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# Transition: The Meat & Potatoes of H.S. IEPs

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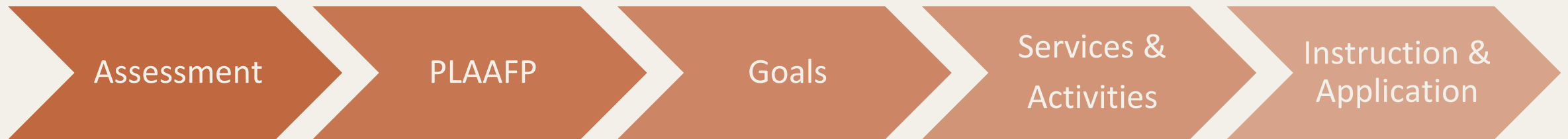
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# Purpose

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The purpose of this presentation is to teach you how to:

- Conduct Transition Assessment that is **Informative & Efficient**
- Write Post-secondary Goals that are **Appropriate & Student-Driven**
- Create Transition Services & Activities that are **Functional & Realistic**
- Implement Transition Centered Instruction & Activities to ready your students for the **Real World**



# Materials

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Connect to the internet to view all materials discussed today:

- network: CedarShore
- password: csresort

Google Drive folder link:

<http://bit.ly/2pdxYGt>



# Assessment

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## Starting Freshman Year:

- Enderle-Severson Transition Rating Scale-3 (ESTR-3): parent and student
- [Parent & Student Transition Planning Interview](#)
- [Informal Assessment for Transition Planning](#)

## Sophomore to Senior Year:

- Update ESTR-3 and any necessary assessments yearly

## During Three-Year Evaluations:

- Some academic skills-based materials assess functional reading, writing, and math skills
  - i.e. résumé and cover letter writing, money skills, time management, etc.

# PLAAFP

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Most of our PLAAFP information comes from the ESTR and Informal Assessment for Transition Planning

Having a detailed list of strengths and needs helps develop functional activities which in turns assists in relevant instruction

## Examples!

[Freshman](#)

[Senior](#)

[Life Skills](#)

# Post-Secondary Goals

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## Starting Freshman Year:

- Write goals based on student answers in Planning Interview and ESTR-3
- Always use “I will...” or “Student will...”
- Freshman year can be pretty broad and possibly not realistic

## Sophomore to Junior Year:

- Try to get the goal more specific as they go through high school, employment classes assist with this task

## Senior Year:

- Goals should be specific and realistic to the student’s academic and ability levels:



# Possible Track of Post-Secondary Goals

|                        | Freshman  | Sophomore   | Junior  | Senior   |
|------------------------|---|---|---|--|
| Employment             | I will work in the education field.                                 | I will work with elementary-aged kids in the education field.                             | I will work as an elementary teacher.   | I will work as an elementary teacher in a school.  |
| Education/<br>Training | I will attend a post-secondary program to gain skills in education. | I will attend a four year university to gain skills in the field of elementary education. | I will attend a public four year university to gain skills in the area of elementary education. | I will attend the University of South Dakota to gain skills in the area of elementary education. |

# Course of Study

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Essentially the **Road Map** for the next four years and beyond!

It is very important to check graduation credits- to make sure they aren't short any classes and meet all requirements

Take into consideration **students interests** when selecting potential classes for the Course of Study.

Students post-secondary pathways can lead them in a **variety** of directions such as four-year college, two-year college, technical school, residential, work, etc.

Make sure that their Course of Study is **linked to their goals** (i.e. four year- need to take college prep, if going to work more vocational/work skill classes.)



# Transition Services & Activities

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Here are the guidelines from the IEP Tech guide:

- “At a bare minimum, **at least one activity/service must be listed which ties back to each of the student’s Measurable Post-Secondary Goals.** Typically, many services/activities may be needed to help students reach their postsecondary goals.”

As teachers, do we ever do anything at the ‘bare minimum’? No! We do everything to help our students be successful!

We have some examples for you but first....an activity!

# Transition Services & Activities Activity

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Choose between a Freshman, Senior, or Life Skills transition PLAAFP

Group together with others that are also doing the same level

Use the transition PLAAFP page for that student and the [Transition Services Bank](#) to come up with 4 services or activities for each category required for that students:

- **Freshman & Senior:** Employment, Daily Living, Community Experience, and Instruction
- **Life Skills:** Employment, Daily Living, Community Experience, Other Post School Adult Learning Options, and Instruction

Write these on the Transition Services & Activities template provided-only one copy per group is needed but taking notes is encouraged!

Each group will share their ideas when everyone is finished

# Transition Services & Activities Examples

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**Examples!**

# Transition Centered Instruction & Activities

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Implementing instruction and activities is the most important part of helping students be prepared and successful in their transition.

Employment Skills classes for our resource students begin at Freshman year and run to senior year.

These classes can be done as an elective credit or imbedded into a pull out academic class

We also have activities and plans for students with a more life skills path.

# Employment Skills 1-Freshman

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This class covers the following areas:

- Self-awareness
- Why to self-advocate in and out of school
- Laws and rights in school
- Social skills
- Communication skills
- Goal-setting and goal-attainment
- Personal growth
- Using community resources
- Being a good citizen
- Explore post-secondary resources
- Explore individual post-secondary education options
- Explore careers within individual interest areas
- Academic skills for success
- Build schedule for rest of HS

# Employment Skills 1-continued

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## Materials often used:

- Me! Curriculum
  - History of disabilities & laws
  - Self-awareness project
  - Accommodations & modifications
  - Self-advocating
- 7 Habits of a Successful Teen
  - Goal setting
  - Communication skills
  - Teamwork building
- “Petey” by Ben Mikaelson
  - Chapter book to teach about disabilities
- Academic Success Curriculum
  - Academic motivation
  - Note-taking
  - Studying skills
  - Reading for content
  - Learning styles
  - Setting academic goals
  - Test-taking strategies
- Soft Skills to Pay the Bills
  - Communication
  - Attitude
  - Teamwork

# Employment Skills 2-Sophomore

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This class covers the following areas:

- Self-awareness
- Researching and exploring careers
- Understanding strengths and needs
- Accommodations
- Understanding their IEP paperwork and meetings
- Social skills
- Basic writing skills
- Basic math skills
- Reading skills
- Cooking skills
- Update HS schedule

# Employment Skills 2- continued

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Materials often used:

## **Take Control of Your Life Curriculum**

- Self-Advocacy Skills
- Circle of Support
- Relationship Building
- Self-Confidence
- Rights and Responsibility

## **Why Are You Calling Me LD Curriculum**

- Disability Awareness
- Personal Stories/Feelings about disability
- Famous People with Disabilities

## **Nutrition Unit**

- Proper Nutrition/Calories
- Exercise
- Recipes
- Cooking Skills
- Restaurant Unit
- watch “SuperSize Me”

## **Student Led IEP Meetings**

## **Group Work**

## **Autism Awareness/School Leadership**



# Employment Skills 3-Junior

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This class includes the following areas:

- School success skills
- Relationship success skills
- Checking/savings account
- Credit cards, loans, etc.
- Insurance
- Cooking skills
- Explore colleges and training programs of interest
- College requirements/expectations
- Explore resources: VR, Dept. of Labor, etc.
- Job applications
- Cover letters
- Resumes
- Job interviews
- Tax forms
- Retention, termination, promotion
- Paycheck-net vs. gross pay
- Benefits
- Social media etiquette
- Friendships
- Goal setting

# Employment Skills 3-continued

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## Top 20 Teens

- Thinking Skills
- Learning Skills
- Communicating Skills

## Soft Skills to Pay the Bills

- Networking
- Problem Solving
- Professionalism

## Practical Money Skills

- Checking/savings account
- Credit history
- Credit cards/loans
- Buying an automobile and house

## Young Person's Guide to Getting and Keeping a Good Job

- Expectations
- Identifying skills
- Writing resume
- Finding job leads
- Writing cover letters
- Filling out job applications
- Improving interview skills
- Getting ahead in your new job

## Portfolio

- Application
- Tax forms
- Cover letter
- Resume
- Mock Interview

# Employment Skills 4- Senior

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This class is an independent study to acquire community work experience

Students either:

- Find their own job
- Acquire a job through Project Skills
- Volunteer at a job site

These are done out in the community unless there are behavior or transportation concerns.

Students are required to sign a contract about performance and behavior.

Students are to apply and interview for the position, even if it is Project Skills.

Grades:

- Monthly evaluation reports are filled out by on-site supervisor
- Monthly worksheet packets or activities to help with job retention and promotion

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Let's brainstorm/discuss what you do in school  
or in your community for students with  
cognitive disabilities to help them gain work  
experience.

# Life Skills Activities & Instruction

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In Lennox, we have a general path for them to follow to gain work experience and instruction.

## Freshman year:

- Life skills English and math classes to gain work related skills
- Recycling tasks with adult supervisor
- Sweeping or wiping tables in lunch room
- Shredding paper or cleaning classroom, kitchen, and bathroom

## Sophomore year:

- Continue English and math classes
- Recycle with student mentors to gain independence
- Work task boxes to work on fine motor tasks
- Begin a community volunteer job a couple times a week to gain experience outside of school

## Junior/Senior year:

- Continue English and math classes
- Work with VR to set up Project Skills out in the community
- Acquire a part-time job if they are able

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Thank you for listening to  
our presentation!

Questions?

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