2,3.8</p> <p><i>Writing</i> 1.0,1.1,1.3,1.4,1.5,1.6, 1.7,2.0,2.1a,2.2c&d, 2.3a,b,c,2.5,2.6</p> <p><i>Writing & Language Conventions</i> 1.0,1.1,1.2,1.3</p>	<p><i>Competency I</i> Understand the influence of a positive self-concept</p> <p><i>Competency II</i> Skills to interact with others</p> <p><i>Competency III</i> Know impact of growth and development</p>

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
		<p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> • Thinks creatively, makes decisions, problems solves, visualizes, reasons and learns <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> • Responsibility, self-esteem, sociability, self-management, honesty 	<p><i>Listening & Speaking</i> 1.0,1.1,1.3,1.4,1.5,1.8, 1.9,1.10</p> <p><i>Evaluating Oral & Media</i> 1.12,1.13,1.14</p> <p><i>Speaking Applications</i> 2.0,2.1,2.4</p>	<p><i>Competency IV</i> Know relationship between education and career planning</p> <p><i>Competency V</i> Need for positive attitudes towards</p> <p><i>Competency VII</i> Awareness of personal responsibility and good work habits</p> <p><i>Competency VI</i> Skills to locate, evaluate and interpret career information</p> <p><i>Competency VII</i> Awareness of personal responsibility and good work habits</p> <p><i>Competency IX</i> Know how to make decisions</p> <p><i>Competency X</i> Awareness of interrelationships of life roles</p> <p><i>Competency XI</i> Awareness of different occupations</p> <p><i>Competency XII</i> Awareness of the career planning process</p>

V. Resource (11th and 12th Grade)

Employment Career Goal/Career Ladder

O'Neill, Linda (1996) *Matching Multiple Intelligences to Careers, Session 6* (values and needs) Career Visions

Young Persons Occupational Outlook Handbook

Riverside County Office of Education. (1998) *Preparing for the Future; A Transition Planning Guide. (Lesson 9, Explore a Career)*

Website: <http://www.ici.coled.umn.edu/all/students.html>

Employment Experiences

O'Neill, Linda (1996) *Matching Multiple Intelligences to Careers, Session 9 on Job Search Skills* Career Visions

Website: <http://jobstar.org/index.htm> (great site from the ca libraries, great links and activities)

Work Experience

Winebrenner, Susan (1996) *Teaching Kids with Learning Disabilities in the Regular Classroom (Chapter 8, Teaching Writing)*. Free Spirit Publishing, Minnesota

Community

Riverside County Office of Education. (1998) *Preparing for the Future: A Transition Planning Guide. (Lessons 14-16, IEP Meetings)*

NICHCY. (Jan. 1999) *Transition Planning a Team Effort*

ABOUT THE AUTHORS

Renee A. Dawson, Cathy Thoni, and Priscilla Harvell work for the California State Department of Education, Diagnostic Center North (DCN). Under the supervision of Mary Anne Nielsen, Director of the Diagnostic Center North, this project was made possible as a means of preparing youth with disabilities for post-secondary life. *Renee Dawson, Cathy Thoni and Priscilla Harvell* have collectively over 50 years of public school experience. They have worked with both general and special education student populations, from pre-school through the college level. The *Middle and High School Transition Portfolio* was the dream of *Cathy Thoni and Priscilla Harvell*. Together, with Renee Dawson, they found a way to facilitate and communicate the concepts of self-determination for students with disabilities.

Renee A. Dawson, M.S.W. is a psychologist who has taught at both elementary and secondary levels. Ms. Dawson directs the secondary/transition assessment and training service components at DCN. She participated for several years on the California Department of Education's Advisory Board for *WorkAbility I* (a youth employment and education program). Ms. Dawson is currently completing her doctorate degree and has written various articles and recently co-authored a chapter on transition for a soon-to-be published book.

Cathy Thoni, B.A. has been a secondary teacher in both general and vocational education. She has focused her career on working with special education students at the Regional Occupational Programs. While at the Regional Occupational Programs, Ms. Thoni's students used portfolios as a means of demonstrating their work skills. She is recognized statewide as a leader in transition education.

Priscilla Harvell, M.A., SLP/CCC is a speech and language specialist who has been a special education teacher at both the elementary and middle school levels. She is a recognized leader in transition education and has served on various statewide task forces. Ms. Harvell has written articles and authored a chapter in a book related to transition of youth with disabilities and the role of the speech and language specialist. Her most recent publication entitled, *Transition and School-Based Services* is from Pro-Ed.

For additional information contact the authors via e-mail at:

Renee A. Dawson [*rdawson@dcn-cde.ca.gov*](mailto:rdawson@dcn-cde.ca.gov)

Priscilla Harvell [*pharvell@dcn-cde.ca.gov*](mailto:pharvell@dcn-cde.ca.gov)

To find out about Diagnostic Center North visit us at our website:

[**http://www.dcn-cde.ca.gov**](http://www.dcn-cde.ca.gov)

Appendix

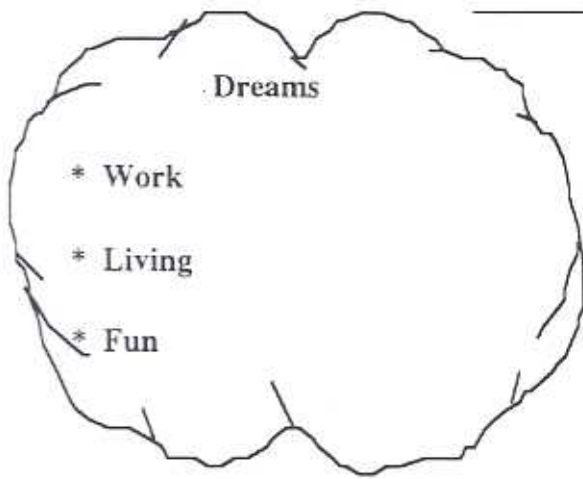
Personal Values Inventory

Directions: Read each phrase below and check the box that indicates which one is important to you. When finished, discuss your responses with a partner.



Value Statements	Really Important	Important	So-So Important	Not Important
Taking responsibility for my actions				
Having nice teachers				
Being liked by my friends				
Having time alone				
Going to college				
Looking good				
Taking care of my body				
Living in a nice house				
Finishing high school				
Making my parents happy				
Getting a job				
Having a family				
Making my own decisions				
Getting good grades				
Making lots of money				
Being a great athlete				
Add your own here _____				





Strengths

Learning Style

Things That Are Hard For Me

Jobs I Might Like

Jobs I Do Now

School

Community

Employment

_____ 's Transition Planner

Strengths

Career Interests

Learning Style

Hurdles

Accommodations

Personality

Instruction Options:

Community Options:

Employment Options:

Transition Planning Profile

The purpose of the Transition Planning Profile is to synthesize assessment information from a variety of sources (student, parent, teacher, psychologist, vocational/agency personnel) into a user-friendly, meaningful format. The Transition Planning Profile provides the conceptual framework for long and short term career/transition planning. Critical components in the development of the profile include:

- * unconditional acceptance of student input
- * language is in student friendly "first-person" style
- * information contributed by others is presented in functional terms
- * profile is frequently updated and shared with support system (parents, teachers, job developers, agencies)

The professionals gathering the assessment information should collect and report information in relationship to the key questions in the student's profile: strengths, career interests, learning style, personality style, hurdles/accommodations, and activity options for school, community and employment. The goal of this functional assessment and planning process is to validate realistic perceptions of the student and/or infuse more realistic information and activity options for the student to consider or explore.

For a student to internalize the information in his/her profile, it needs to be revisited frequently by a variety of people. The simplistic visual format provides a consistent self-view for the student and others to use in making informed day-to-day choices and decisions. For example, a student deciding on work experience at a warehouse or at a fast food restaurant will be reminded by looking at his profile that he prefers working in a quiet atmosphere and at his own pace. His decision is to apply at the warehouse because it matches his preferences. The process dramatically increases his self-determination skills and chance for success.

Using a graphic Transition Planning Profile has additional advantages:

- * provides information for the student to share at an IEP/ITP
- * fosters student/consumer centered planning
- * gives families information to support realistic career goals for their youth
- * job developers and job coaches can make better matches
- * improves communication between agency personnel

Student Transition Planning Profile

1. Strengths:

Self-Direction: When I understand the directions, I complete my work independently.

Work Tolerance: I can work for a long time without a break.

Interpersonal: I have a lot of friends.

Communication: I can ask questions and give directions.

Mobility: I can use buses to get to the mall.

Self-Care: I always look good.

2. Career Interests:

School/Vocational

- What do I like to do?
- What am I good at doing?
- What are the jobs I would like to try now?
- What are some of the jobs/ careers I am interested in?

3. Learning Style

How do I learn best?

Examples:

- What study skills / accommodations work best for me?
- I need to be able to talk and discuss the topic to understand the information.
- I remember more from pictures and films.
- I learn best when I make a graphic organizer for reading/writing assignments.

What environment do I work best in?

Examples:

- I can't think with a lot of noise around me.
- I like working alone.
- I need to move around a lot.

4. Personality:

- I like to work with people, ideas or things?
- I like to do routine tasks.
- I like to plan my own activities.
- I like to complete one project at a time.
- I like more than one project at a time.

5. Hurdles and Accommodations:

	Hurdles	Accommodations
Self-Direction:	Sometimes when I finish my work, I don't know what to do next.	I would like a check list.
Work Tolerance: finish.	I have a problem finishing my work.	Short breaks help me to
Interpersonal:	I have trouble making friends.	I can volunteer to help others. (i.e.: day care, cafeteria)
Communication: who will	I am afraid to tell my boss I don't understand.	I can find a co-worker always help me.
Mobility:	I bump into things in a new place.	I avoid crowded places.
Self-Care:	My clothes are not always clean.	I am learning how to use the washing machine.

6. Options for Activities:

School: I can take a class in computers next year, so that I can get a job working in an office.
I can take classes that have more **activities/projects** than just listening or writing.

Home/Community: I can make my own lunch and learn how to cook for myself.
I can find out what kinds of **things/classes** the YMCA offers and join them.
I can join a support group for young adults with the same disability as me.

Employment: I can volunteer at a work site to develop skills to be more employable later.
I can job shadow my uncle and learn what he does.
I can speak with the **WorkAbility** Coordinator about getting a job this summer.

7. Support System:

- Who do I want to help me with this plan?
- Who can I ask for help?
- What agencies can help me now and in the future?

STUDENT ACTION PLAN

Name:	School:	Grade/Age:
--------------	----------------	-------------------

Who and where am I now?

GOAL:

Strengths	Obstacles	Steps to Goal	Supports Needed	Timeline	Outcome	✓	R
1.							
2.							
3.							
4.							

R = Recheck and Revise

T:\PUBLIC\Portfolio\High School\24-4ActionPlan.wpd

NORTHERN CALIFORNIA DIAGNOSTIC CENTER



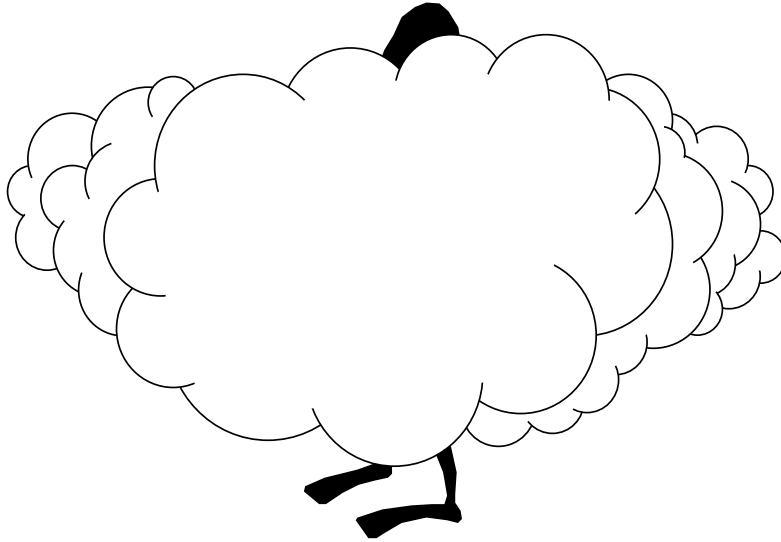
Career Center Activity

Career Research Report Outline

Career Area _____

Job Title _____

1. Why did I choose this job?



2. What kind of education does this job require?



3. What would I do at this job? List job tasks or activities:

- a.
- b.
- c.



4. What would I like about this job?



5. What would I dislike about this job?



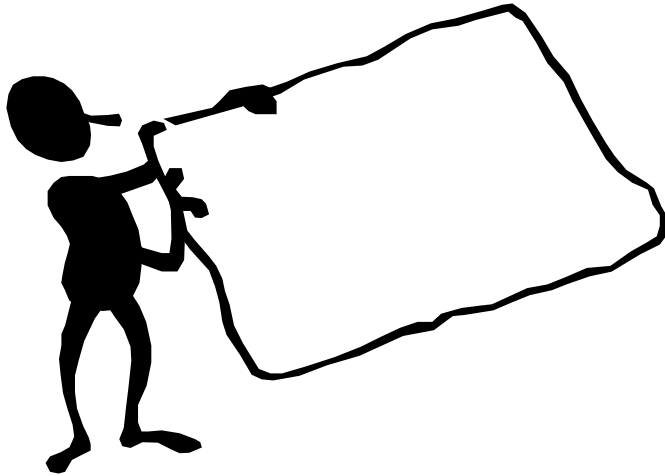
6. What is the job outlook? Will there be a need for this job in the future?

Increasing

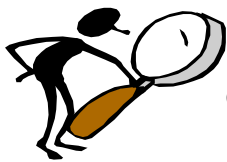
Staying the same

Decreasing

7. What high school classes do I need for this job?



8. What are some related jobs in my community:



a.

b.

Goal Setting Activity: Employment

Step 1. What do I want to accomplish?



Step 2. When do I want to accomplish it? (Set a date)

Step 3. Goal Statement

I will _____ By _____

Step 4. I need to take these small steps in order to reach my goal

1.

2.

3.



Step 5. I need the following people to assist me



Step 6. I will evaluate my progress in reaching my goals by:



Step 7. I have reached my goal!!!

