



Adult Transition

Newsletter for Teachers Working With Students 18-22
Educational Equity for All
August 2015

Measurable Postsecondary Goals and Transition Assessment



<http://www.youth-move.org/transition-basics/measurable-postsecondary-goals>

Postsecondary goals will NOT be achieved during high school. Every student aged 14+ on an IEP must have measurable **postsecondary goals** that address two areas: education/training AND employment. Some students will have a **goal** that addresses a 3rd area: independent living skills (this decision is up to the IEP Team).

Characteristics of measurable postsecondary goals:
measurable—did the student achieve the goal or not?
to be achieved after leaving high school - not something the student will achieve while still in high school
long-term goals—measurable postsecondary goals might not be achieved for 4-5 years after leaving high school
NOTE: Measurable postsecondary goals are not to be confused with the annual IEP goals. Without measurable postsecondary goals, the Team doesn't know what to work towards. Without a target, it becomes difficult to fulfill the remaining criteria for transition planning. This is key to transition planning, requiring a shift in thinking - away from the way annual IEP goals are developed.

Transition Assessment

Transition assessments should be updated annually.

The measurable postsecondary goals must be based upon age-appropriate transition assessments.

There is no official definition for what a transition assessment is - it is any form of data collection that can help develop appropriate, measurable postsecondary goals or anything that can help to verify whether a measurable postsecondary goal is appropriate.

For the purposes of transition planning, formal and/or informal assessments can be used.

A POST-SECONDARY GOAL IS NOT THE PROCESS OF PURSUING OR MOVING TOWARD A DESIRED OUTCOME. IT IS THE OUTCOME!



"Planning for Life After Special Education"

A Transition Services Online Manual

- Managing public benefits for transition age youth and young adults seeking employment.
- Developing appropriate transition services for students with severe developmental disabilities.
- Preparing for your student's college admission and success.
- Helping your student transition successfully into the adult work force.
- Personalizing transition services for students diagnosed with autism spectrum disorders (ASD).
- Knowing various diploma options are available for special education students, and evaluating which option may be best suited for your student.
- Challenging your student's high school graduation.

http://www.dlc-ma.org/manual/lase_manual.htm



National Secondary
Transition Technical
Assistance Center

Welcome to the Think Tank related to demonstrating proficiency within the Common Core State Standards for English Language Arts (ELA) and Mathematics (Math) through transition-focused activities. We would like your input! Below are two tables of examples of activities that are focused on transition-related skills (e.g., self-advocacy, self-management, knowledge of career options, job-specific skills) connected to specific ELA and Math standards from the Common Core State Standards.

FEATURED IDEA OF THE MONTH



COOL WEIGHTED TIE™ (2.5 lbs.)

Our Cool Weighted Tie is the hottest accessory around. Your kids may have a weighted vest or lap pad, but now they can be trendy with this amazing weighted tie that doubles as a weighted belt. Wear as a necktie, scarf or sensory belt and place the weight on shoulders or hips, right where your child needs it or where their occupational therapist wants it.

<https://funandfunction.com/cool-weighted-tietm.html>

WEBSITES AND RESOURCES

<http://www.cpec.ca.gov/>

<http://www.catransitionaliaance.org/resources/>

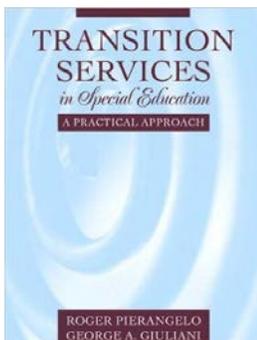
http://www.ritap.org/sites/default/files/Transition/documents/TA%20MultipleD_NSTTAC_Final.pptx_0-2.pdf



Transition Assessments and Activities

Transition Assessment Matrix: This site allows you to choose the Transition Domain (Employment, Education/Training, Independent Living) that you wish to explore transition assessments for. Once you choose a domain, you may then choose the appropriate grade level(s), and the disability area(s) that are most similar to the needs of the student(s) you are assessing. Once you have chosen these three (3) areas, press the Show Transition Assessments button and the system will show you Transition Assessments that meet your criteria. If you wish to change your criteria, just change your selections in the fields at the top of the page and press Show Transition Assessments again.

http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/transition_matrix/Transition_Matrix.html

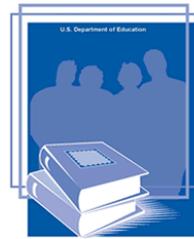


Transition Services in Special Education: A Practical Approach 1st Edition

by Roger A.
Pierangelo, George A. Giuliani

Transition Services in Special Education: A Practical Approach provides teachers with a comprehensive and practical guide to helping their students as they prepare to leave the world of special education.

EDUCATION



Students with Disabilities
Preparing for Postsecondary
Education:

**Know Your Rights and
Responsibilities**

<http://www2.ed.gov/about/offices/list/ocr/transition.html>



TRAINING

Job Interviews: Interviewing Skills Lessons

Interviewing Skills

Teaching Interview Lesson Plans Career Learning

Worksheet Business Work Preparation Exercises

Classroom Unit Teacher Resources Activity Free Tutorial

Curriculum Basics Mock Interview

www.moneyinstructor.com/interview.asp



EMPLOYMENT



Presented as a Booklet and CD, the *I Can Work* Work Skills Curriculum is a 5 Module Program designed to integrate communication skills along with hands-on pre-vocational training in the areas of Job Readiness, Clerical, Retail, Food Service and Grocery. It is designed to introduce and educate middle school, high school and young adult age people with special needs who are interested in working in the community.

<http://www.therapro.com/I-Can-Work-A-Work-Skills-Curriculum-for-Special-Needs-Programs-P322380C50039.aspx>



INDEPENDENT LIVING SKILLS

Special Education Life Skills

Life skills include a wide range of knowledge and skill interactions believed to be essential for adult independent living (Brolin, 1989). The three major skill areas that need to be addressed are daily living, personal/social, and occupational skills.

What are Daily Living Skills?

Many students with disabilities will marry and raise families. The majority will probably earn modest salaries; therefore, it is crucial that they learn how to manage a home, family, and finances as effectively as possible. Some states require that these skills be taught to students with special needs. Instructional responsibility lies with special educators, regular educators, parents, and peers.

http://www.education.com/reference/article/Ref_Life_Skills_Mastery/