

## Curriculum and Instruction

- ✦ Prepare students for life after school by teaching the very basics of spelling, reading, writing, math, financing and money management.
- ✦ Teach your students what the real world requires by involving them in community-based instruction programs.
- ✦ Introduce students in 6th grade to skills that could be used for future employment.
- ✦ Provide juniors and seniors the opportunity to job shadow in areas that interest them.
- ✦ Use a self-determination/self-advocacy curriculum for all of your middle and high school students.
- ✦ Have your students develop a "cottage industry" where they can learn all of the components of a small business.
- ✦ Teach a unit where your students are given a three bedroom house and a budget.
- ✦ Organize a guest speaker series on postschool life issues.
- ✦ Develop a community-based 18-21 programs to balance academic demands while in HS with the need to learn transition skills to prepare for adult life. See: <http://transitioncoalition.org/transition/18-21/index.php>
- ✦ For a comprehensive final as part of the Senior Project, students can make a portfolio including job applications, resumes and references, etc.
- ✦ In our "Employability Skills Classroom" we do a units on: *Most frequent questions in a job interview*, *age accumulated wisdom*, and *character studies*.
- ✦ Teach your students about community-based recreation services such as your city's civic center.
- ✦ Teach a Career Education class to compliment a CO-OP learning experience.
- ✦ Establish summer programs for youth that include paid internships in jobs of interest .
- ✦ Teamstudents with disabilities with an local employer to teach them "real world" application of skills.
- ✦ Provide students with materials to practice construction/ carpentry skills.
- ✦ Use Stanfield Publishing's "The Transitions Curriculum" <http://www.stanfield.com/sch2wk.html>
- ✦ Have the speech therapist work with the students on how they present themselves to others.
- ✦ Use the Project Discovery Transition Planning Curriculum by Education Associates

## Transition Tips for Specific Disability Groups

- ✦ After giving functional transitions assessments such as the TPI and the YES, use a picture-based speech program to report results
- ✦ Non-reading students can complete "My Goals after School" using Boardmaker.
- ✦ Use visual schedules with your students.
- ✦ When teaching seemingly simple household tasks to adolescents with limited verbal abilities, use a series of picture instructions that model each step of the process.
- ✦ Laurent Clerc National Deaf Education Center provides an excellent way for students to create and showcase their strengths and abilities using a portfolio. <http://clerccenter.gallaudet.edu/Priorities/guide/PSG-07-26-06.pdf>

**These tips were generated by educators, families, and practitioners from across the country.**

**More detailed information about these tips will be available soon online. This will include a booklet with specifics and contact information.**

**Check these websites:**

[www.missouritransition.org](http://www.missouritransition.org)

[www.transitioncoalition.org](http://www.transitioncoalition.org)

[www.dcdt.org](http://www.dcdt.org)



# 101 Tips For Transition



Missouri Department of  
Elementary &  
Secondary Education

[www.missouritransition.org](http://www.missouritransition.org)

# 101 Transition Tips

## Transition Planning

- ✦ Organize a student Transition Group once a month for each grade.
- ✦ Use an IEP Agenda flip chart to focus on transition.
- ✦ Provide training to teachers on how to write transition plans and how to do transition assessment.
- ✦ Start the transition process early by having realistic transition goals in place by the 9th and 10th grade.
- ✦ Use the Secondary Transition Planning a framework for successful transition planning [http://www.gov.pe.ca/photos/original/ed\\_secondarypl.pdf](http://www.gov.pe.ca/photos/original/ed_secondarypl.pdf)
- ✦ Share the web-based examples and non examples for SPP/APR Indicator 13 Checklist [www.nsttac.org](http://www.nsttac.org)

## Student Involvement

- ✦ Be patient and use effective communication skills when communicating with the students.
- ✦ Hold student led IEP
- ✦ Have the student create a person centered plan that that encompasses their entire life.
- ✦ Offer an Advocacy 101 class.
- ✦ Teach students and their parents what will happen when they graduate and no longer fall under IDEA.
- ✦ Have students fill out the on-line Life After High School Survey [www.shastacareerconnections.net](http://www.shastacareerconnections.net).
- ✦ Have a structured time each week where students can have an opportunity to share "An Amazing Self Advocacy" story, they've experienced in the last week.
- ✦ Student-run transition teams can help youth self-direct their IEP, learn goal setting, and find a peer group.
- ✦ Teach your students the basics regarding the ADA.
- ✦ Have students interview their Special Education Teacher.
- ✦ Student advocacy: the students are given the opportunity to interact in all situations.
- ✦ Recruit students with disabilities that are currently in college to speak with high school students with disabilities (and their parents and teachers).
- ✦ Organize a peer mentoring group in your high school for students with disabilities.

## Transition Assessment

- ✦ Use the Ansell-Casey Life skills Assessment to determine current knowledge and target learning opportunities. [www.caseylifeskills.org](http://www.caseylifeskills.org)
- ✦ Create a discovery profile for each student identifying their skills and preferences utilizing observations and work experiences.
- ✦ Use a variety of strategies to gather information.
- ✦ Have students complete a comprehensive Functional Vocational Evaluation (FVE) for career pathway students.
- ✦ Provide your student with drivers education practice exams and study sessions .

## Assistive Tech and UDL

- ✦ Use a voice to text program such as "Dragon Speaking Naturally" for students such as those who have severe dysgraphia.
- ✦ Use video modeling.
- ✦ For students who are non-readers, use pix writer, an assistive technology tool to enable the student to type answers, ideas, questions, etc. on the computer. When printed, a picture is attached to assist the student to be as independent as possible.
- ✦ Have your students with intellectual disabilities, especially those with more significant cognitive delays, create PowerPoint's for transition goals.
- ✦ Have students put together a power point presentation and give an oral report on a topic related to transition.

## Family Involvement

- ✦ Use a checklist at the IEP's of 18-21 year old students to provide the "to do's" they should accomplish before exiting school at the age of 21
- ✦ For teachers with have a child with a disability, let parents know that you been thru the process with your own child.
- ✦ Develop brochures and tips sheets that's deal with college, work, life skills, and middle school transitions.
- ✦ Start your relationships with families with a positive experience.
- ✦ Collaborate with your statewide Parent Training and Information Center or other community-based organizations to provide parent training workshops on transition.

Look for full details about these 101 Tips at :

[www.dcdt.org](http://www.dcdt.org)  
[www.missouritransition.org](http://www.missouritransition.org)  
[www.transitioncoalition.org](http://www.transitioncoalition.org)

## Interagency Collaboration

- ✦ Use the *Children with Special Health Care Needs* transition posters and handouts that encourage families and professionals to include transition planning as a component of the clinic visit..
- ✦ Hold a Transition Fair each year.
- ✦ Help students apply to summer camps through local colleges or community organizations.
- ✦ Organize and host a social security online workshops at your High School.
- ✦ Organize a district transition team made up of teachers, administrators, and a parent mentor.
- ✦ Have your school counselors complete the module, *School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings* <http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>
- ✦ Develop and distributes a community resource guide each year for exiting students.
- ✦ Form a Community-based Transition Team with representatives from school districts, post-secondary institutions, and government.
- ✦ Work with state vocational rehabilitation counselors who specialize in school-to-work transition.
- ✦ Have your 18-21 classroom in a community agency building to help students become familiar with community agencies.
- ✦ Partner with mental health and developmental disabilities agencies and school system to provide paid training for individuals with disabilities.
- ✦ Encourage students to access outside services while still in school.
- ✦ Get to know professionals from the other side of the fence.
- ✦ Hold a "Dine and Discuss" forum with parents and students starting in middle school.
- ✦ Provide your students with a variety of work experience situations with the goal if having them move toward paid employment opportunities.
- ✦ See Oregon's Youth Transition Program (YTP) for ways to collaborate with agencies: [www.ytporegon.org](http://www.ytporegon.org)