


When Do I Teach Transition?: Curriculum, Transition, & Self- Advocacy Tips for Teachers

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Beresford High School
July 11, 2024



About Me

- Teaching for 17 years—all as the high school resource room teacher in Beresford
- Mom of three--ages 14, 11, and 8
- Assistant cross country coach
- Prom fundraiser
- 6-12 special education coordinator
- USD for undergrad and masters in special education



Objective

The purpose of today is to share with you some things that I do in my classroom:

- Self-Advocacy Class
- Transition Class
- Strategic Reading Class
- Transition Skills of the Week
- Transition Assessment Samples

Caseload

- 30-35 students
- 1.5 paraprofessionals
- Learning Disabilities, Other Health Impairments, Emotional Disabilities, Vision Loss, Deafness, Autism

Question Time!

How do you currently
teach students to
advocate for themselves?

Self-Advocacy Class

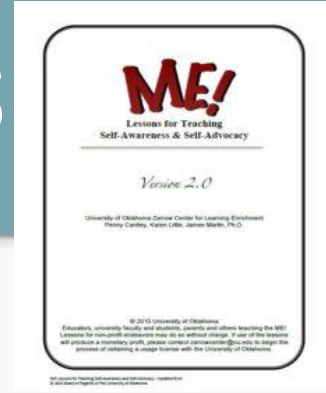
- Consists of 8-10 sophomores and juniors
- All different groups of disabilities
- Elective class
- Incorporates South Dakota Content Standards in listening, spoken language, writing, and reading for information

Self-Advocacy Class

Main Curriculum

- ME! Lessons for Teaching Self-Awareness & Self-Advocacy
 - FREE!
 - University of Oklahoma Zarrow Center for Learning Enrichment
 - 10 units with a brief quiz and critical thinking scenarios
 - Learning about Special Education, Understanding My IEP, Understanding My Rights & Responsibilities, Improving My Communication Skills, Advocating for My Needs, etc.

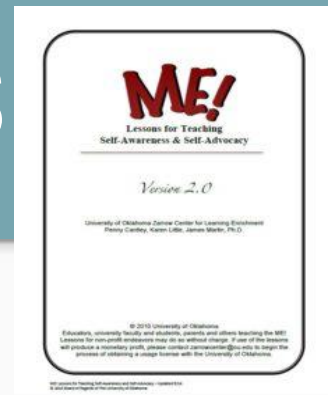
Self-Advocacy Class



Main Curriculum

- ME! Lessons for Teaching Self-Awareness & Self-Advocacy
 - Detailed lesson plans with objectives, materials, opening, procedures, closing, and evaluation
 - <http://www.ou.edu/education/zarrow/resources/curriculum.html>

Self-Advocacy Class



Main Curriculum

- Self-Awareness Project
- Advocating with a high school teacher
- Calling post-secondary disability services offices

Self-Advocacy Class

Using the contact information above and the script below, contact the school.

Hello, my name is _____. I am a student at Beresford High School, and I have some questions about accessibility services as part of my self-advocacy class. Do you have time to answer a few questions for me?

What do I need to do to receive accommodations at your school? _____

How long does this process usually take for new students? _____

ME! Lessons for Teaching Self-Awareness and Self-Advocacy – Updated 9/14
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Worksheet 8-2

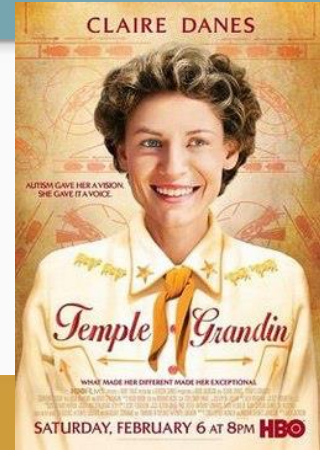
Do you have any additional advice for a new student wanting to request accommodations at your school? _____

Who is the person I should speak to if I have questions? _____

Self-Advocacy Class

Supplemental Instruction

- Guest Speakers
 - Disability Services Representatives, Southeast Technical Institute Admissions Department, Department of Labor
- Movies
 - Temple Grandin, Still Alice, Wonder



Self-Advocacy Class

Extended Curriculum

- South Dakota My Life/Xello
 - Postsecondary School Exploration, Career Exploration
- Soft Skills to Pay the Bills (Free, Department of Labor)
 - Communication, Enthusiasm & Attitude, Teamwork, Networking, Problem Solving & Critical Thinking, Professionalism

Self-Advocacy Class

Extended Curriculum

- Student-Led IEP Project (Sample Project)
 - Students create a slide presentation to aid in leading their own IEP meetings.
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
 - Novel read aloud during the last few minutes of class each day

Self-Advocacy Class

Mon	Sep 25	Tue	Sep 26	Wed	Sep 27	Thu	Sep 28	Fri	Sep 29
Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm	
4.1 My Rights and Responsibilities 1. IDEA Video: https://www.youtube.com/watch?v=66g6TbJbs2g 2. KWL 3. My rights to accommodations discussion (see page 110) 4. Have students fill out rights to accommodations rubric 5. Transfer of rights at 18 handouts 6. Catch the Wave Videos https://tslp.org/events/ https://www.youtube.com/playlist?list=PLugkrf1IR8m1AEfNgxcAL7m4n8		4.2 My Rights and Responsibilities After High School 1. FAPE, Child Find, Accommodations, and Modifications Review 2. KWL 3. ADA/504 Powerpoint (Use PowerPoint) 4. ADA/504/IDEA video: https://www.youtube.com/watch?v=MBVrPsKRxBc 5. Catch the Wave Videos 6. Novel		4.2 My Rights and Responsibilities After High School (1:00 Dismissal) 1. Modifying my modifications group task 2. Catch the Wave Videos 3. Novel Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level.		4.2 My Rights and Responsibilities After High School (XC Meet) 1. Read through "Making the Transition from HS to College" 2. Alone or in a group make a 5 slide presentation about what you learned (include pictures) Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend		4.2 My Rights and Responsibilities After High School 1. Continue working on presentations 2. Present Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.10.c Read widely to understand multiple perspectives	
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Self-Advocacy Class

Mon	Nov 13	Tue	Nov 14	Wed	Nov 15	Thu	Nov 16
Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm		Self Advocacy 1:13pm-1:55pm	
Soft Skills to Pay the Bills-- Communication: Lesson 1		Soft Skills to Pay the Bills-- Communication: Lesson 2		Soft Skills to Pay the Bills-- Communication: Lesson 3		Soft Skills to Pay the Bills-- Communication: Lesson 4	
<ol style="list-style-type: none">1. Skits #1 and #22. Class Discussion3. Journal Activity4. Life of a Cactus		<ol style="list-style-type: none">1. Flipping the Switch Worksheet2. Discussion3. Barriers to Communication Extension Activity		<ol style="list-style-type: none">1. Opening Discussion2. Body Language/Facial Expression Activity3. Closing Discussion4. Dos and Don'ts Extension Activity		<ol style="list-style-type: none">1. Snowflake Activity and Discussion2. TV Show Conflict (Extension Activity)	
Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.10.c Read widely to understand multiple perspectives and diverse		Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.10.c Read widely to understand multiple perspectives and diverse		Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with		Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and	
				https://create.kahoot.it/details/c75c4402-2619-43ee-a488-71840397e6f1		https://www.youtube.com/watch?v=a5nd7566nBc&list=PL0awe7R0w35S13R https://www.youtube.com/watch?v=EPQjUJFVFC4&list=PLWx61WqhgghrsJp_wPUjpoL_kETmTCF&index=4 https://www.youtube.com/watch?v=f_9eH8Ox-eU	
						3. Journal	

How could you incorporate the
ME! Curriculum, Soft Skills
Curriculum, or student-led IEPs
into your classroom?

Transition Skills Class

- Launch Skills Life Readiness Curriculum (www.launchskills.net)
 - Academic Success
 - How to prepare for tests, how to ask for help, how to recognize procrastination
 - Career Exploration
 - How to find a job, how to nail the interview, how to build your resume
 - Financial Literacy
 - How to compute interest, how to recognize fraud, how to fill in a W2
 - Holistic Wellness
 - How to recognize relationship red flags, how to grocery shop, how to handle failure

Transition Skills Class




- The Transitions Curriculum (Supplemental)
 - Three Volumes
 - Personal Management
 - Career Management
 - Life Management
- Guest Speakers
- Bring Your 'A' Game Anywhere (Department of Labor)
- Field Trips
 - College, technical school, and local manufacturer visits



Transition Skills Class

<p>Transition Skills 10:30am-11:12am</p> <p>How to Take Notes & Be Resilient</p> <ol style="list-style-type: none">1. Discuss the meaning of resilience2. Give examples of adversity students may face in school and ask for other examples3. Pair students up to use the Cornell notetaking strategy over a section of one of their textbooks. (Have an article on hand for those that need something)4. Resiliency worksheet (individually once students are done with notetaking) <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate effectively in a variety of collaborative</p>	<p>Transition Skills 10:30am-11:12am</p> <p>How to Write an Email</p> <ol style="list-style-type: none">1. Discuss the appropriateness and time for professional emails2. Email discussion3. Email etiquette handout (read as a class)4. Blooket: https://dashboard.blooket.com/set/6375. Kahoot: https://create.kahoot.it/details/97335d1b823-4fc4-8647-e10559bae0d54. Email activity worksheet5. Send Mrs. Halvorson an email about what you learned <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate</p>	<p>Transition Skills 10:30am-11:12am</p> <p>How to Be a Responsible Employee</p> <ol style="list-style-type: none">1. Define "responsible" as a class2. Responsible employee bingo3. Reflection questions Given the job of..... What are some consequences that could happen if the employee acts irresponsibly? How might you encourage a co-worker to act more responsibly in their work? Share examples of irresponsible behavior you have seen in your workplaces.4. Video: https://www.youtube.com/watch?v=t3dxPnljarE5. Blooket: https://dashboard.blooket.com/set/6036. Read aloud <p>Standards</p>	<p>Transition Skills 10:30am-11:12am</p> <p>How to Be a Self-Motivated Employee</p> <ol style="list-style-type: none">1. Introduce the topic of self-motivation and how it relates to the workplace2. What does motivation currently look like in your personal, academic, and work lives?3. Read through self-motivation handout4. Video: https://www.youtube.com/watch?v=KIXeEJYtAG85. Kahoot: https://create.kahoot.it/details/bc0253ce8b4-4590-acb8-a5c6587d7aa66. Have students complete self-motivation worksheet7. Read aloud <p>Standards</p>	<p>Transition Skills 10:30am-11:12am</p> <p>How to Build a Resume</p> <ol style="list-style-type: none">1. Introduce resumes https://www.youtube.com/watch?v=yF3hCgAyclo2. Share different resume types (chronological, functional, combination)3. Video: https://www.youtube.com/watch?v=u75hUSShvinc3. Group resume reviews4. Start own resumes <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate effectively in a variety of collaborative</p>
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Transition Skills Class

Mon Apr 22	Tue Apr 23	Wed Apr 24	Thu Apr 25	Fri Apr 26
 Earth Day  Passover (first day) Transition Skills 10:30am-11:12am How to Buy a Car 1. Ask students if they have purchased a car and to share experiences 2. Complete car buying worksheet 3. Reflection questions	Transition Skills 10:30am-11:12am How to Compare Rental Units 1. Introduce renting apartments and comparing apartments 2. Ask students what they feel is a need when renting an apartment 3. Hand out comparison worksheet and have students complete it 4. Reflection questions Standards 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.4 Determine the meaning of words and phrases as they are used	 Transition Skills 10:30am-11:12am How to Compute Simple and Compound Interest 1. Introduce the topic of interest 2. Ask for 5 volunteers and have them hold up the simple interest signs. Talk about how the money grew. 3. Do the same with the compound interest poster 4. Reflection questions 5.Play investing game as a group (takes about 20 minutes). https://www.ngpf.org/arcade/ Standards	Transition Skills 10:30am-11:12am How to Evaluate Employee Benefits 1. Discuss what employee benefits students already know 2. Split into groups to research the different types of benefits 3. Have them share their learning 4. Reflection questions Standards 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including	Transition Skills 10:30am-11:12am How to Figure out Types of Fraud 1. Introduce fraud and YouTube example https://www.youtube.com/watch?v=Shp3Kd_HGEU 2. Read fraud signs 3. Give everyone 10 minutes to compose a list of 10-15 tips they think would help people avoid becoming a victim of fraud 4. Reflection questions Standards 9-10.RI.10.a Read and comprehend with proficiency at grade level

Transition Skill of the Week

- First or last 10 minutes of all study hall periods on Fridays
- Topics are chosen based on student need, request, or chosen based on various transition timelines

Transition Skill of the Week

Topics

- Greeting strategy
- How to apologize
- Say it or think it
- Pay check deductions
- Using iCalendar
- Prioritizing tasks
- Developing habits and routines

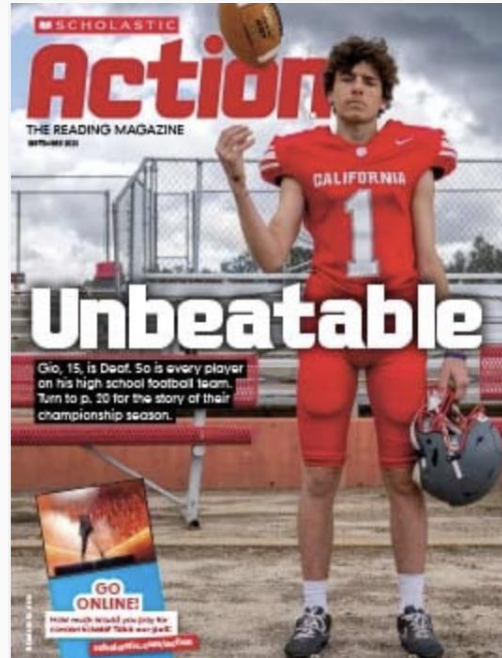
How could you add transition skill instruction into your classroom or how are you currently teaching transition skills?

Strategic Reading Class

- Year-long course that incorporates reading, writing, and vocabulary usage to help achieve grade level skills.
- Goal: Help students progress in the areas of reading fluency, reading comprehension, and written and oral expression

Strategic Reading Class

- Literature Circles
- Vocabulary
- 9th-10th Grade Students
- Student Choice of Novels
- Action Magazine
- Supplementary Comprehension Activities



Strategic Reading Class



Strategic Reading Class

Tue Feb 20



Wed Feb 21



Thu Feb 22



Fri Feb 23



Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Review
2. Read chapter 17
3. Study guide

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

9-10.RL.10.a Read and comprehend with proficiency at grade level

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Read chapter 18-19
2. Study guide

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

9-10.RL.10.a Read and comprehend with proficiency at grade level.

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Finish reading chapter 20
2. Study guide
3. Kahoots:
<https://create.kahoot.it/details/c0a683ce3b8-4d41-9fe4-2a0f1c48aed0>
4. Quiz

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Review part 2:
<https://create.kahoot.it/details/28260e9108e-4e51-925d-46c59b845f5b>
2. Start reading part 3
3. Vocabulary assignment

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

Schedule

	1	2	3	4	5	6	7	8	SRB
	PF	Int Math	Econ	Forensics	Ess Write	SH	Team	Govt	Bergland
	PF	Govt	LC	SH	Ess Write	Algebra 2	Self Adv	Journal	Short
	Zoo	Govt	English	PF	Pre Calc	Physics	Team	SH	Dressen
	Eng IV	Int Math	Econ	PF	LC	Govt	Self Adv	Journal	Carda
	Zoo	Govt	Econ	Psych	Ess Write	Physics	Team	LC	Sieperda
	PF	US Hist	Alg. 2	CPAT	Ess Write	LC	Self Adv	Govt	Sieperda
	PF	Choir	Math	Psych	Ess Write	LC	Self Adv	Govt	Sieperda
	Zoo	SH	Alg IB	US Hist	Env. Sci.	Hum Dev	Am Lit	Choir	Halvorson
	Alg. 2	US Hist	Band	LC	Env. Sci.	Theater	Am Lit	Choir	Twedt
	Alg. 2	US Hist	Ag Met	An Sci	Env. Sci.	LC	Am Lit	Jewelry	Halvorson
	Ag	US Hist	Alg IB	SR	Env. Sci.	Art	Am Lit	LC	Halvorson
	History	Env. Sci.	LC	Am Lit	W. Hist	Geometry	Self Adv	Jewelry	Halvorson
	History	Team	Alg IB	Am Lit	Env. Sci.	Hum Dev	LC	Spanish	Halvorson
	Ag Met	Am Lit	Econ	US Hist	Env. Sci.	Geometry	Self Adv	LC	Halvorson
	History	Ag Met	Econ	Am Lit	Env. Sci.	Geometry	Broad	LC	Halvorson
	Geom	US Hist	LC	Am Lit	Env. Sci.	Theater	Self Adv	Jewelry	Wessel
	Alg 2	US Hist	Band	Am Lit	Env. Sci.	Spanish 2	Art	LC	Thier
	Span 3	US Hist	LC	Am Lit	Env. Sci.	Geometry	Art	Jewelry	Dressen
	Speech	Choir	Alg. IB	SR	W. Hist	LC	Geog	Biology	Dressen
	Speech	Choir	Alg IB	Biology	W. Hist	Spanish II	Geog	LC	Halvorson
	Speech	Choir	LC	SR	Spanish I	Geometry	Geog	Phys Sci	Halvorson
	Speech	Biology	Alg IB	SR	W. Hist	Ag Metal	Int Ag	LC	Halvorson
	Speech	Ag Met	Alg. IB	SR	W. Hist	Art	LC	Phys Sci	Wessel
	Speech	Biology	Alg. IB	Tech	W. Hist	Art	Comp I	LC	Halvorson
	Geom	LC	Speech	Psych	W. Hist.	Spanish 2	Painting	Phys Sci	Paulson
	Phy Sci	LC	Speech	Psych	W. Hist.	Geometry	Broad	Choir	Halvorson
	Speech	LC	Alg IB	An Sci	W. Hist.	Hum Dev	Geog	Phys Sci	Short
	Phy Sci	Ag Met	Speech	Alg. I	W. Hist.	Geometry	Int Ag	LC	Dressen
	Tech	Choir	Band	Alg. I	Comp I	Health/PE	LC	Biology	Halvorson
	Health	Env. Sci.	LC	Tech	Comp I	Program	Spanish I	Alg. IA	Halvorson
	Tech	Env. Sci.	Health	SR	Comp I	LC	Int. Ag	Alg. IA	Halvorson
	Tech	Nut Sci	Health	Alg. I	Comp I	Theater	LC	Biology	Halvorson
	Health	Biology	Band	An Sci	Alg. I	Art	LC	Comp I	Wessel
Diefendorf	Alg 2/ LC	LC/US Hist	Alg IB	Am Lit	Env. Sci.	Geometry	LC	PS	SRB
Halvorson	Speech	US Hist/LC	LC/ Math	SR/LC	LC	Prep	Self Adv	LC	SRB
Voegeli					Comp I	LC	Am Lit	Alg. IA	SRB

Transition Assessment

What transition assessments do you currently use or how do you assess transition skills?

Transition Assessment

Transition Behavior Scale (TBS-3)

- Publisher: Hawthorne
- Used as a skills-based transition assessment
- Student and school forms
- Includes 61 items designed to measure behavioral characteristics most likely to predict success in employment and societal transition.



Transition Assessment

Casey Life Skills Toolkit (Free Online)

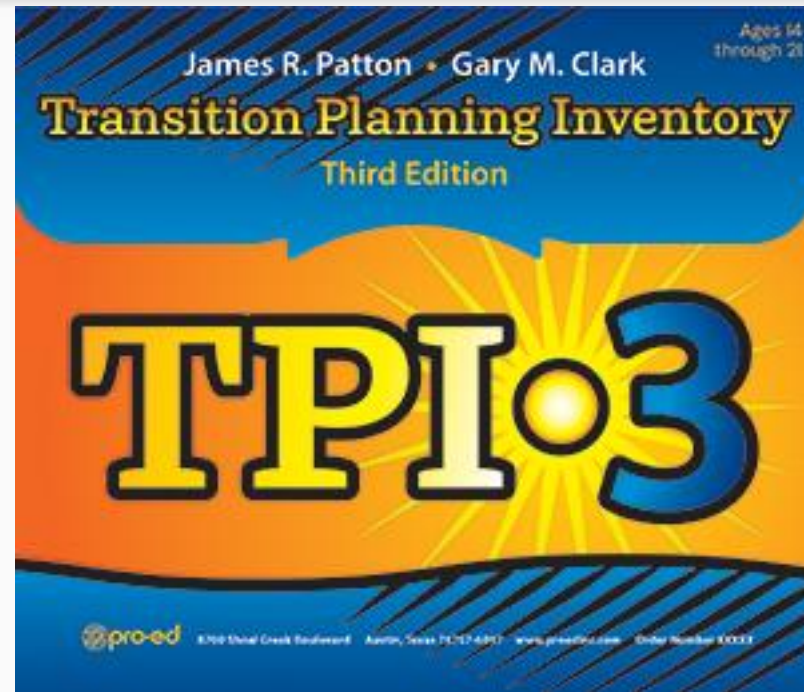
Casey Life Skills (CLS) is a set of free tools that assess the independent skills youth need to achieve their long-term goals. It aims to guide youth toward developing healthy, productive lives. <https://www.casey.org/casey-life-skills/>

- Daily living and self-care activities
- Maintaining healthy relationships
- Work and study habits
- Using community resources
- Money management
- Computer literacy and online safety
- Civic engagement
- Navigating the child welfare system

Transition Assessment

Transition Planning Inventory 3 (TPI-3)

- Available through Pro-Ed (\$380)
- Student, home, and school rating forms
- Also includes a student preference and interest form



Transition Assessment

Transition Rating Scale (TRS 1.0)

- Formerly known as the ESTR
- Student and parent forms
- Different versions available for varying needs
- Questions related to: Employment, Recreation & Leisure, Home Living, Community Participation, Post-Secondary Education
- www.estr.net

This scale is a replacement for the discontinued ESTR-J Revised.

Transition Rating Scale 1.0
Transition assessment for learners with mild disabilities.

TR**S**

Learner Information

Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Secondary Disability (dual diagnosis) _____

Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____

Name _____ Title _____

Date of Evaluation _____ Anticipated Date of Graduation _____

Learner Profile

	Number of Yes Items	Percent of Items*
(13) EMPLOYMENT	_____	÷ 13 X 100 = _____
(5) RECREATION AND LEISURE	_____	÷ 5 X 100 = _____
(14) HOME LIVING	_____	÷ 14 X 100 = _____
(6) COMMUNITY PARTICIPATION	_____	÷ 6 X 100 = _____
(9) POST SECONDARY EDUCATION	_____	÷ 9 X 100 = _____
(47) TOTAL PERFORMANCE SCORE	_____	÷ 47 X 100 = _____

*Percent of items refers to number of yes items divided by total number of items x 100 (total items for each domain is noted in parentheses).

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Transition Assessment

Independent Living: A Curriculum with Adaptations for Students with Visual Impairments

- Assists with assessing, teaching, and evaluating students from school age through adulthood who will live independently
- Areas addressed include: Self-Care and Maintenance of Personal Environment, Social Competence, and Play and Leisure
- Available through Texas School for the Blind and Visually Impaired

Transition Assessment

GAP Transition Checklist

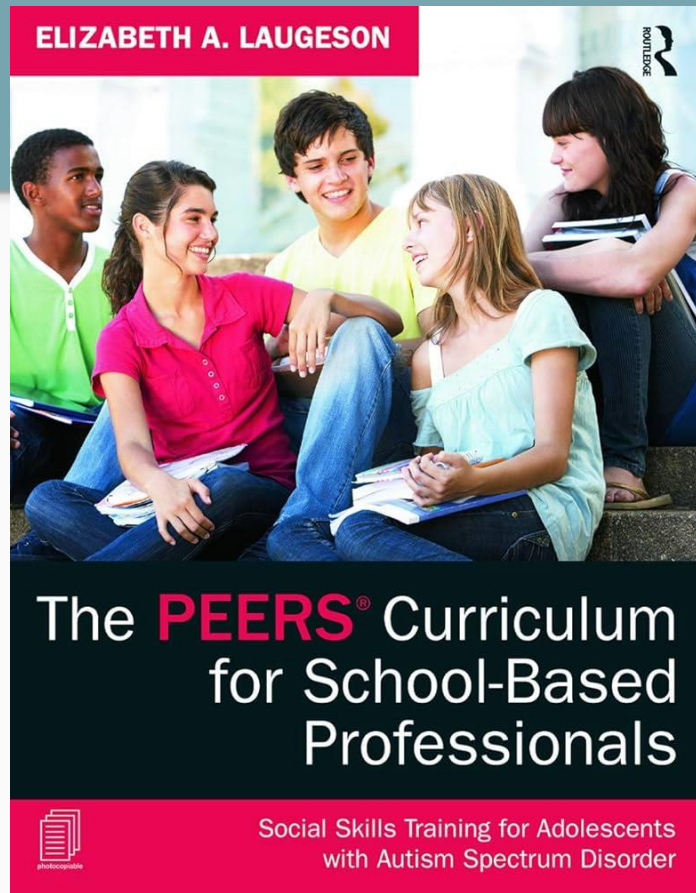
- Student-centered checklist specifically for students with hearing loss
- Free online
- Assesses the following areas: hearing loss and technology skills, communication needs and accommodations, social skills, functional skills, money management, survivor skills, work related skills, communication skills, school/work related grooming skills, health skills and safety, recreational skills, education/training after high school

Transition Timeline

- This is a timeline of transition activities by grade made specifically for South Dakota students
- Available at www.tslp.org
- Free!
- Some of my Transition Skill of the Week topics come from this document

New Next Year

- PEERS Curriculum
- Monthly Parent & Student Newsletters



Share 1-2 transition related activities that your students take part in or that you do as part of your transition program.

Thank you!

Questions?

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