

High School Grade 9/10

Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

Instruction

ACTIVITIES: Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
 - complete career interest surveys and self evaluation of SCANS skills
 - actively participate in their IEP meeting by...
 - o discussing their disability and possible accommodations
 - o discussing their personal strengths, hurdles and career interests
 - o leading the meeting
2. Student will gain career skills. Student will be able to...
 - demonstrate decision-making skills by...
 - demonstrate problem-solving skills by...
 - create personal education/career plan
 - select classes and activities related to transition goals
 - complete a successful job search: including accurate completion of application, interview and follow up
 - complete a current resume
3. Student will become aware in various careers. Student will be able to...
 - identify skills and training requirements for various occupations
 - research occupations in chosen career path through reading or meeting with business representatives
 - research necessary skills or classes for the chosen career path
 - participate in vocational based field trips and or career fairs

Community Experience and Post School Living

ACTIVITIES: Select #1 “Develop awareness of community services and employment options.”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- locate and utilize local public transportation
- participate and identify possible career at a career fair
- participate and identify post-school options and post-school living choices at an agency fair
- participate in vocational based field trips
- identify and utilize support agencies, resources and post-school living options in your school or community
- identify and tour appropriate post-school options including: colleges, trade schools, occupational centers and programs
- participate in community volunteer activities

- participate in paid or non-paid work experience
- participate in off-campus vocational opportunities

Post School Education and Employment

OUTCOMES: Select all possible outcomes for each student.

Services to Support the OUTCOMES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
 - actively participate in the development of the transition section of their IEP
 - actively participate in their IEP meeting by...
 - identify and utilize their individual community support agencies and resources
 - identify possible accommodations for school and workplace
 - complete career interest survey and self evaluation of SCANS skills

2. Student will gain career skills. Student will be able to...
 - create personal career/education plan
 - select high school classes and activities related to transition goals
 - demonstrate understanding of appropriate behavior in various workplace situations
 - demonstrate an understanding of how school skills relate to skills in the workplace
 - initiate a job search: including accurate completion of a job application, interview and follow-up
 - complete a current resume

3. Student will become aware of various careers. Student will be able to...
 - participate in vocational based field trips (local high schools, occupational centers, etc,)
 - participate in and identify post-school options at a career fair or an agency fair
 - identify and tour possible post-school options including: colleges, trade schools, occupational centers or programs
 - participate in and off campus vocational classes or opportunities
 - participate in a job shadow experience in chosen career path
 - participate in paid or non-paid work experience

*Adapted from

Grade Level Competencies: Transition to Adult Living
California Department of Education, 2001

High School Grade 11/12

Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

Instruction

ACTIVITIES: Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
 - complete career interest surveys and self evaluation of SCANS skills
 - demonstrate decision-making skills by...
 - demonstrate problem-solving skills by...
 - actively participate in their IEP meeting by...
 - discussing their career interests and their disability and possible accommodations for school and the workplace
 - leading the meeting
2. Student will gain career skills. Student will be able to...
 - create and implement a personal education/career plan
 - select high school and post-school classes and activities related to transition goals (chosen career path)
 - successfully complete a job search: including accurate completion of a job application, interview and follow up
 - complete a current resume and/or application to post-school program of choice
3. Student will become aware in various careers. Student will be able to...
 - identify skills and training requirements for various occupations
 - research occupations in chosen career path through reading or meeting with business representatives
 - research skills or classes (high school and post-school) necessary for the chosen career path
 - participate in vocational based field trips and or career fairs

Community Experience and Post School Living

ACTIVITIES: Select #1 “Develop awareness of community services and employment options.”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- locate and utilize local public transportation
- participate in community volunteer activities
- participate in off-campus vocational opportunities
- participate in paid or non-paid work experience (get and keep a job)
- participate and identify post-school options and post-school living choices at a career fair, at an agency fair or on a field trip
- identify and utilize support agencies, resources and post-school living options in your school or community
- demonstrate skills to locate and use information about job opportunities and post-school options utilizing local community

- resources agencies (such as Disabled Student Services, Department of Rehabilitation, Regional Centers, etc.)
- identify and tour appropriate post-school options including: colleges, trade schools, occupational centers and programs
- investigate and apply for admission to post-school programs and post school living options of choice

Post School Education and Employment

OUTCOMES: Select all possible outcomes for each student.

Services to Support the OUTCOMES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
 - actively participate in their IEP meeting by...
 - identify and utilize support agencies and resources in the local community
 - identify possible accommodations for school and workplace
 - complete career interest survey and self evaluation of SCANS skills
 - evaluate personal study skills and work habits
 - demonstrate appropriate decision-making skills by...
 - demonstrate appropriate problem-solving skills by...

2. Student will gain career skills. Student will be able to...
 - create a personal career/education plan
 - research and select high school classes and post-school classes related to transition goals
 - successfully complete a job search: including accurate completion of a job application, interview and follow-up
 - complete a current resume and/or application for admission to post-school program of choice
 - meet eligibility requirements and apply for admission to post school program of choice
 - meet eligibility requirements and apply for services from community support agencies or resources

3. Student will become aware of various careers. Student will be able to...
 - participate in and identify possible careers during vocational based field trips, career fairs and/or agency fairs
 - identify and tour possible post-school options including: colleges, trade schools, occupational centers or programs
 - participate in and off campus vocational classes or opportunities
 - participate in a job shadow experience in chosen career path
 - participate in paid or non-paid work experience
 - identify and utilize community agencies and resources
 - meet eligibility requirements for entry into post-school program of choice apply for admission to post-school program of choice

*Adapted from
Grade Level Competencies: Transition to Adult Living
 California Department of Education, 2001

High School Students with Cognitive Challenges

Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

Instruction

ACTIVITIES: Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by communication preferences with a “yes” or “no”
 - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
 - clearly express preferences in class and social situations
2. Student will gain career skills. Student will be able to...
 - orally recall personal data including complete name, home address and phone number
 - write full name in signature form
 - recognize numbers and signs to the restroom or offices at school
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
 - demonstrate skills in simple cooking and shopping
 - work steadily when given a repetitive task
 -
3. Student will become aware in various careers. Student will be able to...
 - participate in field trips, career fairs and/or agency fairs
 - perform situational assessment at a training site
 - develop independent work skills at a training site

Community Experience and Post School Living

ACTIVITIES: Select #1 “Develop awareness of community services and employment options.”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community
- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities
- participate in a supported employment work based learning experiences

Post School Education and Employment

OUTCOMES: Select all possible outcomes for each student.

Services to Support the OUTCOMES: Utilizing the Learn to Earn Curriculum (or other transitional materials).
Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by communicating preferences with “yes” or “no”
 - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
 - clearly express preference in a school, social or work situation
 - actively participate in their IEP meeting by...

2. Student will gain career skills. Student will be able to...
 - orally recall personal data including name, home address and phone number
 - write full name in signature form
 - identify and label coins and bills by name and numerical value
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom , telephone, hospital, etc.
 - demonstrate skills in simple cooking and shopping
 - work steadily when given and repetitive task
 - increase a one task assignment to learn a two to three step task
 - acquire 2-4 independent work skills at school

3. Student will become aware of various careers. Student will be able to...
 - participate in field trips, career fairs and/or an agency fairs
 - perform situational assessment at a training site
 - work at a designated site at school (cafeteria, library, bookroom, etc.)
 - develop independent work skills at a training site
 - work with supervision at a supportive employment site

*Adapted from
Grade Level Competencies: Transition to Adult Living
California Department of Education, 2001

Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

Instruction

ACTIVITIES: Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum, Life Skills (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by clearly expressing preferences in school, social or work situations
 - participate in IEP meeting by expressing personal strengths, hurdles and/pr career interests
 - participate in IEP process by developing, implementing and sharing a personal transition plan including post-school options and agency support
 - express ideas and feelings, listen and appropriately interact with peers, supervisors and community members
2. Student will gain career skills. Student will be able to...
 - orally recall personal data including complete name, home address and phone number
 - write full name in signature form
 - with assistance, complete forms or applications accurately demonstrate skills in simple cooking and shopping by...
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, hospital, etc.
 - demonstrate understanding of appropriate behaviors in various community setting such as...
3. Student will become aware in various careers. Student will be able to...
 - participate in field trips, career fairs and/or agency fairs
 - develop independent work skills at a training site
 - locate and independently travel to various community sites such as...
 - identify and utilize various community support agencies, businesses and/or resources

Community Experience and Post School Living

ACTIVITIES: Select #1 “Develop awareness of community services and employment options.”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores at home such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs
- with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community

- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities
- participate in a supported employment work based learning experiences

Post School Education and Employment

OUTCOMES: Select all possible outcomes for each student.

Services to Support the OUTCOMES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by clearly expressing preferences in school, social or work situations
 - participate in IEP meeting by expressing personal strengths, hurdles and/pr career interests
 - participate in IEP process by developing, implementing and sharing a personal transition plan including post-school options and agency support
 - express ideas and feelings, listen and appropriately interact with peers, supervisors and community members
 - be responsible for maintaining personal identification items

2. Student will gain career skills. Student will be able to...
 - orally recall personal data including name, home address and phone number
 - write full name in signature form
 - with assistance, complete forms, applications and work related documents accurately
 - demonstrate skills in simple cooking and shopping by...
 - identify and label coins and bills by name and numerical value
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom , telephone, hospital, etc.
 - demonstrate understanding of appropriate behavior in various community settings such as...

3. Student will become aware of various careers. Student will be able to...
 - participate in field trips, career fairs and/or an agency fairs
 - work at a designate d site at school (cafeteria, library, etc.) with supervision
 - locate and independently travel to various community sites such as...
 - work with supervision at a supported employment site
 - develop independent work skills at a training site

*Adapted from
Grade Level Competencies: Transition to Adult Living
 California Department of Education, 2001