

Exceptional Student Education  
Henry County Schools

# PROGRAM GUIDE: TRANSITION



**BETTER TOGETHER**

# Program Guidance: Transition

## Definition and Overview

Individualized Education Program (IEP) Teams work to ensure that specific action steps are taken to guide and prepare high school students with disabilities for transition from school to post-secondary settings. The Individuals with Disabilities Education Act (IDEA 2004) requires that beginning no later than the first IEP to be in effect when the child turns 16, and each annual IEP thereafter must include a discussion about transition and service needs.

In Henry County, the expectation is for the IEP Team to develop the Transition Plan before the end of the 8<sup>th</sup> grade year. This is an opportunity for students to lead the IEP team and convey what they want to do as a career and to take an active role in making school relevant to their future. Based on input from the student, parent and service providers, a statement of current skills, preferences, interests and aptitude, along with formal and/or informal transition assessment results is used to help pinpoint a course of study and post-secondary outcome goals which is written into the annual IEP. Specific transition goals along with activities are developed with the strengths and needs of the student and the desired career in mind.

Factors to be included are:

1. Academic preparation
2. Employment
3. Community experience
4. Development of vocational and independent living objective
5. Functional vocational objectives depending on the needs of the student

Transition-related services that are available to high school students include guidance counseling, career center services, work experience education, job shadowing, academy programs, and career and technology education vocational courses. The supports offered through these transition services are included in the plan. At the end of each grading report period, schools report to parents on the student's progress toward meeting the transition goals. At the end of a student's senior year, the student will no longer be eligible for special education services because he/she either graduates from high school or exceeds the age for services. IDEA 2004 requires the school to provide a summary of academic achievement and functional performance which should include recommendations about ways to help the student to meet postsecondary goals and agencies that may provide support to the student after graduation.

The following chart is from the US Department of Education and outlines the key points to the transition process for parents, in addition to providing guidance to IEP Teams.

Key Points in the Transition Process		
1.	Individualized Education Program	Participate in your IEP or child's IEP development to ensure that transition services are addressed in your child's IEP by age 16 (or earlier, depending on your state's laws). Students with disabilities and their representatives are critical members of the IEP Team and have valuable information that is needed for quality transition planning.
2.	Be Familiar with the Steps to Transition Planning	Schools should: <ol style="list-style-type: none"><li>1. Invite student;</li><li>2. Administer age appropriate transition assessments;</li><li>3. Determine needs, interests, preferences, and strengths;</li><li>4. Develop postsecondary goals;</li><li>5. Create annual goals consistent with postsecondary goals;</li><li>6. Determine transition services, including course of study needed to assist your student in reaching those goals;</li><li>7. Consult other agencies, in particular, the VR agency; and</li><li>8. Update annually</li></ol>

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3.	Implementation of Transition Services	Provide transition services as identified in the IEP. Pre-employment transition services are provided under the Rehabilitation Act. Alignment of the IEP and IPE facilitates a seamless service delivery process.
4.	Referral to VR and/or Other Adult Agencies	<ol style="list-style-type: none"> <li>1. Pre-employment transition services provided under the Rehabilitation Act, as appropriate;</li> <li>2. Familiarize yourself with laws relating to other programs; and</li> <li>3. Learn about community agencies that provide services to support students, such as travel training and daily living skills.</li> </ol>
5.	VR Application Process	<ol style="list-style-type: none"> <li>1. Share employment interests and capabilities during the intake interview.</li> <li>2. Focus on assessment(s) to lead to the student’s postsecondary goals.</li> </ol>
6.	Individualized Plan for Employment	Once a student has been determined eligible for VR services, the IPE must be developed and approved within 90 days, and no later than the time the student leaves the school setting.
7.	Common VR Services Available under the Rehabilitation Act	<ol style="list-style-type: none"> <li>1. Transition services;</li> <li>2. Vocational counseling;</li> <li>3. Vocational training;</li> <li>4. Postsecondary education;</li> <li>5. Supported employment services;</li> <li>6. Career development; and</li> <li>7. Job placement.</li> </ol>
8.	VR Service Record Closure	As a result of the student or youth with disability: <ol style="list-style-type: none"> <li>1. Achieving an employment outcome; or</li> <li>2. No longer pursuing an employment outcome and, therefore, determined ineligible for VR services.</li> </ol>

Chart received from U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services, A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, Washington, D.C., 2017.

### Instructional Expectations

Transition planning begins with the IEP team meeting, during which the student’s strengths and weaknesses are identified and goals are created to address skill deficits. It is the responsibility of the ESE and general education teachers to provide instruction, training, and experiences to meet transition goals that increase competency of skills preparing for adulthood.

Providing direct instruction in the classroom or work setting include establishing clear learning goals, providing explicit instruction, use of metacognitive strategies, scaffolding supports and teaching students to maintain and generalize new skills across multiple settings. Providing opportunities for repetition and practice is key for students with disabilities to mastery of new skills. The following are important steps to include when planning to teach a new skill.

- Use questioning to assess the students’ prior knowledge about the concept or skill.
- Focus on the critical skill students need to know and set clear learning goals.
- Discuss what the skill is that the students will be learning and make a real world connection for the student to promote enthusiasm for learning.
- Model the skill with clear explanations, using language that is concise and consistent.
- Verbalize the thinking process, think aloud the steps you are modeling, self-talk.
- Sequence skills and lessons logically to build on each other. Break the skill down into smaller units for instruction leading toward an easier attainment of the learning goal.
- Check for understanding throughout the lesson.
- Provide the student opportunities for guided practice of the skill with direct verbal and nonverbal support from the teacher.
- As the student becomes more proficient in remembering the steps and performing the steps, then gradually the teacher decreases prompts or support. Praise should be provided throughout the practice sessions.
- The use of technology, advanced organizers, checklists, visuals, etc. may be used to encourage independence.

- Multiple opportunities for repetition and independent practice are necessary until the skill becomes automatic and generalized across settings.
- Provide feedback.

### **Transition Instruction for Adapted Curriculum:**

The Unique Learning System is a curriculum used by teachers to address the complex learning needs of our students with significant skill weaknesses. The Unique Learning System is designed to provide our students with significant disabilities meaningful access to the general education standards using a cloud-based platform that includes differentiated instruction and standards-aligned content. The Unique Learning System includes assessments, rubrics, and various tools for instructional support for students in grades pre-K through high school. The curriculum provides an interactive learning environment that includes activities designed to engage students in order to increase functional academic, employability, and career awareness skills. Teachers can also use video modeling while teaching with this curriculum, which is useful with teaching social skills, self-advocacy skills, self-regulation skills, and various employment skills for transition.

### **Transition Instruction for General Curriculum:**

The general education courses are aligned with the Georgia Standards of Excellence and include activities designed to increase academic skills, career awareness skills, and employment skills in order to prepare students for transitioning into post-graduation opportunities. Activities can be planned and instruction can occur across various classroom settings through consultation, supportive instruction, collaboration, and/or co-teaching services within the general education setting and through small group instruction outside the general education setting. Prior to graduating, all students need to learn daily living skills that are required of adults, and that is especially true for students with disabilities. Some examples of activities are filling out forms such as selective service, medical, education, job application, banking, insurance, tax forms, etc. Independent living skills such as creating a budget, balancing accounts, creating a shopping list to prepare food, housekeeping, laundry, maintenance requirements for a car, and schedule appointments need to be taught and practiced at home or in the classroom, before they can be generalized and used in a more realistic environment. Each of these skills can be taught by teachers using high leverage practices.

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## Transition Skills for All Students

Students preparing for post-secondary opportunities will be most successful if they demonstrate certain employability or soft skills such as self-determination, self-advocacy, problem solving, communication, teamwork, and professionalism to name a few. These are skills that some students do not inherently exhibit and therefore must be taught. The chart below includes a few skill areas needed for students' successful transition to post-secondary opportunities as well as sample activities that can be taught using direct instruction in the class setting or during Instructional Focus. Some sample activities listed for general curriculum may be appropriate for students taught on adapted curriculum depending on their skill level.

### Employability Skills

*Employability or Soft Skills are the transferable skills that are useful in almost all jobs. These are the personal traits that employers look for in an employee that are harder to teach than job/task-specific skills. Individuals with disabilities that have soft skills are more likely able to accept direction, know how and when to ask for help, can deal with conflict, and are able to engage in interpersonal communications.*

Skills	Sample Activities for General Curriculum	Sample Activities for Adapted Curriculum
<b>Communication</b> -Through class discussion and during transition work activities, students can work on being aware of nonverbal and verbal cues and what is being communicated by others. Maintaining eye contact, appropriate personal space, understanding gestures and facial expressions of others and using appropriate gestures and expressions themselves are all needed skills.	<ol style="list-style-type: none"> <li><a href="#">Mock Interviews</a></li> <li><a href="#">Self-Advocacy Role Playing Scenarios</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Communication. Unique Learning Lesson 8 (Summer/High School): Life Skills Application</a></li> <li><a href="#">Listening and sharing information. Unique Learning Lesson 14 (Summer/Transition): Everyday Communication-(Listening/sharing information and opinions)</a></li> </ol>
<b>Team Work</b> , getting along with others, and cooperation are all critical skills to employers, and those employees with such skills are highly valued. Cooperation and effective communication are vital in maintaining positive working relationships and with achieving career goals. Employees that practice these skills in work environments are more likely to stay employed.	<ol style="list-style-type: none"> <li><a href="#">All Aboard Group Game</a></li> <li><a href="#">Human Knot</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">What's in a name?</a></li> <li><a href="#">Ring Toss Game. Activity from Unique Learning Systems Life Skills Application 5 (Summer)</a></li> </ol>
<b>Social Skills</b> training may benefit those students that struggle with reading nonverbal cues, controlling verbal or physical impulses and with engaging in social interactions in order to increase peer acceptance, academic achievement, and employment success.	<ol style="list-style-type: none"> <li><a href="#">Incidental Teaching and Social Skill autopsies.</a></li> <li><a href="#">Social Skills Journaling</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Interpersonal Skills in Work, Community and Daily Living Activities from Unique Learning Systems Lesson 8 (Summer): Life Skills Application 3 (social skills and communication skills)</a></li> <li><a href="#">Practicing correct social responses. Activities from Unique Learning Systems (Summer/Transition): Life Skills</a></li> </ol>
<b>Problem solving</b> - Employers desire for employees to work through problems on their own and to be an effective member of a team. Ideal employees can think critically and creatively, share thoughts and opinions, use good judgment, and make decisions. Teach students through real life work scenarios for role playing how to go through problem solving steps.	<ol style="list-style-type: none"> <li><a href="#">5 Problem-Solving Activities for the Classroom</a></li> <li><a href="#">Problem Solving Scenarios</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Unique Learning Lesson 10 (Summer): Life Skills Application 4 -Problem Solving</a></li> <li><a href="#">Unique Learning Lesson 13 (Summer): Making Choices at the Gift Shop</a></li> </ol>
<b>Adaptability</b> is the ability to change depending on the event. This is a soft skill that employers look for, the ability to overcome situations when things don't go as planned. Teaching the students skills on how to respond to changes and challenges will support increasing their adaptability.	<ol style="list-style-type: none"> <li><a href="#">The Magic Carpet</a></li> <li><a href="#">9 Awesome Classroom Activities That Teach Job Readiness Skills</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Planning for a trip to the park. Unique Learning System is Lesson 6 (Summer): Life Skills Application 2 Planning for the Park</a></li> <li><a href="#">Job tasks you like and do not like and being adaptable. Unique Learning Lesson 4 (Summer): Daily Living Club-Article 2 "Let's Ride"</a></li> </ol>

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## Self-Management Skills

*Activities to increase a student's ability to perform job duties with little to no supervision*

Skills	Sample Activities for General Curriculum	Sample Activities for Adapted Curriculum
<b>Time Management</b> , task analysis and time estimation is essential for completing work. Students should be aware of the multiple steps that may be involved in a task and to develop their perception of how much time it truly takes to complete each step within the task.	<ol style="list-style-type: none"> <li>1. <a href="#">Managing Time – Task Analysis and Time Estimation</a></li> <li>2. <a href="#">Teaching Time Management to Students with Learning Disabilities - Task Analysis and Time Estimation Sheet</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Time Matters. Unique Learning Systems Lesson 10 (Transition/Summer)-Lifetime Skills</a></li> <li>2. <a href="#">Time Management. Unique Learning Systems Less 12 (Transition/Summer)-Lifetime Skills Greeting Cards</a></li> </ol>
<b>Organization &amp; Planning</b> involves staying focused on different tasks and planning effectively and efficiently in order to achieve the desired outcome. The ability to organize necessary documents, decluttering and planning for record keeping, and filing and managing information are some of the skills that are needed for employment.	<ol style="list-style-type: none"> <li>1. <a href="#">Executive functioning: Executive Function by National Center for Learning Disabilities</a></li> <li>2. <a href="#">Tips for developing organization skills in children: LD online</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Organization and planning a meal.</a></li> <li>2. <a href="#">Organization tool</a></li> </ol>

## Career Awareness

*Activities that increase occupational awareness, employment related knowledge and specific pathway knowledge and skills.*

Skills	Sample Activities for General Curriculum	Sample Activities for Adapted Curriculum
<b>Job Exploration</b> provides students with the opportunities to explore possible careers. They learn information about various occupations and do work activities related to the occupation. By completing work activities, students learn more about what are their personal work preferences and interests which may impact future work endeavors and training.	<ol style="list-style-type: none"> <li>1. <a href="#">Help Your Child to Choose a Career and Start a Job</a></li> <li>2. <a href="#">Virtual Job Shadowing and listening to career professional interviews</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Learning about Employment Options in Unique Learning Lesson 17 Job Club (May/Transition):</a></li> <li>2. <a href="#">Application and Interview in Unique Learning Lesson 18 Job Club (Summer/Transition):</a></li> </ol>
<b>Work ethic</b> -Teach students to feel good about work and doing a good job through discussions and activities. Employees with a strong work ethic have characteristics that demonstrate a positive attitude and dedication to the job or task they are doing. Responsibility, cooperation, dedication and reliability are a few of the characteristics that students should be taught to demonstrate.	<ol style="list-style-type: none"> <li>1. <a href="#">Ethical issues</a></li> <li>2. <a href="#">Work attitude and making the best choice.</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Work attitudes. Unique Learning System in Lesson 20 (Transition/Summer): Job Club-Work Attitudes</a></li> <li>2. <a href="#">Doing the Right Thing or Doing What is Right (teachers can create scenarios for students based on their experiences or functioning level)</a></li> </ol>
<b>Professionalism</b> involves skills such as being on time for work, having appropriate hygiene, appropriate dress for the workplace, being ethical, team-oriented and conducting themselves in a professional manner.	<ol style="list-style-type: none"> <li>1. <a href="#">Professionalism - Activities #26-#30</a></li> <li>2. <a href="#">Networking - Activities #16-20</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Values and beliefs. Unique Learning System Lesson 11 (Transition/Summer): Lifetime Skills 3 Way Budget Planning (values, beliefs, experiences)</a></li> <li>2. <a href="#">Work attitudes. Unique Learning System Lesson 20 (May/Transition): Job Club Work Attitudes</a></li> </ol>

## Independent Living Skills

*Skills related to personal care and well-being to decrease dependence on others. Included are skills needed to manage a household, maintaining a budget, and other adult responsibilities.*

Skills	Sample Activities for General Curriculum	Sample Activities for Adapted Curriculum
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<p><b>Personal Care</b> includes personal hygiene, dressing and clothing care, health care, as well as cooking and nutrition. These are all skills students need to take care of themselves in order to decrease their dependence on others. This can also include teaching students about the dangers they may encounter in life.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Daily Hygiene</a></li> <li>2. <a href="#">Personal Health Series</a> (Teacher guides to help students learn about improving their health, hygiene, nutrition &amp; safety)</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Choosing Healthy Foods</a> in Unique Learning Lesson 2 Daily Living Club (May/Transition)</li> <li>2. <a href="#">Brushing Your Teeth: Step by step directions for brushing your teeth.</a></li> </ol>
<p><b>Community Access</b> includes how students will access the community, what services are available to them, and their responsibilities as a member of the community.</p>	<ol style="list-style-type: none"> <li>1. Teach the use of <a href="#">public transportation</a> and apps (Moovit)</li> <li>2. <a href="#">Housing &amp; Utilities Lesson</a> include how to contact local <a href="#">utility companies</a> and discuss how to report a problem with cable, electricity, or gas services.</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Prepare and Participate in Community Services</a> in Unique Learning Lesson 21 (Summer/Transition)</li> <li>2. <a href="#">Using Least to Most Prompting System to Teach Cell Phone Usage When Lost</a></li> </ol>
<p><b>Financial Management</b> this includes a student's ability to manage a budget, pay bills, knowledge of bank services, credit cards, etc.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Money Smart for Young People</a> - FDIC's free curriculum for teachers and parents. Includes multiple lessons.</li> <li>2. <a href="#">U.S. Currency Education Program</a> - Lesson plans, videos &amp; activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Banking Basics: Unique Learning Lesson 8 (May/Transition): Lifetime Skills</a></li> <li>2. <a href="#">Planning a Budget: Lesson 11 (Transition/Summer) Lifetime Skills 3-Way Budget Planning (Transition)</a></li> </ol>

### Assessment Tools

The following chart identifies some tools that can be used to assist high school students with making decisions regarding future employment. This chart provides information and identifies the intended audience, students working on a general curriculum (GC), an adapted curriculum (AC), or if the tool can be used with students working on either curriculum depending on their cognitive level (Both).

<b>Career Interest Inventories</b> Career Assessments allow an individual to pinpoint interests, personality traits and values based on scores.		
	Assessment Tool	Assessment Information
Both	GA Futures Interest Profiler	An interest profiler is designed to assist students with identifying how their interests can relate to careers. It is recommended that they also take the aptitude test to match aptitude with interests. An activity is completed in conjunction with guidance counselor sessions or with a parent at home. Each student creates their own personal account. (A link for more information is included below.) <a href="https://www.gafutures.org/college-planning/college-money-matters/choosing-a-major/passion-and-interests/">https://www.gafutures.org/college-planning/college-money-matters/choosing-a-major/passion-and-interests/</a>
Both	Self-Directed Search	This career assessment tool matches aspirations, activities, and talents to the best individual's career choices and educational opportunities. The student submits a name and email address so a link can be sent to the student in case an interruption occurs while taking the test. The student can click on the link and pick up where the test was stopped. (A link for more information is included below.) <a href="https://self-directed-search.com/">https://self-directed-search.com/</a>
GC	Holland Code (RIASEC) Test	This is a theory of personality test that groups people on the basis of their suitability for six different categories of occupations. Categories are Realistic (doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers). The test takes approximately 10 minutes to complete 48 tasks in which a person rates by how much the person would enjoy performing the tasks on a scale of 1 (dislike) to 5 (enjoy). No password or username is needed, so students can click on the link and start answering questions immediately. After the

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test is completed, a summary report can be printed of possible jobs that align with the answers provided. This report includes the technology skills, knowledge, abilities, work activities and education required for the jobs. (A link for more information is included.)  
<https://openpsychometrics.org/tests/RIASEC/>

### Tests of Achievement

Achievement tests measure an individual's skill or knowledge and may be interpreted as an indicator of future performance.

	Assessment Tool	Information
GC	Georgia Milestone Assessment System (GMAS)	This test measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science and social studies. Teachers can use the results to identify areas of strengths and weaknesses to guide students when researching post-secondary preferences. Students would know what skills to work on to develop in order to qualify for certain jobs in the future. (a link for further information is included.) <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx</a>
GC	Armed Services Vocational Aptitude Battery (ASVAB)	This test is used by the military to assess arithmetic reasoning, word knowledge, paragraph comprehension, and mathematics knowledge of potential recruits. This test is a requirement for those interested in joining the armed forces. Testing results are used to identify which jobs that would fit with skills and would be open to future recruits. Students can obtain information regarding the administration from the counseling office and/or military recruiter. (a link for more information is included.) <a href="https://www.military.com/join-armed-forces/asvab">https://www.military.com/join-armed-forces/asvab</a>
GC	Scholastic Assessment Test (SAT)	The SAT measures literacy, numeracy, and writing skills that are needed for academic success in college. The test is used as a predictor of what a student is capable of learning to demonstrate readiness for college level work. Colleges use the test results as data for comparing applicants. Students can obtain information regarding the administration from the counseling office. (a link for more information is included.) <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a> All accommodations must be approved in advance and could take up to 7 weeks to receive the approval. <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a>
GC	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	This test is a precursor for taking the Scholastic Assessment Test. It tests knowledge and skills in reading, writing and math and pinpoints areas needed for improvement to perform better on the SAT. Students can obtain information regarding the administration from the counseling office. (a link for more information is included.) <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a> All accommodations must be approved in advance and could take up to 7 weeks to receive the approval. The counselor will assist with documentation that has to be submitted for allowed accommodations. <a href="https://accommodations.collegeboard.org/">https://accommodations.collegeboard.org/</a>
GC	American College Test (ACT)	This test assesses knowledge in core academic areas of language arts, mathematics, reading and science reasoning. It also has a writing test that is optional. The purpose of the ACT test is to measure a high school student's readiness for college, and provide colleges with a common data point that can be used to compare all applicants. Students can obtain information regarding the administration from the counseling office. (a link for more information is included.) <a href="https://www.act.org/">https://www.act.org/</a> All accommodations must be approved in advance and have specific required documentation. The counselor will assist with documentation that has to be submitted for allowed accommodations. <a href="http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html">http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html</a>
AC	Georgia Alternate Assessment (GAA)	This alternate state assessment is designed to be used with students with cognitive disabilities in grades 3-8, and 11 in the areas of language arts, mathematics, science and social studies. It is designed to provide access to the state academic content standards and to share meaningful information

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about classroom instruction. Student’s knowledge and progress are measured in one of four achievement performance levels. Teachers can use the results to identify strengths and weaknesses to guide students with learning and to assist students with researching post-secondary career options that would align with their strengths. It also helps teachers to know what areas need further concentration for lessons. (a link to more information is included.) [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA\\_2.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx)

### Ability Tests

The purpose of ability tests is to check an individual’s ability to perform a certain kind of job. It usually tests the individual for certain skills or whether the student is capable of acquiring those skills in the course of training or on the job.

	Assessment Tool	Information
GC	ACCUPLACER	This multiple choice test is a computer-adaptive assessment designed to evaluate students’ skills in reading, writing, and mathematics. It is frequently used by colleges to assess student preparedness and to help college administrators to place students in courses that match their current skills. Students have to make an appointment to take the placement exam online by registering for a test date. Students must bring a picture ID with them when they arrive to take the exam. (Educator link is listed first and student link is listed second.) <a href="https://accuplacer.collegeboard.org/educators">https://accuplacer.collegeboard.org/educators</a> and <a href="https://accuplacer.collegeboard.org/students">https://accuplacer.collegeboard.org/students</a>
Both	Georgia’s End-of-Pathway Assessment	This test measures the occupational and technical skill attainment level of students after completing sequenced career and technical education courses in a pathway and compares those competency levels with national industry certifications and industry validated standards. Students that do well on this assessment are better prepared to attend a two year or four year college or university or to begin working immediately. (a link to find information is included.) <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Technical-Skill-Assessments.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Technical-Skill-Assessments.aspx</a>
AC	Test of Aided Communication Symbol Performance (TASP)	The TASP is an augmentative communication assessment (AAC) tool that is used to quickly assess AAC symbolic skills. It can be used with students with a wide variety of disabilities like autism, apraxia, cerebral palsy and developmental delay. (See SSF for more information.)
AC	Picture Interest Career Survey	Individuals with limited reading ability use pictures to explore career interests to find a job that fits their interests and career preferences. (See SSF for more information.)
Both	O’net Profiler	The O’net Interest Profiler is computerized and helps students to find out their interests and how those interests relate to jobs. The Profiler helps people identify occupations based on the similarity between work values (such as achievement, independence, and conditions of work) and the characteristics of the occupations. A teacher or counselor asks the student to take the test by clicking on the link. (a link has been provided for more information.) <a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>
AC	Unique Learning Vocational Tools	Unique Learning Curriculum has vocational lessons for teachers that work with students on an adapted curriculum. There are many job related lessons teachers can use to expand job skills and adult living skills and to determine learning styles and interests of students and career preferences. (see SSF for more information.) <a href="https://myaccount.n2y.com/">https://myaccount.n2y.com/</a>

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## ESE Transition Programs in Henry County

In Henry County, we believe students who participate in occupational education and special education in integrated settings are more likely to be competitively employed over students who have not participated in such activities. HCS offers ESE Transition Programs for IEP teams to consider when planning for post-secondary support. The purpose of the ESE Transition Program is to serve students in a setting where expectations are different than those encountered in a traditional high school. Students are required to accept more employment related responsibilities and participate in transition activities throughout their daily schedule. The ESE Transition Program consists of two academies: **Success** and **Next Step**. Both academies are community-based transition programs designed for students with intellectual and developmental disabilities who are 18 to 22 years old and have the desire and ability to obtain paid employment. In addition to the required pre-requisite skills, students applying for Success and Next Step Academy must have completed an integrated curriculum based on the Georgia Standards of Excellence to equal a minimum of 23 credits of instruction. Additionally, students must have participated in a State Alternate Assessment (GAA) in middle school (8<sup>th</sup>) and High School (11<sup>th</sup>).

When determining which of the academies is most appropriate to meet the needs of the student, the IEP team should consider the following:

	Next Step Academy	Success Academy
Pre-requisites	Candidates require minimal assistance while in a traditional school setting showing continuous progress towards independence at both school and community based job-sites. Candidates perform tasks correctly in close proximity to the trainer without cues or prompts from the teacher.	Candidates should independently perform tasks in the areas of career development, daily living and community living skills, with only indirect or periodic supervision.
Instructional Focus	Students primarily focus on advanced pre-employability skills, the areas of career development, personal life, and lifelong learning skills.	Students may require advanced instruction in the areas of personal and lifelong learning skills as they receive an introduction to job placement assistance.
Upon Completion	Students who perform tasks independently will have the opportunity to become candidates for Success Academy.	The primary goal is for students to be gainfully employed within one year.

# Program Guidance: Transition

## Behavioral Supports

The following chart includes tips for teachers to ensure positive student behavior on job sites.

<b>Familiarize Yourself</b>	Be knowledgeable about the student's needs	<ol style="list-style-type: none"> <li>1. Know the student's IEP.</li> <li>2. Understand their accommodations, especially as they relate to the jobsite.</li> <li>3. Know the student's Transition Plan and their post-secondary goals.</li> <li>4. Plan for the need for any student communication devices</li> </ol>
	Be knowledgeable about the jobsite location	<ol style="list-style-type: none"> <li>1. Introduce yourself to the jobsite location's supervisors.</li> <li>2. Know the specific expectations for the tasks.</li> <li>3. Prepare the student before arriving at the location and teach any necessary required skills.</li> </ol>
<b>Teach Career/Life Expectations</b>	Teach/model/review expectations and routines, especially those that are specific to tasks or location	<ol style="list-style-type: none"> <li>1. Bus</li> <li>2. Restaurants</li> <li>3. Job site locations</li> <li>4. If needed prepare visual reminders or lists as students work toward independence.</li> </ol>
	Teach the use of time management techniques	<ol style="list-style-type: none"> <li>1. Timers</li> <li>2. Visual aides</li> <li>3. Verbal cues or reminders</li> <li>4. Checklists</li> </ol>
<b>Be Consistent</b>	When possible, maintain the same behavioral expectations and discipline plan that is within the school setting.	<ol style="list-style-type: none"> <li>1. Non-verbal cues</li> <li>2. Respecting student's space</li> <li>3. Providing options</li> <li>4. Following individual behavior plans</li> <li>5. Rewards system</li> <li>6. Parent communication</li> </ol>
<b>Be Positive</b>	Use positive communication	<ol style="list-style-type: none"> <li>1. Make "do" requests rather than "don't" statements.</li> <li>2. Avoid sarcasm.</li> <li>3. Provide verbal praise, even for minimal compliance.</li> <li>4. Avoid talking "about" the student to a jobsite employee in front of the student.</li> </ol>

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