



PATHWAYS to the **FUTURE**

Presented By



Pre-Employment Transition Services **Sample Lessons**

For Life After High School
For Students With Disabilities



Goal 1: Job Exploration / Career Counseling

Goal 2: Work-Based Learning Experiences

Goal 3: Counseling on Post-Secondary Education

Goal 4: Workplace Readiness Training to Develop
Social Skills and Independent Living Skills

Goal 5: Instruction in Self-Advocacy

PathwaysWV.org

West Virginia's Vocational Rehabilitation program receives 72.4% of its funding through a grant from the U.S. Department of Education. For federal fiscal year 2018, the total amount of grant funds awarded was \$29,401,711. The remaining 27.6% of the funding (\$11,208,150) was provided through West Virginia state appropriations.

Introduction



Presented By



The individual nature of designing rich career development opportunities for youth with disabilities presents a unique challenge for providers. The West Virginia Division of Rehabilitation Services Pathways to the Future grant project has developed this manual to facilitate purposeful implementation of secondary transition requirements as prompted by recent legislation and subsequent regulations of the Workforce Innovation and Opportunity Act and amendments to Section 504 of the Rehabilitation Act. It serves as a first step to formalizing guidance for West Virginia Division of Rehabilitation Services and Education professionals charged with youth transition, specifically the five primary Pre-Employment Transition Services goals for Rehabilitation.

Federal guidance emphasizes cooperation among entities without duplication of services but with blending of roles and services into a seamless pathway for youth to find their way purposefully to adulthood, and this manual provides that opportunity. Pre-Employment Transition Services target these shared areas where Rehabilitation and Education can partner to develop powerful supports for youth experiencing extraordinary challenges to attaining adult success. Students and their parents are also partners in this journey to adulthood. Parents will be guided to play an even greater role for meaningful involvement and guidance of their adolescent during high school through these lessons at a time when parental involvement typically declines. Providers also learn how to provide guidance for youth to take center stage through informed choice as they mature into the adult world of living, learning, and work.

This manual demonstrates the “how to” for shared services, particularly for students in grades 9 and 10, through lessons designed for groups or individuals that are co-taught by Rehabilitation and Education staff or independently. They have been matched to West Virginia Department of Education College and Career Readiness Standards for English Language Arts and Health Education. The initial unit format utilizes the backward design process formalized by Wiggins and McTighe. The Understanding by Design Planning Template was utilized to develop a plan for each of the five Pre-Employment Transition Services goal areas: Job Exploration/Career Counseling, Work-Based Learning, Counseling on Post-Secondary Education, Workplace Readiness Training, and Self-Advocacy. Beginning with the “end in mind” guides attention on goal and assessment outcomes which leads to the development of individual lessons to achieve them. Sample lesson topics were selected from a comprehensive ideas list for each goal area that was generated from direct providers. The sample lesson plans are developed within a template familiar to classroom instructors. The intent of this manual is to bring professionals together to share expertise that improves outcomes for youth with challenges.

The thirty-minute sample lessons in this manual are presented in a succinct format and can be easily incorporated into existing Rehabilitation and Education transition activities. The electronic format allows providers to tailor individual sample lessons, maintain reflective notes for future lesson implementation, and provides a template for development of additional ideas, as well as those yet to be identified, and converted into lessons.

The sample lessons are just one tool in the youth transition toolkit. They allow providers to focus on the individual and services, as opposed to capturing valuable time required for development of lessons. The framework provides a starting point for staff to provide the necessary services for transition-age youth and a setting that facilitates this shared goal. Formalizing individual plans, record keeping, assessment for learning, targeting individual transition needs, and a forum for organizing are only a few other reasons for this manual.

Transition resources are available in abundance. The Pathways to the Future grant project intentionally selected materials specifically purchased for providers and incorporated use of various electronic resources into the lessons to demonstrate only a few ways each can be used. Informal assessments are a tremendous and cost-saving resource for providers. This effort will surely generate creative thinking and practice once lessons begin to be implemented.

This manual will continue to evolve as Rehabilitation and Education walk side-by-side to develop skills that acknowledge the power of transition services and informed choice for secondary youth in West Virginia.

How To Use This Manual

This manual is intended to assist Rehabilitation Services Counselors and Educators during planning and implementation phases of career activities for transition, because they provide much of the formal instruction for students with disabilities during high school. Parents and others will find it useful, too. It is organized by the five Pre-Employment Transition Services Goals for ease of locating specific topics. The Table of Contents specifies these goals and includes the titles for each of the sample lessons. Lessons are detailed enough for any individual to “teach” in either small group or individual settings.

It is recommended that you read each lesson beforehand to get a clear understanding of the content. The lessons should be modified to accommodate for various student needs. Parents and others may be most interested to explore career options with their child using the resources listed in the Resources section of each lesson plan.

A backward design unit plan for each goal area provides a broad view of the lessons in each section. Ideas for additional lessons are included in Section 3 of the unit plan for those interested in developing their own lessons.

Sample Lessons

For Life After High School
For Students with Disabilities



PATHWAYS
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Goal 1: Job Exploration / Career Counseling



Lesson 1

Why Do I Need To Develop A Career Plan Now?

Lesson 2

So, What Are The Career Clusters?

Lesson 3

I Know What Job I Want, So Why Do I Need To Explore Career Clusters?

Lesson 4

How Does My Aptitude For A Specific Career Match My Job Interest?

Lesson 5

Help Me To Understand The Range Of Jobs And Required Training/Education Options For Each

Goal 1: Job Exploration / Career Counseling

Introduction

The lessons in this section target job exploration/career counseling topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 1 - What Exactly is Job Exploration or Career Counseling/Guidance as it relates to Pre-ETS?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of job exploration counseling for Pre-ETS • Understand how assessments before, during and after job exploration counseling contribute to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services • Understand and develop a plan for job exploration counseling for post school settings of living, learning and work 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assessments are a process and occur before, during and after participation in job exploration activities and career counseling/guidance • Develop a plan for job exploration counseling is a process where career-related challenges are considered while exploring career options for adulthood • Job exploration counseling activities support informed choice making for careers 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood for living, learning and work? • What information and experiences do I need to make informed choices now and for adulthood?
<p>Students will know:</p> <ul style="list-style-type: none"> • How job exploration counseling assists in goal setting for adulthood • How job exploration counseling contributes to decisions for living, learning and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals for participation in job exploration and career counseling/guidance activities • Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves • Present information about job exploration activities and/or career counseling/guidance as part of the annual transition services plan

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 job exploration counseling activities annually • Compile results of job exploration counseling activities and personal reflections • Document experiences and goals for job exploration counseling section of the Transition Planning document 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP and all IPE documents bearing student signature • Assessment results bearing student signature indicating review of job exploration counseling activities • Transition Planning document, job exploration counseling section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities • 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) 	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Complete overview lesson for Career Awareness to survey career opportunities • Complete 3 career awareness inventories • Participate in at least 2 workplace simulations and/or tours in areas of interest • Interview at least two individuals in career area(s) of choice • Participate in 2 job shadow experiences • Participate in at least one volunteer experience • Discuss potential careers/occupations of interest and specific job interests with Pre-ETS Counselor, TRC and/or school staff • Identify potential challenges and training/education needs for career interests • Discuss, reflect (journal) and record (transition planning document) pertinent information from job exploration counseling activities and the impact on living, learning and work settings <p>Sample Lessons:</p> <ul style="list-style-type: none"> • Lesson 1 Why Do I Need To Develop A Career Plan Now? • Lesson 2 So, What Are The Career Clusters? • Lesson 3 I Know What Job I Want, So Why Do I Need To Explore Career Clusters? • Lesson 4 How Does My Aptitude For A Specific Career Match My Job Interest? • Lesson 5 Help Me To Understand The Range Of Jobs And Required Training/Education Options For Each <p>Additional ideas that you may use to develop into lessons of your own:</p> <ul style="list-style-type: none"> • What Are My Job and Career Interests AND How/When Do I Narrow These? • What Are Options for Exploring Jobs? • Do the Labor Market (Local and Other)/Job Opportunities Where I Want To Live and Work Match My Career Goals? • How Do Training Programs Compare for My Career Goals? • Where Are Training Programs Available for My Career Goals? • How Might My Disability Impact My Career of Choice? • What Supports Might Be Needed for at Least 3 Of My Job/Career Interests? • Updating My “Portfolio in Development” • Reflecting On My Job Exploration and Career Counseling/Guidance Experiences

Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance

Lesson # 1: Why Do I Need To Develop A Career Plan Now?

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Postsecondary Education and Training</u>, Consumer Guide to Transition Planning, page 11. • Picture of My Future handout (attached) • Small poster or 8.5/11 card stock for student follow-up activity.
Work to be completed outside class (before or after)	<p>Optional:</p> <p>After (30 minutes or more)</p> <ul style="list-style-type: none"> • Using either a poster or 8.5/11 card stock, students will develop a visual (either drawn, a collage of pictures pasted, graphic art, key words, etc.) of their future 1-3 years after high school. • At the end of grade 9 or 10, have students bring their “picture” to discuss at a session. • Students should keep this “picture” in their journal or posted at their work space at home to keep this vision up front for motivational purposes.
Method of assessment/Rubric(s)	Completion of the Consumer Guide to Transition and Picture of My Future handouts.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Present items to students aloud. • Assist students to complete responses when they are unsure by providing additional explanation and examples. • Record student responses and transcribe after the session.

Lesson 1

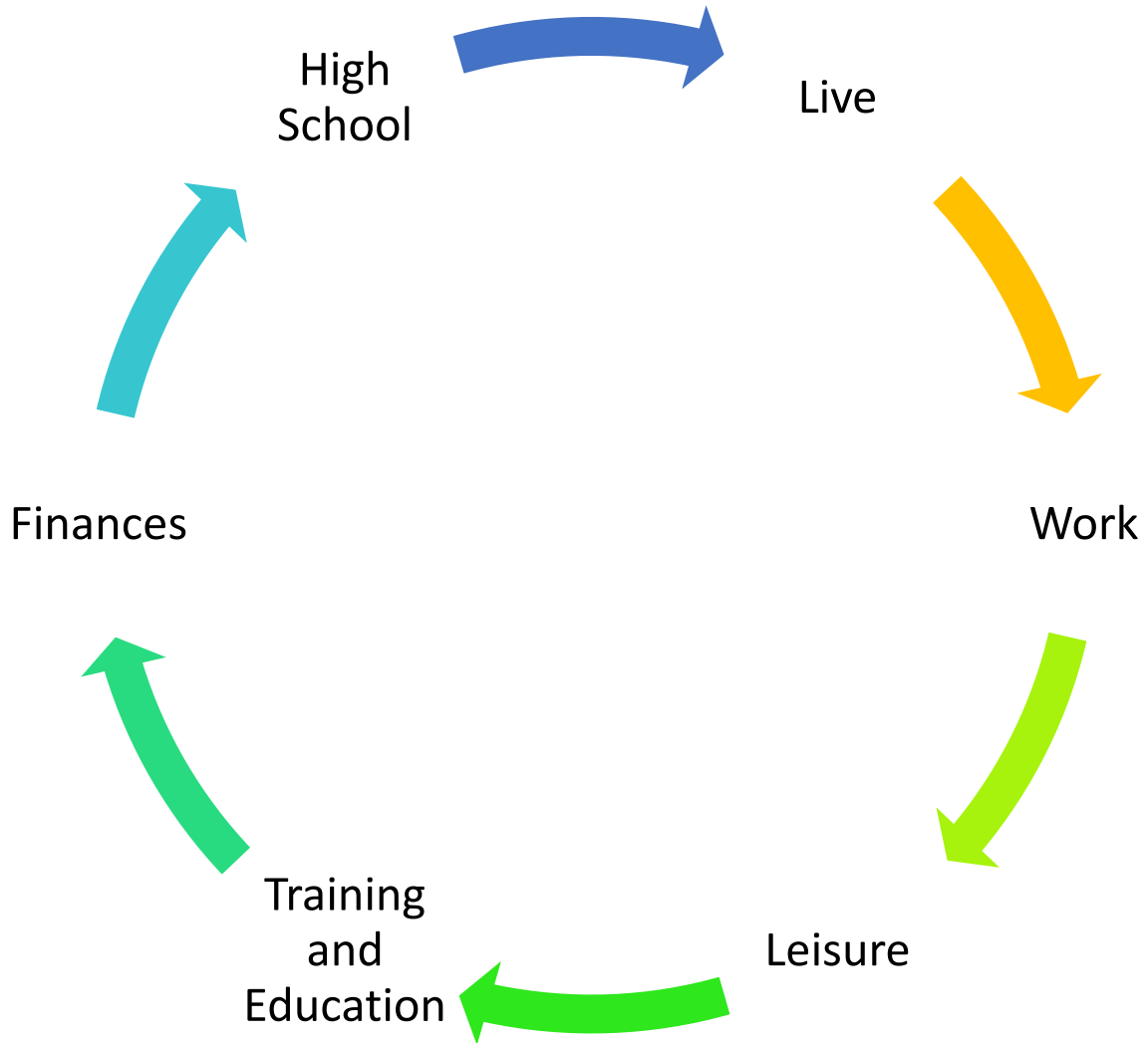
<p>Activating Prior Knowledge</p>	<p>(8 minutes)</p> <ul style="list-style-type: none"> • Provide student(s) with attached handout, Picture of My Future. • Dialogue: Students in high school are in a “protected environment” where adults typically are the individuals guiding activities. Once you graduate, things will begin changing. There is much to learn about, and you need to be prepared to take action. Exploring and discovering information about yourself while you are in school allows you to plan ahead. That way you are better prepared to tackle life rather than have life tackle you! You will be faced with many decisions, so if you don’t get started now, others may still be directing your life once you graduate. Training for and finding the job best suited for you takes time and effort. Let’s get started on your plan. • Using these words to start your thinking, make a picture of what your future will look like if you are in charge. You may draw pictures or just list words or statements to describe each section. You have only a five minutes for this start up. The activities you complete in the future will add to your “picture” as you move through high school.
<p>Vocabulary Development</p>	<p>(1 minutes)</p> <p>Terms: Transition Planning</p> <ul style="list-style-type: none"> • Present the term to the student(s). • Have them discuss what they know about the word-Transition, assisting them if needed. • Write a simple definition of transition planning as a group for class purposes. • Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(19 minutes)</p> <ul style="list-style-type: none"> • Provide each student with the Consumer Guide to Transition Planning handout having students record their name and current date. This may be revisited closer to graduation to refine. • Present each item aloud and assist students to record their responses. Allow sufficient time to add as much detail as possible, including continuing comments on the reverse of the handout. • If time, allow student(s) to present a few details to each other. • Maintain a copy of this for instructor records to assist in future lesson planning.
<p>Reflection</p>	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Provide students with a copy of the Picture of My Future handout (or electronic).

Lesson 1


	<ul style="list-style-type: none">• Guide students to take 2 minutes to visualize themselves in 5 years using the information they recorded on the handout.• Explain to students that projecting 5 years is sometimes a challenge, so they may consider where they will be at the end of each year of high school, then one year after graduation and 3 to 4 years later when in the workforce.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Picture of My Future



Consumer Guide to Transition Planning

 Respond to the following questions.

1. When do you think you will finish high school? _____
2. Do you plan to graduate with a diploma? _____
3. Do you want to have a job when you finish high school? _____
4. Where do you want to work after you leave high school? _____
5. What kind of help might you need to get a job after high school?

6. Do you want to go on to school or further training? _____
7. Where would you like to go to school after high school? _____
8. What kind of help might you need to go to school?

9. Where do you want to live after you leave high school? _____
10. What kind of help would you need to live where you want to live?

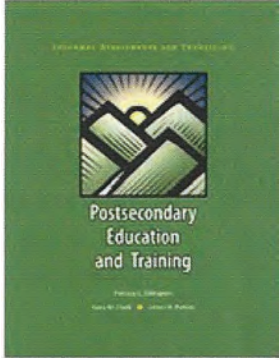
11. What do you do for fun now? _____
12. What would you like to do for fun after you leave high school?

13. How will you travel to and from your job and community? _____
14. Do you take prescription medications or have any health concerns?

15. If yes, please describe dosage or health and medical concerns.

16. How will you pay for health and medical care? _____
17. How much money will you need to live on? _____
18. Where will you get the money needed to live in the community? _____

SAMPLE
Please refer to: **Informal Assessments for Transition: Postsecondary Education and Training (12479)**
ISBN: 9781416403371



Source: Illinois Transition Project, by Governor's Planning Council on Developmental Disabilities, Springfield, IL: Author. Adapted with permission.

Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance

Lesson # 2: So, What Are the Career Clusters?

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016October)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Video Introduction to Career Clusters: https://www.youtube.com/watch?v=JYowW9lw0Sk • Career Clusters handout • Pathways WV site at http://www.pathwayswv.org/career-planning.php • CareerOneStop site at https://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx
Work to be completed outside class (before or after)	<p>After (10-15 minutes) <i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Using the Clusters handout for this lesson select at least 3 of the clusters that interested you from those you marked to explore. • Access the CareerOneStop site noted in Resources section above. • Select one of the clusters you chose and click on the first video for that cluster. It should have (Cluster Video) at the end • Watch at least the 3 cluster videos you selected. Make notes about the occupations or skills that are of most interest to you. • Discuss these at the next meeting with Rehabilitation Services staff.
Method of assessment/Rubric(s)	3 or more clusters selected on student handout.
Accommodations and Modifications- Universal Design for Learning (UDL) and	<ul style="list-style-type: none"> • Display a larger copy of the handout and identify each area as it is discussed on the video. • Pause the video after each cluster description to allow note taking or brief clarification as needed.

Lesson 2

Differentiated Instruction (DI)	<ul style="list-style-type: none"> • The PathwaysWV site provides additional options to review career clusters under the Students tab at Career Planning.
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Ask students to identify a career or occupational field they may be interested in pursuing. • Have students identify why they think they may be interested in the particular career or occupational field (i.e. what they like about the career, who influenced them to make the choice) • Explain that they may limit their options if they fail to consider all career cluster areas and there are a multitude of other considerations that factor into the choice for a career or occupational field.
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Career cluster, Occupation</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words, assisting them to arrive at a meaning. • Write a simple definition of each as a group for class purposes. Guide students to look at the handout as the discussion of the meaning of Career Cluster is held. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(16 minutes)</p> <ul style="list-style-type: none"> • Provide each student with the Career Clusters handout and have one displayed so you can identify each as it is being discussed. • Explain to the students that they will be hearing a very brief description of each cluster in this simple video. Let them know it is not flashy but informational. • Tell students you will identify the cluster on the handout you are displaying so they can quickly find it on their individual handout. • Ask students to place a checkmark beside each cluster that has some level of interest for them. They may also choose to list one or two jobs mentioned by the narrator. • Watch the video from YouTube about the 16 career clusters at Video Introduction to Career Clusters: https://www.youtube.com/watch?v=JYowW9lw0Sk .
Reflection	<p>(6 minutes)</p> <ul style="list-style-type: none"> • Open the CareerOneStop site at the link noted in the Resources section of this lesson and demonstrate for the student how they will complete the activity after the session. Show the student the clusters list and click on at least two cluster areas demonstrating where to find the (Cluster Video) for each.

Lesson 2

	<ul style="list-style-type: none">• Show one video so students see an example. Each is about 3 minutes in length.• Make sure each student has marked at least 3 cluster areas and written a few ideas for specific occupations/jobs for each cluster.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.



Agriculture, Food & Natural Resources



Architecture & Construction



Arts, A/V Technology & Communications



Business Management & Administration



Education & Training



Finance



Government & Public Administration



Health Science



Hospitality & Tourism



Human Services



Information Technology



Law, Public Safety, Corrections & Security



Manufacturing



Marketing



Science, Technology, Engineering & Mathematics



Transportation, Distribution & Logistics

Source: <http://careertech.k12.wv.us>

Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance

Lesson # 3: I Know What Job I Want, So Why Do I Need To Explore Career Clusters?

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Internet access • Interest inventory on PathwaysWV website at https://pathwayswv.traifify.com/ • Personality Traits and Career Matches handout (attached)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	<ul style="list-style-type: none"> • Completion of handout • Responding to Reflection questions
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Use a projector to display and demonstrate website information to the whole group. • Use a computer lab setting so all students have the opportunity to complete the interest profile within the time allotted. • Assist students directly when they do not understand instructions. • Read information aloud for students with reading challenges.
Activating Prior Knowledge	<p>(4 minutes)</p> <p>Instructions to students:</p> <ul style="list-style-type: none"> • Identify the job you want to have as an adult and record it on the handout beside My personal job interest. • Explain what information you have considered when selecting this job. • Discuss: How do people decide what job they want as an adult?
Vocabulary Development	<p>(2 minutes)</p> <p>Terms: Personality trait</p>

Lesson 3

	<ul style="list-style-type: none"> • Present the term to the student(s). • Have students discuss what they know about the words or word parts, assisting them to arrive at a meaning. • Write a simple definition as a group for class purposes. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(18 minutes)</p> <p>Instructions to students:</p> <ul style="list-style-type: none"> • You will need an email address and password (provide the instructor with your email and password for future use) to complete this activity. Complete the Personality Test/Interest inventory at the PathwaysWV website at this link: https://pathwayswv.traotify.com/ • Once you have finished answering all the items and discover your personality traits, share them with the instructor and others in your group. Print this information and record the date on it. • Select the View Your Career Matches tab. Find at least 3 careers with the best match that you may be interested in exploring. • Find more matches by selecting the level of education that is most like you by un-checking all the boxes except the one you select. Allow the computer time to reset the jobs based on the education level you chose. Fine at least 3 careers from this list. • Remember to record the email address and the password you used so you can return to this later. You can even complete this activity again. • Instructor: Briefly show students the Career Planning section of the PathwaysWV site at http://www.pathwayswv.org/job-activities.php and explain that we can learn about ourselves and find a whole group of possible careers that we might consider based on many factors. We can take self-assessments and other formal kinds of tests to find our interests, preferences and aptitudes. Choosing just those jobs we know about from family and friends may limit our thinking. We need to discover all the options we can while we are still in school and have time to plan. Who knows, you may find not only your career interest but your real passion in life!
<p>Reflection</p>	<p>(6 minutes)</p> <p>Instructor:</p> <p>Allow students to respond orally or to record in the student transition journal. Guide the discussion to broaden student thinking about possible career options.</p>

Lesson 3

	<ul style="list-style-type: none">• What kinds of information were used to identify possible jobs in the activity?• How is this the same or different than how you identified your job interest?
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Personality Traits and Career Matches

My personal job interest:

Personality type(s):

More traits:

Best Career Matches:

- 1.
- 2.
- 3.

Best Education Level Career Matches:

- 1.
- 2.
- 3.

Name: _____ Date: _____

Email address: _____ Password: _____

Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance

Lesson # 4: How Does My Aptitude for a Specific Career Match My Job Interest?

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Bureau of Labor Statistics site at https://www.careeronestop.org • Computer access for student(s) • Projector for display if more than 2 students
Work to be completed outside class (before or after)	<p>After (30 minutes-<i>This lesson requires the student to access a website and may require adult assistance; therefore, it is recommended that the instructor continue this activity at the next transition meeting session unless student(s) are able to complete this activity outside of the class.</i>)</p> <p><i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Access the CareerOneStop site at the link listed in the Resources section of this lesson. • Browse the sections you identified for potential exploration. • Report back to the instructor at your next meeting.
Method of assessment/Rubric(s)	Instructor observation of active student engagement and identification of 3 sections of the website with a brief presentation to others or the instructor.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Use a projector to display the CareerOneStop site. • Demonstrate the different tabs for students as directed in the lesson, then allow them to explore briefly depending on their ability with using websites. • Determine if students need to work with an adult or partners for the initial exploration activities. Later, plan lessons that are completed individually, with an adult and with others in cooperative work settings.

<p>Activating Prior Knowledge</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Students will identify a career they have considered for adulthood. • Each student is to write three skills they either possess or think they can learn that would allow them to be successful at this selected career. • Present to the instructor or group the career and three skills. • The instructor then explains that many of us find interesting careers, but do not always begin to think about the “match” with the skills we have or skills we have the potential to develop, much less the time it takes and details about how to develop those skills. This activity will help the student(s) begin to “match” these two areas by introducing students to a website where they can experience a variety of activities to generate ideas about careers and personal aptitudes. Emphasize this is just a starting point in this exploration process.
<p>Vocabulary Development</p>	<p>(2 minutes)</p> <p>Terms: Career Aptitude</p> <ul style="list-style-type: none"> • Present the term to the student(s). • Have them discuss what they know about the term, assisting them to arrive at a meaning. Prompt students to think about how they gain skills through practice. • Write a simple definition of each as a group for class purposes. • Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(20 minutes)</p> <ul style="list-style-type: none"> • Present the CareerOneStop website using a projector. • Explain to students that this activity will teach them about a website where they can learn about various careers by reading and watching videos, take assessments that will help them explore careers and make career decisions, and to explore details about careers and learn where the jobs might be found. • Demonstrate the main tabs for students showing them various links to areas of possible interest for students. • Access the Young Adults tab under Resources for... and guide students to explore the GetMyFuture section of the website. • Additionally, access the Entry Level Worker and Workers With Disabilities section of this site showing students additional links at each of these sections. • Lastly, show students where to access the videos of jobs under the Explore Careers tab of the CareerOneStop website at the link, Videos on the opening page.

Lesson 4

	<ul style="list-style-type: none"> • While students are exploring they may identify sections where the site introduces types of training programs, including career technical education. Tell students they will explore the programs offered in WV schools career technical programs in future lessons. This is a viable and valuable training option for many who are not interested in 2 to 4 year college training with very positive outcomes. • Group students or work individually with the student to help them explore the site areas they are most interested in reviewing. • Allow at least 10 minutes for students to go to the site sections of interest to them for exploring.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Identify 3 sections of the CareerOneStop site that you explored and present these quickly to the instructor or group. If there is a group, allow each to present one location per turn, noting which areas of the site have been selected by students for follow up at a later time. Instructor should return to the home page prior to each student group presenting their “find.” • Students will record the 3 sections they accessed in the student transition journal so they can return at a later time (or the next session) to explore further.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance

Lesson #5: Help Me to Understand the Range of Jobs and Required Training/Education Options for Each

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2017February)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Access the instructional lesson, Choosing A Career, and questions at https://www.bls.gov/k12/content/teachers/pdf/choosing_a_career.pdf • Access the Occupational Outlook Handbook internet site at https://www.bls.gov/ooh/ • Handout Exploring the Occupational Outlook Handbook (OOH) (attached).
Work to be completed outside class (before or after)	<p>After (10-15 minutes)</p> <p><i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Find two (2) additional occupations of interest and explore the answers to the same questions from the activity today. • Report back to the instructor at the next meeting.
Method of assessment/Rubric(s)	Completion of Exploring the OOH student handout.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Review the handout with the student(s) so they have in mind the information they are looking for when they access the OOH. • Help student(s) find the home page for the site where they will be exploring occupations. • Show students a quick example (using projector if a group) of how to explore the occupation they choose. • Provide as much assistance only as needed for students to complete this activity with maximum independence. This will also help the

	<p>instructor determine the amount of assistance needed when exploring websites in the future.</p> <ul style="list-style-type: none"> • An alternate website to use is MyNextMove using the Job Prep tab to explore specific jobs. Elect various Job Zones to identify careers of interest. The purpose is to identify jobs of interest that coordinate with the amount of training/education the student currently feels they are interested in pursuing.
Activating Prior Knowledge	<p>(3 minutes)</p> <ul style="list-style-type: none"> • Ask students to identify an occupation they may be interested in pursuing but have not yet explored. If they are unsure, they can just browse the list of occupations on the site. • Students should use the Exploring... handout to record their responses to the questions while they are reading about the occupation they choose • Explain that they should select an occupation that is different from others they have explored in the past, but one they have a definite interest in learning about.
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Career Cluster, Career, Occupation</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words, assisting them to arrive at a meaning. • Write a simple definition of each as a group for class purposes. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(16 minutes)</p> <ul style="list-style-type: none"> • Provide each student with the Exploring... handout and explain that the goal is to find the answers to the questions about a specific occupation as quickly and efficiently as possible using the OOH site. • After the demonstration, allow students the remainder of the time to find their answers. Monitor their progress and prompt or assist each as needed.
Reflection	<p>(7 minutes)</p> <ul style="list-style-type: none"> • Students will present their chosen occupation and responses to the question (approximately 2 minutes) if a small group. If this is completed individually, allow the remainder of the allotted time.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Exploring Careers Using the Occupational Outlook Handbook

Instructions (adapted from the BLS OOH site):

Select one occupation. Use the following questions to help you gather information about your selected occupation. Prepare a short presentation to discuss what you have learned about this occupation.

1. How does the occupation fit your skills and interests?
2. What will you be doing in the occupation?
3. What is the necessary education and/or training? What are related occupations that require less training? Which might you also consider?
4. How many jobs are there in the occupation currently and where are these jobs?
5. Is the occupation projected to grow, decline or remain unchanged? Why? If it is expected to decline, what adjustments or extra work will be needed on your part to secure a job in this field?
6. How much does this occupation pay? What do the top 10% earn? What do the bottom 10% earn?
7. Do you know someone in the occupation you are interested in pursuing? If so, name this person and develop a plan for meeting him or her for an interview. If not, develop a possible plan to learn more about this occupation. Record your notes and plan here. The goal is to identify the kind of work the person does, what the person likes/dislikes about the job, and what advice the person would give to someone interested in a career in this field. Be creative with your plan. It does not always have to take the form of a face-to-face interview.

Name: _____

Date: _____

Choosing a Career



www.bls.gov

Introduction: This activity is designed to encourage students to begin thinking about their futures. Students will research careers from among the 580 occupations listed in the [Occupational Outlook Handbook \(OOH\)](#).

Activity: Students select one or more occupations and prepare a report and/or presentation addressing the following questions:

- How does the occupation fit your skills and interests?
- What will you be doing in the occupation?
- What is the necessary education and/or training?
- How many jobs are there in the occupation currently?
- Is the occupation projected to grow, decline, or remain unchanged? Why?
- How much does this occupation pay? What do the top 10 percent earn? The bottom 10 percent?
- Find someone with a job in the occupation you are interested in, and interview him or her. The interviewer should find out
 - What kind of work the person does.
 - What the person likes and dislikes about the job.
 - What advice the person would give to someone interested in a career in this field.



Additional Resources: Students can use the National Centers for Education Statistics' [College Navigator](#) to find out almost anything they want to know about the nation's colleges—all in one place. Students can search for institutions by using broad criteria such as school name, geographic location, and programs and majors.

The Department of Labor's [Career One Stop](#) webpage is an excellent source of career information and includes career assessment tools to help jobseekers identify jobs that match their skills and interests.

The [Occupation Outlook Quarterly \(OOQ\)](#) is a quarterly magazine that provides detailed information on careers.

The [Education Pays](#) chart helps students to understand the value of an education.

For more classroom materials, visit The Gateway to 21st Century Skills and [Council for Economics Education](#).

Source: https://www.bls.gov/k12/content/teachers/pdf/choosing_a_career.pdf

Goal 2: Work-Based Learning Experiences



Lesson 1

Why Is It Important To Participate In Work-Based Learning Experiences In The Community?

Lesson 2

What Are Options For Work-Based Learning Experiences?

Lesson 3

How And What Is Written In The IEP/IPE About Work-Based Learning Experiences?

Lesson 4

My Plan For Work-Based Learning Experiences

Lesson 5

How Do I Include My Work-Based Learning Experiences And Skills On My Resume?

Goal 2: Work-Based Learning Experiences

Introduction

The lessons in this section target work-based learning experiences topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 2 - What Exactly Are Work-Based Learning Experiences as they relate to Pre-ETS?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of work-based learning experiences for Pre-ETS • Understand how assessments before, during and after work-based learning experiences contribute to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services • Understand and develop a plan for work-based learning experiences to assist with decision making for post school settings of living, learning and work 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assessments are a process and occur before, during and after participation in work-based learning experiences • Developing a plan for work-based learning experiences is a process where career-related challenges are considered while exploring career options for adulthood • Work-based learning activities support informed choice making for careers 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood for living, learning and work? • What information and experiences do I need to make informed choices now and for adulthood?
<p>Students will know:</p> <ul style="list-style-type: none"> • How work-based learning experiences assist in goal setting for adulthood • How work-based learning experiences contribute to comprehensive decisions for living, learning and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals for participation in work-based learning experience activities • Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves • Present information about work-based learning experiences as part of the annual transition services plan

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 work-based learning experience activities annually • Compile results of work-based learning activities and personal reflections • Document experiences and goals for work-based learning experiences section of the Transition Planning document 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP and all IPE documents bearing student signature • Assessment results bearing student signature indicating review of work-based learning experience activities • Transition Planning document, work-based learning experiences section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities • 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) 	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Complete overview lesson for Work-based learning experiences to survey options and opportunities • Explore opportunities/options for starting my own business and responsibilities • Develop a work-based learning experiences plan with at least 3 opportunities and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff. • Discuss, reflect (journal) and record (transition planning document) pertinent information from work-based learning experiences activities and the impact on living, learning and work settings <p>Sample Lessons</p> <ul style="list-style-type: none"> • Lesson 1 Why Is It Important To Participate In Work-Based Learning Experiences In The Community? • Lesson 2 What Are Options For Work-Based Learning Experiences? • Lesson 3 How And What Is Written In The IEP/IPE About Work-Based Learning Experiences? • Lesson 4 My Plan For Work-Based Learning Experiences • Lesson 5 How Do I Include My Work-Based Learning Experiences And Skills On My Resume? <p>Additional ideas that you may use to develop into lessons of your own:</p> <ul style="list-style-type: none"> • How Do The Classes I Am Taking In High School Connect to Real World Work Experiences? • What Kinds of Assessments Will Help Determine Work-Based Learning Experiences for Me? • Updating My “Portfolio in Development” • What If I Am Considering Owning My Own Business? (Do I Get Experience First or Just Start From Scratch? Who Can I Connect With To Help Me See Both Options?) • Which Skills Might I Be Able To Develop Through Work-Based Learning Experiences? • Reflecting On My Work-Based Learning Experiences

Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences

Lesson # 1: Why Is It Important to Participate in Work-Based Learning Experiences in the Community?

To be utilized with Goal 2 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 7-Work Preferences and Values Inventory, pages 62-63. • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 12-Work Attitudes Inventory, pages 72-23
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Portfolio reflection about work attitudes, preferences and values from informal assessment activities completed in this lesson.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Lesson is presented verbally • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms. • Utilize other recommendations from the instructions page for each inventory.
Activating Prior Knowledge	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Guide students through a brief discussion of “how we learn” to ground student thinking prior to completing the informal assessments for this lesson. • Guide students to close their eyes and visualize a situation where they need to learn details about how to perform a part of their summer job at the local city park. The job not only requires the student to work alone to assemble a piece of equipment, but also to

	<p>work with two co-workers to complete the job. Tell them they have four (4) hours to learn this new skill.</p> <ul style="list-style-type: none"> • Ask students to then explain how they might best go about learning this skill for the next day. If the students have difficulty verbalizing, suggest they consider which would help them the most: learning a job by reading a book in the classroom versus learning a job at the workplace. • The instructor may use a different scenario, but should set up the activity to obtain discussion around the following: most individuals learn by doing, the learning should occur in the actual setting where they will be working, much of the time an individual will need to interact with others on the job, the individual has to draw from previous knowledge and experience when learning a new task. • Once the point is made, explain to the students that work-based learning experiences are considered an essential component to making informed decisions about living, learning and working after high school. The real world workplace not only provides one with learning about general workplace skills but specific skills for a selected occupation. There are a number of ways these work-based learning experiences might occur, and there are so many factors that enter into the decision. • This lesson will help the student begin to think about his or her preferences, values and work attitudes by completing informal inventories.
<p>Vocabulary Development</p>	<p>(5 minutes)</p> <p>Terms: Work Preferences, Work Values, Work Attitudes</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words and to write a simple definition for each. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Provide a brief introduction about the purpose of the informal inventories to assess the work preferences, values and attitudes of an individual. Be sure to clearly explain that the purpose of these assessments is to assist in decision making about careers. • Using the Work Attitudes Inventory, instruct students to listen as each item is read aloud and to place a check or an X in the column that reflects their individual thinking. • Complete the Work Preferences and Values Inventory in the same manner.

Lesson 1

	<ul style="list-style-type: none">• Guide students to review their responses on both inventories, then to list three (3) possible jobs that might interest them based on their responses.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none">• Using the student transition journal students will reflect on their responses to the items on the two inventories indicating work attitudes to target for improvement and preferences for work. Remind them that these are just a few of the factors for making decisions about jobs they will ultimately choose. Many of the items may not make or break the decision about a job, but they will factor into long term satisfaction, as well as consideration for even trying some jobs. Have them think about other jobs they might have considered in the past and whether or not those ideas were dismissed because of some of these attitudes, preferences and values. Make any notes about these kinds of jobs, too.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

12. WORK ATTITUDES INVENTORY

Transition Domain: Working: Employment Knowledge and Skills

Completed By: Student

Purpose: This rating scale is designed to assess a sample of work attitudes that employers expect from their employees.

Aligned With TPI-2 Item: 6

Estimated Reading Grade Level: 2.1

Instructions:

72

1. Decide whether to administer this rating scale individually or in a small group. It is critical that students understand the purpose of the assessment.
2. Explain the purpose of this assessment and whether the statement sounds like a job description.
3. For students who read and understand the directions and items alone, read the directions and items aloud and request completion in your own words (the last line). Wait for either thunder or students to put a mark (✓ or ✗) on the line.
4. When possible, discuss student attitudes. Ask if their responses are based on learning rather than a job description.
5. Evaluate accuracy or general agreement with student's work experience, or have students discuss their responses.

Variations:

An alternative to having the student complete the rating scale is to have the student observe the student in a work setting and complete the rating scale to "Not Like Him/Her," "Somewhat Like Him/Her," or "Like Him/Her." Having students see them complete the rating scale is strengthened by the use of the Work Attitudes Inventory, as a companion instrument.

Related Content:

Work attitudes are usually reflective of the values of the organization. The Work Attitudes Inventory, as a companion instrument, assesses values at the same time.

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436




12. Work Attitudes Inventory

You have the right to remain silent. Anything you say can and will be used to assist you in planning for working in the job of your choice after you finish school. You have the right to have help in completing this inventory. If you cannot afford help from someone outside of school, the school will provide that help. Do you understand your rights? If you decide to cooperate fully, just mark (✓ or X) the boxes to the right of each attitude statement that reflects your agreement that the statement is Not Like Me, Sometimes Like Me, or Very Much Like Me. When you are done, your handcuffs will be removed and you are free to go back to your cell desk.

Work Attitudes	Not Like Me	Sometimes Like Me	Very Much Like Me
1. I want to have a job that I enjoy doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If I am asked to do something new, I do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I want my employer to like how I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I care about where I work more than what of work it is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is important to me not to miss a day work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I look forward to quitting time at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Appearance is important to me on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If I am tired or in a bad mood, it is OK to stop work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If someone teases me on the job, I will tease them back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I look forward to making friends at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. As long as I get my work done, I don't need to look cheerful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I want my boss to tell me when I make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I care about the quality of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I ignore my boss when he or she tells me I should do something a different way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I care about how much work I can complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is important to me that I show respect to my coworkers on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE
 Please refer to:
**Informal Assessments for
 Transition Planning—
 Second Edition (14722)**
ISBN: 9781416405436



7. WORK PREFERENCES AND VALUES INVENTORY

Transition Domain: Working: Career Choice and Planning

Completed By: Student

Purpose: This checklist inventory is designed to assess students' work preferences and personal values related to work.

Aligned With TPI-2 Items: 1 and 3

Estimated Reading Grade Level: 2.7

Instructions:

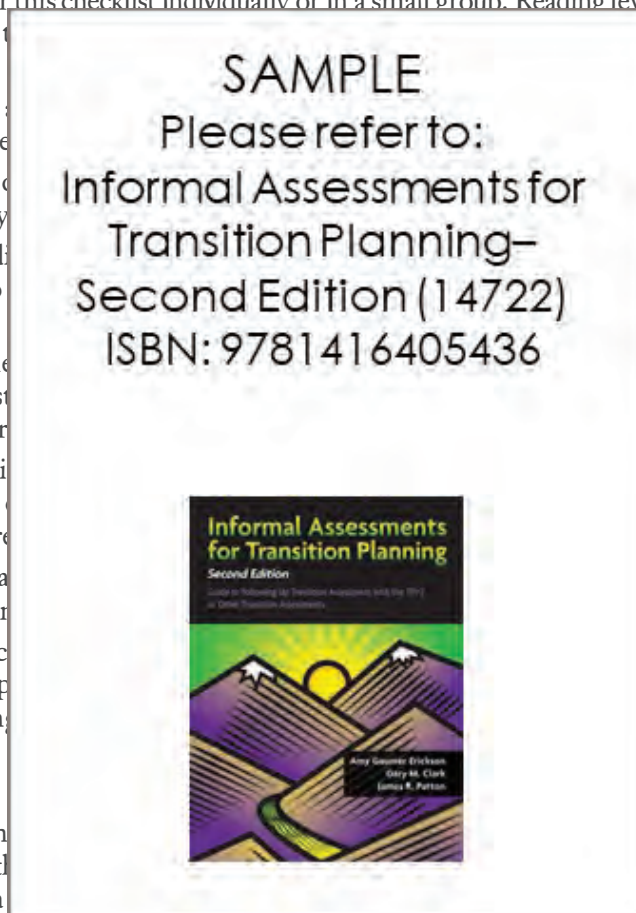
1. Decide whether to administer this checklist individually or in a small group. Reading level is important in this decision, even if students do not understand the statements.
2. Explain the purpose of this checklist and which statement sounds like you.
3. For students who read and understand the statements and request completion in your class.
4. For students who have read and understand the statements, ask them to put a check next to the statements that best describe them to mark for them.
5. Upon completion of the checklist, discuss the results related to job choices. Assist students in identifying their work preferences and use the work preferences checklist to help them.
6. When possible, discuss their preferences with themselves and ask them if their preferences match a job (i.e., their work preferences).
7. Evaluate accuracy or generalizability of the results with the student, and/or have a parent/guardian evaluate the results.
8. Consider using the three options for setting or revising preferences. Discuss how these preferences and choices have a direct bearing on their future.

Variations:

An alternative to having the student complete the checklist is to have the student well complete it. Comparisons with other students can be made for further assessment when there is a significant difference in the results.

Related Content:

Work preferences and values usually relate strongly to work attitudes; thus, assessment of preferences and values can be strengthened by assessing attitudes at the same time. We recommend using Assessment 12, Work Attitudes Inventory, as a companion.




Name: _____ Date: _____

7. Work Preferences and Values Inventory

Please place a mark (✓ or X) next to the choice that seems to be the most like you.

1. _____ work indoors
_____ work outdoors
2. _____ work alone
_____ work with other people
3. _____ work with your hands
_____ work with your mind
4. _____ work in the daytime
_____ work at night
5. _____ work for a boss
_____ be a boss yourself
6. _____ create or build something
_____ use plans someone else has
7. _____ work in a city
_____ work in the country
8. _____ make a lot of money at a job
_____ enjoy your job but not make
9. _____ have a job you can get when
_____ have a job that requires coll
10. _____ have a job where you travel
_____ have a job where you stay in
11. _____ work in your own home
_____ work outside your home
12. _____ be famous
_____ be known only to your friend
13. _____ have a job where you help o
_____ have a job where you work n

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436



Look carefully at the choices you have made. List three jobs you might one day have that would interest you most.

1. _____
2. _____
3. _____

Note. From *Connections: A Transition Curriculum for Grades 3 Through 6* (p. 35), by Jefferson County Public Schools, n.d., Denver, CO: Jefferson County Public Schools. Copyright by Jefferson County Public Schools. Adapted with permission.

Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences

Lesson # 2: What Are Options for Work-Based Learning Experiences?

To be utilized with Goal 2 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016October)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • WINTAC site section about Goal area 2: Work-based learning experiences at http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences (attached handout) • Work Experience (attached handout) • Work-Based Learning Experiences Matching Activity and cut out descriptions adapted from the WINTAC site (attached)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Reflection regarding ideas for work-based learning experiences they would like to have during high school.
Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Lesson is presented verbally • Supplemental visual material is recommended • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms.
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Guide students through a brief brainstorming activity. • Display the “Work Experience” handout or in the center of the board or on a poster. • Ask students to think about how youth and adults get experiences for the workplace.

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	<ul style="list-style-type: none"> • Ask each to present one of their ideas at a time, giving each a turn at responding. • Record or have students record their responses on the board, poster, post-it notes, etc.
Vocabulary Development	<p>(8 minutes total time)</p> <p>Terms: Mentorship, Internship, Service Learning, Practicum, Enterprise</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words but do not write a definition until the end of the session. • Tell students to pay particular attention when these are discussed during the lesson. • At the end of the lesson guide students to write a simple definition of each for class purposes. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). • Instructor-use the WINTAC Work Based Learning Experiences section to assure definitions include key points for each type of experience. (attachment)
Skill Lesson/Active Learning	<p>(13 minutes)</p> <ul style="list-style-type: none"> • Provide a brief introduction about the purpose of work-based learning experiences (based on the information from the WINTAC website for WIOA Goal 2 at the WINTAC site noted in the resources section of this lesson. Clearly explain that the purpose of these experiences is to assist in decision making about careers and aptitudes using real world settings. • Using the WINTAC site information about work-based learning experiences, provide students with the list of the kinds of work-based learning experiences to be discussed. Make sure each student can read the terms on the handout. Discuss each of the options for experiences individually giving examples to clarify. • Provide students with the cut out descriptions of each type of work-based learning experience. Make sure they have been shuffled. • Read each description aloud and ask students to re-state the description in their own words. • Allow students to work in a group to identify which type of experience is being described from the list on the handout. Provide prompts if needed to cue students to match correctly.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Using the student transition journal have students reflect on the discussion and identify types of work-based learning experiences

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	<p>they would like to try and the career cluster/job areas of choice. This will aid in identifying possible work-based learning options during school, after school or during school breaks. This can also be noted on the first handout if the student does not maintain journal.</p> <ul style="list-style-type: none">• Additionally, ask students to identify a current occupation or career field of interest and discuss possible local options for gaining experience. Briefly discuss logistics for planning work-based experiences. Make note of the results of this activity to follow through at a later time.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.



Work-Based Learning Experiences
Matching Activity

Apprenticeships	Job Shadowing
Career Mentorship	Career Related Competitions
Informational Interviews	Paid Internships
Non-paid Internships	Practicum
Service Learning	Student-led Enterprises
Simulated Workplace Experience	Paid Work Experience
Non-paid Work Experience	Volunteering
Workplace Tours/Field Trips	

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Print cards and cut apart

<p>Where an individual teaches or provides guidance and advice to a less experienced and often younger person.</p>	<p>A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress.</p>
<p>A temporary unpaid position with an emphasis on on-the-job training rather than merely employment; an opportunity to develop specific job related skills before you are qualified for an actual job. This can take the form of career exploration (a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed), career assessment (an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs) and work-related training (a period of work experience for the purpose of training job skills and job-related skills).</p>	<p>A temporary paid position with an emphasis on on-the-job training rather than merely employment; an opportunity to develop specific job related skills before you are qualified for an actual job. This can take the form of career exploration (a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed), career assessment (an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs) and work-related training (a period of work experience for the purpose of training job skills and job-related skills).</p>
<p>When a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.</p>	<p>An informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings.</p>
<p>A popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies.</p>	<p>Work-based learning activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations.</p>
<p>A work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p>	<p>School based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).</p>

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<p>Work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology.</p>	<p>Combine classroom and workplace experience to provide opportunities for high school students to try out one or more crafts or trades. They allow students to explore essential workplace skills, strengthen their academic and technical skills, explore careers in the trades, and enter apprenticeship training when they complete high school.</p>
<p>A course of study devoted to practical training in the field, where supervision is provided. Usually applies to be specialized field of study.</p>	<p>Non-paid setting that offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Students may or may not be paid. It is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence.</p>
<p>Paid setting that offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. It can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area.</p>	

Adapted from WINTAC.org site. Descriptions may be reworded for students with intellectual disability areas.

Work-based learning experiences

Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships

Work-Based Learning Experiences (WBL)

(WBL may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible) **Work Based Learning¹** is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process. These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work relevant skills.

Work-based learning experiences, may include:

- [Job Shadowing](#)
- [Career Mentorship](#)
- [Career Related Competitions](#)
- [Informational Interviews](#)
- [Paid Internships](#)
- [Non-paid Internships](#)
- [Practicum](#)
- [Service Learning](#)
- [Student-led Enterprises](#)
- [Simulated Workplace Experience](#)
- [Paid Work Experience](#)
- [Non-Paid Work Experience](#)
- [Volunteering](#)
- [Workplace Tours/Field Trips](#)

These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth with oversight and evaluation of acquired work relevant skills by identified staff. The work based learning experience must be provided in an integrated setting in the community. Where paid WBL experiences are provided, the wages are to be paid at no less than minimum wage.

Source:

<http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences>

Definitions:

- **Job Shadowing:** Job shadowing is a popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies².
- **Career Mentorship:** A mentor is one who teaches or provides guidance and advice to a less experienced and often younger person³.
- **Career Related Competitions:** Career-related student competitions are work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology.
- **Informational Interviews:** An **informational interview** is an informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings⁴.
- **Volunteering:** Volunteering is when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
- **Workplace Tours/ Field Trips:** A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress⁵.
- **Internships (Paid Or UnPaid):** An internship is a temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid. An internship is an opportunity to develop specific job related skills before you are qualified for an actual job.

The Department of Labor's website offers guidance and information on their "employment laws assistance for workers and small business - elaws section on volunteers. The following link provides helpful information on the Fair Labor Standards Act as it pertains to volunteers: Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

- [eLaws - Fair Labor Standards Act Advisor : Volunteers](#)

The following six criteria must be applied when making this determination⁶:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;

3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship;
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

DOL's Time Limits on Internships and work exploration activities:

The Department of Labor has identified the following time limits specific to internships/

work experiences to ensure an employee relationship does not exist:

Career Exploration (limited to 5 hours/job) - a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed.

Career Assessment (limited to 90 hours/job) - an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs.

Work-Related Training (limited to 120 hours/job) - a period of work experience for the purpose of training job skills and job-related skills.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad.

The following link to the DOL website provides helpful information on the Fair Labor Standards Act as it pertains to the school to work designation which can be helpful in determining whether or not a work based learning experience falls within this category:

[eLaws - Fair Labor Standards Act Advisor : School-to-Work](#)

The Wage and Hour Division (WHD)² also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and nonprofit sectors.

Such permissible opportunities may include:

- **Practicum:** a course of study devoted to practical training in the field, where supervision is provided. Usually applies to be specialized field of study.
- **Service learning:** work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities³.
- **Student Led Enterprises:** school based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).

- **Simulated Workplace Experience:** Simulated workplace experiences are work-based learning activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations.
- **Work Experience (Paid or Non-Paid):** work experience offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Students may or may not be paid.
 - **Paid Work Experience** can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area.
 - **Non-Paid Work Experience** is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence.

Note: Section 511 of WIOA Title IV limits the use of sub-minimum wage. Individuals age 24 or younger may not begin work paying subminimum wage (less than Federal minimum wage) unless the following actions have been completed:

- The individual received pre-employment transition services or transition services under IDEA (and)
- The individual applied for VR services and has been found ineligible for services (or)
- The individual has been determined eligible for VR services but has not been successful /achieved Competitive Integrated Employment and client record of services closed.
- The individual has been provided career counseling and information and referral to other resources designed to assist the person in attaining competitive integrated employment. *For more complete detail on Section 511 of WIOA Title IV, see [Laws, Regs, and Policy](#)*

¹Darche, S., Nayar, N., Reeves-Braco, K., (2009, November), [Work-based Learning in California, WestEd., The James Irvine Foundation.](#)

²Kidd, J.M., [Career Counseling \(06/26/2007\).](#)

³Mentoring. (n.d.). In Merriam-Webster, [Incorporated online.](#)

⁴Informational Interview. (n.d.). [UC Berkley, Career Center.](#)

⁵[Secretary's Commission on Achieving Necessary Skills \(SCANS\).](#)(n.d.).

⁶[elaws - employment laws assistance for workers and small businesses - volunteers](#)

⁷[US Department of Labor, Wage and Hour Division, Fact Sheet 71: Internship Programs under the Fair Labor Standards Act.\(2010\)](#)

⁸Service Learning. (n.d.). National Service Learning Clearinghouse

Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences

Lesson # 3: How and What Is Written in the IEP/IPE About Work-Based Learning Experiences?

To be utilized with Goal 2 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 8-General Job Skills Assessment, pages 64-65. • Copy of student IEP and/or IPE • General Job Skills handout (attached)
Work to be completed outside class (before or after)	<p>After (5 minutes)</p> <ul style="list-style-type: none"> • Student or instructor (use either option): Ask a teacher that is knowledgeable of the student to complete the General Job Skills Assessment for the student based on performance in the classroom.
Method of assessment/Rubric(s)	Student transition journal reflection about target skills that need to be developed during high school.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Lesson is presented verbally • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms.
Activating Prior Knowledge	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Use the General Job Skills handout to generate student responses about general job skills to assure there is a basic understanding of general skills individuals should display in any job. • Guide students through a brief discussion about being the “boss” at a business that needs to hire new staff.

Lesson 3

	<ul style="list-style-type: none"> • Ask students to brainstorm 7 more desirable job skills that workers should demonstrate in a job.
Vocabulary Development	<p>(3 minutes)</p> <p>Terms: Constructive criticism, Adaptable</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words and to write a basic definition for each. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(17 minutes)</p> <ul style="list-style-type: none"> • Tell the students they are to imagine themselves as an observer (a fly on the wall) for an entire school year. Each is observing a particular student regarding general job skills. “The student is you.” • Explain to the students that you will read each item aloud. • They are to place a check or an X under the number that describes their observation of “the student.” Explain each response as it is described in the instructions. • Clarify or re-state any items that might need clarification. • Make sure students record a response for each item. • In the last item, ask if there are other job skills they might observe. Have them record the skill and rate their “observed” performance. • Using the assessment, have each student identify 3 key skills they feel should be a priority for them to gain during the next grading period.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none"> • With the student, scan the IEP and/or IPE document to identify descriptions or references (usually in the present levels of performance and goals sections) of general job skills. If none are noted, suggest students reflect in the student transition journal how they might suggest a new IEP/IPE goal to develop the desired skills.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

General Job skills

- Shows up to work on time
- Wears appropriate clothing to work for the specific job
- Completes the assigned work on time
- _____
- _____
- _____
- _____
- _____
- _____
- _____

8. GENERAL JOB SKILLS ASSESSMENT

Transition Domain: Working: Employment Knowledge and Skills

Completed By: Adult

Purpose: This assessment is designed to evaluate a student's level of competence in general job skills that students are expected to have in work settings.

Aligned With TPI-2 Item: 5

Estimated Reading Grade Level: 8.6

Instructions:

1. An adult who knows the student well should complete the evaluation form. This can be a teacher, work experience coordinator, job coach, parent/guardian, or employer.
2. Evaluate the student on how well he or she performs the general job skills described in the statements by putting a mark (✓) in the appropriate competency rating, using the appropriate competency rating, using the appropriate competency rating, using the appropriate competency rating.
3. Use the blank rows at the bottom to add additional skills. These rows are not included in this assessment.
4. If as many as 10 statements are rated N/O, the assessment is not as reliable as an overall rating. Consider rating a work experience (volunteer or job) that demonstrates general job skills. The student should be rated N/O before.
5. It is helpful for the person completing the assessment to be considered priority skills that help improve employment readiness.
6. Discuss the assessment and the plan for addressing these skill needs.

Variations:

The assessment can be completed by more than one person. For example, if a student is in a community work experience program, a job coach, as well as an employer, could each complete a self-evaluation with the form and discuss the results.

Related Content:

The way a young adolescent performs at home or in school will affect how she will perform in a work setting. However, informal assessments (chores, child care/babysitting, schoolwork, etc.) may not indicate skill development or deficiency that may be used to generalize to a real work setting. Many of the general job skills are subjective in nature, and evaluations depend on the standards expected by the evaluator. Keep in mind that the reliability of informal assessments is always an issue and confirmation of results should be obtained through multiple perspectives and/or alternative assessments whenever possible (Clark, 2007).

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436



Name: _____ Date: _____

8. General Job Skills Assessment

Directions: Evaluate the student on how well he or she performs the general job skills described in the statements below. For each statement, put a mark (✓ or ✗) in the box under the number that reflects the appropriate competency rating.


- | | |
|--|---|
| <p>1 = No evidence of skill without support
 2 = Inconsistent performance or quality of performance
 N/O = No opportunity to observe</p> | <p>3 = Consistent and independent satisfactory performance
 4 = Consistent and independent high-quality performance</p> |
|--|---|

Job Skills	1	2	3	4	N/O
Demonstrates good record of attendance					
Demonstrates punctuality in attendance					
Shows pride in work he or she performs					
Follows directions for tasks assigned					
Begins work without being asked or told					
Helps others voluntarily					
Works at a pace that is productive and safe					
Stays on task until the task or job is completed					
Works under pressure or within time limits					
Manages time appropriately when left alone					
Seeks help when needed					
Reacts appropriately to constructive criticism					
Assumes responsibility for own actions, behavior, or performance					
Shows respect for other people					
Shows respect for property and materials					
Shows willingness to learn new skills or information that could expand the job					
Shows adaptability to changing situations					
Responds appropriately to emergencies					
Shows problem-solving skills					
Keeps work area clean and organized					
Follows safety regulations and routines					
Dresses appropriately for specific job and environment					
Uses break time appropriately					
Demonstrates appropriate social skills for a workplace					
Other skills:					

SAMPLE

Please refer to:

Informal Assessments for
Transition Planning—
Second Edition (14722)
ISBN: 9781416405436



Note. From “Transition Planning: Developing a Career Portfolio for Students With Disabilities,” by M. Sarkees-Wircenski and J. L. Wircenski, 1994, *Career Development for Exceptional Individuals*, 17(2), p. 208. Copyright 1994 by Division on Career Development and Transition, the Council for Exceptional Children. Adapted with permission.

Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences

Lesson # 4: My Plan for Work-Based Learning Experiences

To be utilized with Goal 2 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 5-Matching Your Strengths, Preferences and Interests With a Specific Occupation, pages 58-59. • Access the O*Net site at https://www.mynextmove.org • Access the Career One Stop videos at https://www.careeronestop.org/Videos/career-and-cluster-videos.aspx • Teacher Resource: NCWD Practice Brief Issue 3-March 2012, Career Exploration in Action, at www.ncwd-youth.info
Work to be completed outside class (before or after)	<p>After (20 minutes)</p> <ul style="list-style-type: none"> • Students will access the My Next Move site from the Resources section of this lesson, select the Bright Outlook symbol and choose a job of interest to them. • They will complete the Matching our Strengths... handout for that job and bring it to the next session. • This activity might be repeated in another lesson or follow up session if students are motivated by this type of search.
Method of assessment/Rubric(s)	Completion of one occupational match activity of their choosing after the demonstration.
Accommodations and Modifications- Universal Design for Learning (UDL) and	<ul style="list-style-type: none"> • Lesson is presented verbally and with assistance to facilitate quick access to website information. Use of a projection device for this search activity is recommended.

<p>Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Instructor may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms. • Utilize the Variations section of the Instructions page for the Matching Your Strengths... activity. • An alternative to this activity is to access the Career One Stop site as noted in the Resources section of this lesson and have students select careers of possible interest, then watch the video for each of those careers. Students would then complete the checklist in the same manner as for the Bright Outlook activity. • This activity can be completed in pairs.
<p>Activating Prior Knowledge</p>	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Explain to the student(s) that they (and you) will be taking a different approach today to career exploration by searching for and selecting a career with significant projected job growth and availability. • They will need to watch carefully so they can perform a search independently (or as independently as possible) to find a career they would like to explore. • Ask them to discuss briefly how they typically would choose an occupation of interest to complete an assignment to find details about that job.
<p>Vocabulary Development</p>	<p>No new terms</p>
<p>Skill Lesson/Active Learning</p>	<p>(23 minutes)</p> <ul style="list-style-type: none"> • Provide a brief introduction of the activity they will be completing as a group through use of the internet and access the My Next Move site. • Show students where to find the Bright Outlook symbol and the click the link. • Review the 3 reasons careers are listed in this Bright Outlook section: grow rapidly, large numbers of openings, are new and emerging careers. • Show them the extensive list and select a career to demonstrate the activity. Try to select one that requires 2 years or less preparation to appeal to those students interested to get into the workforce quickly. • Provide students with the Matching Your Strengths... handout. And guide them to document their selected job title in the top section of the page. • Explain that they will be focusing on the column, This Fits the Job. • Return to the web page for the career you selected.

Lesson 4

	<ul style="list-style-type: none"> • Show students all the sections of information on the page and begin to identify those items from the Matching Your Strengths... handout that should be checked in the column. Focus on the 4 sections on the checklist to find the information quickly. • Next, have students read each item and mark in the I Can Do This column those skills they personally can perform now. • When there is a check in the first two columns for a skill, the student should then check the This Is a Match column. • To conclude the activity, have students discuss if this is a possible job they may find of interest. • If time, allow the students to begin their own Bright Outlook search if you are in a computer lab or have only one student or consider a second session to follow up allowing the full 30 minutes for the activity.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none"> • After the student has had an opportunity to perform their own Bright Outlook search and found a job of interest, they should reflect in their student transition journal regarding this method for exploring careers. • Have students set a goal for exploring careers using this method when they have additional time, then follow up with students to help them identify 3-5 careers of interest from the Bright Outlook activities, noting those for possible additional work-based learning experiences.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

5. MATCHING YOUR STRENGTHS, PREFERENCES, AND INTERESTS WITH A SPECIFIC OCCUPATION

Transition Domains: Working: Career Choice and Planning
Working: Employment Knowledge and Skills

Completed By: Student

Purpose: This assessment helps the student identify characteristics of a job and job requirements that he or she can meet.

Aligned With TPI-2 Items: 2, 3, and 7

Estimated Reading Grade Level: 7.7

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Instructions:

1. The student names a specific occupation in the blank at the top of the assessment. This can be the student's current occupation or a job he or she wants to consider.
2. The student completes the assessment by identifying the demands of the job. The student performs each demand, works to meet the demands, and records the results. The items can be read aloud to the student.
3. The information for the "Transition Planning" column is gathered with the employer, research, and the student's own knowledge.
4. After these columns are completed, the student identifies where there is a match (e.g., where the student's strengths and "Job" columns).
5. The student should use the information to discuss with the IEP case manager whether there are all possible matches (75% or more of the student and his or her IEP team). The student identifies that fits the job but does not have a match. The student identifies where mismatch areas that could be addressed through instruction at school, or placement.

Variations:

The directions suggest possible variations for conducting the assessment. Students could be paired with a partner to conduct employer interviews. Some students may prefer to use the process. Keep in mind that research (e.g., www.mynextmove.org/) will show more information about an occupation. An occupation may have very specific differences (e.g., outdoor weather conditions), so some research may need to be supplemented by personal or telephone interviews, email inquiries, or commonsense considerations.

Related Content:

See *Assess for Success: Handbook on Transition Assessment—Second Edition* (Sitlington, Nuebert, Begun, Lombard, & Leconte, 2007) for more detailed suggestions and ideas regarding the job match process.

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436



Name: _____ Date: _____

5. Matching Your Strengths, Preferences, and Interests With a Specific Occupation

Do your strengths, preferences, and interests match the job you're interested in? Find out by first listing the job title: _____. Complete all columns by placing a mark (✓ or ✗) by the side of each statement when it applies. The "I Can Do This" column should only be completed by you. The "This Fits the Job" column should be completed by you, a school representative, or an employer. To complete this column, you may use an interview with an employer or conduct an Internet search, or you can ask an employer to complete it. Place a mark in the box for all matches in the "This Is a Match!" column.

Occupation or Job Requirements/Demands	I Can Do This	This Fits the Job	This Is a Match!
Physical Demands:			
Requires sitting (5–6+ hours per day)			
Requires standing/walking (5–6+ hours per day)			
Requires lifting/handling (30–60 pounds)			
Requires good use of hands/eye–hand coordination			
Requires normal vision (with or without correction)			
Requires normal hearing (with or without correction)			
Requires working a full 8-hour day			
Physical Working Conditions:			
Requires inside work (6+ hours per day)			
Requires outside work (6+ hours per day)			
Conditions include exposure to fumes, dust, or odors			
Requires use of hazardous mechanical equipment			
May involve hazardous or dangerous activities			
Requires workers to be exposed to extreme temperatures			
Conditions involve extreme changes in temperature			
Conditions involve extreme changes in humidity			
Requires exposure to dirt, waste materials, or noise			
Requires working with extreme heights or depths			
Educational Requirements:			
Requires completion of a high school education			
Requires the understanding and use of work-related concepts			
Requires the use of a specialized job-related skill			
Requires math computations or the use of a calculator			
Requires computer skills			
Requires a fast typing speed			
Requires the use of specialized equipment			
Social Interaction Demands:			
Requires frequent interaction with other workers/supervisors			
Requires frequent contact with customers, clients, or patients			
Requires supervision from more than one supervisor			
Requires workers to accept and use constructive criticism			
Requires knowledge of how and when to ask for assistance			
Requires group work or team work			

SAMPLE
 Please refer to:
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Note. From *Functional Assessment in Transition and Rehabilitation for Adolescents and Adults With Learning Disabilities* (pp. 59–62), by M. Bullis and C. Davis (Eds.), Austin, TX: PRO-ED. Copyright 1999 by PRO-ED. Adapted with permission.

Career Exploration in Action

In order to make informed career and educational decisions, all young people need opportunities to participate in a range of career exploration activities. Career exploration activities are experiences at school and in the community that help young people to (a) identify how their interests, values, and skills relate to careers of interest; (b) describe the skills and activities associated with those careers; and, (c) identify the post-secondary training, two-year, four-year, or graduate degree programs needed to successfully pursue those careers. Career exploration activities can take many forms including informational interviews with employers, career-related guest speakers, workplace visits and tours, job shadowing, career fairs and career days, career camps, hands-on career projects, and career-focused mentoring.

Research indicates that youth who have participated in career exploration and other transition services in a quality learning environment have higher career search self-efficacy (Solberg, Howard, Gresham, & Carter, in press). Solberg and colleagues define quality learning environments as those that engage youth in developmental activities known to promote successful youth transitions (these developmental activities are outlined in the Guideposts for Success). Their study further indicates that those youth with greater career search self-efficacy are more highly engaged in goal setting, which further predicts both their motivation to

This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage youth in career exploration. The youth programs and school systems featured in this brief have been recognized by NCWD/Youth as Innovative Strategies. NCWD/Youth's Innovative Strategies features workforce development programs and practices that serve youth with disabilities, either as a target population or as part of other youth populations.

attend school and academic self-efficacy.

Career exploration activities are offered by community-based youth programs as well as by schools. A review of all the Innovative Strategies program profiles indicates many programs and schools engage youth in at least two or more types of career exploration. Strategies and tools used by several Innovative Strategies programs to engage youth in the different forms of career exploration are described below.

Job Shadowing

Job shadowing is an activity in which youth gain an up-close look at the world of work by accompanying a professional or professionals in the workplace as they do their work. Job shadowing provides an opportunity to see firsthand what tasks a professional does, to learn what skills and knowledge it takes to do the tasks, and to get a feel for what the work environment and routine is like. Job shadowing may be a one-on-one activity, in which one youth is paired with one professional, or it can be a group activity in which a small group of youth accompanies the professional. While a job shadowing experience may

be as short as a few hours, a half-day to full-day opportunity is ideal and some job shadowing experiences last for more than one day. A longer job shadowing experience ensures that youth have enough time to get familiar with the work environment, meet various people who work there, and learn about the work that they do. It also provides a chance for the youth to observe the professional who is being shadowed and his/her co-workers completing a range of tasks. The following examples and strategies for job shadowing activities were provided by Bay Cove Academy's Career Development Program, the Center for Independent Living of North Central Florida (CILNCF) High School/High Tech Program, the Iowa Transition Alliance Program (TAP), and North Carolina Department of Public Instruction's Career and Technical Education Division.

1) Use Youth's Career Interests to Identify and Recruit Employer Partners for Job Shadowing

Bay Cove Academy's Career Development Program provides both school-wide and individualized job shadowing opportunities. Each year, as



Bay Cove plans its school-wide National Groundhog Job Shadowing Day event, staff poll the students about their career interests and then reach out to employers that match those interests. Some of the businesses and employers that have hosted students for job shadowing in recent years are the zoo, the aquarium, the radio station, and the New England TV sports network. When Bay Cove Academy arranges an individual job shadowing experience for a student, the staff starts by reviewing that student's specific career interests and goals. For example, one student was specifically interested in working at Foot Locker so the staff contacted the store and asked if the youth could spend some time shadowing the employees to learn what the job entails. When it comes time to recruit employer partners, Bay Cove uses outreach materials such as save the date flyers and recruitment letters as well as direct phone calls to previous partners and new contacts.

Matching the opportunity to the youth's specific interest is also the approach that the Iowa Transition Alliance Program (TAP) takes. TAP, a joint program of Iowa Vocational Rehabilitation Services (IVRS) and the Iowa Department of Education, helps high school students or graduates, ages 16 to 25, who are eligible for VR services prepare for and transition to employment, independent living, and postsecondary education. Job shadowing is one of the various strategies that TAP staff use to help youth explore careers. Prior to organizing a job shadowing experience, the TAP Coordinator gets to know each student and his/her career interests by participating in the students' individualized education program (IEP) team meetings. TAP Coordinators also

use career assessments to help students identify their interests and skills. Using information from the IEP meetings and career assessments, TAP coordinators help students identify some local employers where they could learn more about a specific career interest. For example, the Waterloo Community Schools TAP coordinator helped one student who was interested in working with cars to obtain a job shadowing experience at a car dealership. During his job shadow, the student had a chance to learn about various jobs at the dealership including changing engine oil, auto detailing, and working with the auto parts department.

With support from the Able Trust, the Center for Independent Living of North Central Florida (CILNCF) High School/High Tech Program engages youth in a combination of job shadowing and mentoring as part of the National Disability Mentoring Day each year in October. National Disability Mentoring Day (DMD) is a national event organized by the American Association of People with Disabilities that provides opportunities for youth and other job seekers with disabilities to explore careers and connect to employers. CILNCF and other youth programs throughout Florida use the Disability Mentoring Day Interest Form provided by Able Trust to find out what careers youth are most interested in before the DMD event. The Interest Form asks youth to select their first, second, and third choice among 10 career clusters. To ensure youth understand what type of jobs are a part of each career cluster, the form provides questions about the youth's interest in the types of jobs, tasks, and skills that are typical to that career field. For example, the Business and Marketing career cluster includes

the following questions: "Are you organized, accurate and self-motivated? Are you a leader? Do you enjoy organizing people and planning events? Do you like computers and business machines? Do you like creating reports? Do you like marketing things? Do you enjoy working with numbers?" CILNCF uses the information youth provide on this form as well as other knowledge of the youth they serve to match youth with a workplace mentor and job shadowing experience that best fits the youth's interests.

2) Provide Employers with Guidance on Hosting Job Shadowing

Guidance and support for employers is a key component of the Students@Work job shadowing initiative, a collaborative effort between the North Carolina Department of Public Instruction, First Gentleman Robert Eaves, and the North Carolina Business Committee for Education (NCBCE). Students@Work was launched as a statewide initiative for middle school students in 2011. In its first year, Students@Work provided job shadowing opportunities for 17,000 middle school students by partnering with small and large employers including the State Employees' Credit Union (SECU), North Carolina Highway Patrol, Cisco, IBM, and EMC².

The Students@Work initiative has developed a toolkit for employers to help them prepare to host a job shadowing day at their workplace. The toolkit includes an action plan for job shadowing that outlines steps for employers to take. The steps include: 1) Get senior management on board and make a commitment to participate; 2) Contact the local job shadowing coordinator (contact information for



local coordinators is provided on the Students@Work website); 3) Set the agenda for the event (a sample schedule is provided in the toolkit); 4) Develop a message for students that employees will communicate during their interaction with students (suggested topics include workplace expectations, employability skills, importance of education to employment success, how academic skills are applied on the job); and 5) Provide feedback to the initiative after the event. The toolkit provides more detailed instructions and suggestions for each action step including what responsibilities the employer can expect the school to handle and tips from past employer participants. A video produced by one of the employer partners, EMC², is also available to give other employers a picture of what a job shadowing day may entail. While employers design their own agenda, the suggested schedule consists of a large group welcome and overview of the employer's business, two to four hours of one-on-one job shadowing in which each student is matched with an employee, a lunch presentation and discussion with a business leader, and a tour of the workplace.

CILNCF and other youth programs participating in Disability Mentoring Day in Florida also provide guidance to employers on hosting job shadowing. The Disability Mentoring Day Mentor Instructions outline various steps to being a good job shadowing host. Employers are asked to start by introducing themselves and explaining the work that their company does followed by a discussion with the youth about their own interests and what they would like to do and learn during the job shadow. Employers are asked to provide a workplace tour, introduce the

youth to co-workers, and explain the job duties of employees. Employers are also asked to explain and demonstrate their own work tasks and provide opportunities, when appropriate, for the youth to complete work tasks under supervision. Youth should be encouraged and given time to ask any questions they have about the workplace and the work that employees do. CILNCF also uses the Top Ten Tips for Mentors with dos and don'ts for employers and the One-on-One Mentoring Tips, which includes questions and topics to discuss with youth throughout the day and suggests some office skills to demonstrate and explain to youth during the job shadow.

3) Provide Youth with Structured Assignments to Maximize Learning

During job shadowing, students can benefit from assignments that encourage them to gather information from what they see, hear, and do during the activity and think critically about how the experience connects to their career interests and goals. To provide structure to the job shadowing experience, Bay Cove Academy has students complete a career scavenger hunt activity. This assignment is used primarily for group shadowing experiences and requires students to work as a team to answer the scavenger hunt questions. This provides an opportunity for students to develop team work skills, one of the many soft skills that employers look for in new employees. Students receive a prize for achieving the goal of answering all the questions. When a student participates in an individual job shadowing activity, Bay Cove Academy asks him/her to complete a student evaluation form with questions about what she/he learned and how he/she will apply the new information to career planning.

Another structured assignment that Bay Cove Academy uses for job shadowing is an interviewing worksheet.

The Iowa Transition Alliance Program (TAP) asks youth to complete a job shadowing evaluation form with various reflection questions. The form includes a place for youth to record what they learned about the job they shadowed including basic duties, work hours, and the type of education and training needed for the job. They are also asked what they liked and didn't like about the job and whether they would consider pursuing it as a career. Finally, they are asked what other ideas for careers may have arisen as a result of the job shadowing experience. The form also requests that youth provide suggestions for improving the experience. After the job shadowing experience, the TAP coordinator discusses these questions and others with students and helps the youth decide what next steps to take to further explore their interests or pursue their career and education goals.

4) Ask Employers for Feedback, Testimonials, and Continued Partnership

Programs collect and use employer feedback to continuously improve the job shadowing experience for both employers and youth. For example, Bay Cove Academy also asks both employers (see form) and teachers (see form) to complete Job Shadow Day evaluations. The evaluation includes questions about how prepared the employer felt, how they benefited, suggestions for improving the experience, what support they would like, and whether they would be willing to participate again. The Students@Work initiative also requests employer feedback by encouraging



employers to email their comments on the experience to First Gentleman Robert Eaves.

Some employers may be willing to provide testimonials about the experience that can be used for outreach to new employer partners. The Students@Work initiative uses employer testimonials on their Employer Recruitment Flyer and in promotional videos.

The conclusion of a job shadowing experience is a great time to ask the employer about their interest in partnering in other ways. Bay Cove Academy has found that job shadowing experiences often lead to internship opportunities at the employer's workplace. Once employers meet students and get familiar with the program, they are willing to offer internships or volunteer in other ways such as serving as a guest speaker or providing a workplace tour for a group of youth. CILNCF has also found that some job shadowing experiences lead to summer internship opportunities and other types of support from the employer.

Workplace Visits and Tours

Workplace visits and tours are activities in which an employer provides youth with an inside look at what the business does, how it operates, and the types of jobs its employees do. Workplace tours and visits are typically group activities although they could also be arranged for an individual youth. The following examples and strategies for workplace visits and tours were provided by the CILNCF High School/High Tech Program, the Madison County High School/High Tech Program, the Transitional Age Youth (TAY) Program, and the

University of Washington DO-IT Scholars Program.

1) Identify Various Jobs that People Do in One Workplace

Tours and visits are a great way to show youth a range of occupations and career options that may exist within one business or workplace. For example, youth in the Transitional Age Youth (TAY) Program learned about 27 different jobs when they visited the local airport. The Madison County High School/High Tech Program regularly takes youth on trips to visit different businesses where they can see and learn about multiple jobs. During their visit to the Wild Adventures Theme Park in Georgia, the youth received a behind the scenes tour which included learning about jobs in gardening, animal care, operating the rides, and enforcing the park's rules. On another trip, youth visited the Kennedy Space Center in Orlando, FL. In addition to having lunch with an astronaut, the youth had a chance to learn about the wide range of jobs people do at the Space Center from the jobs involved in designing and building space shuttles to jobs people do when a space shuttle is launched.

2) Ask the Employer to Provide Some Hands-On Learning Opportunities

Workplace tours and visits are most engaging when the employer is willing to provide hands-on opportunities for youth to experience some aspects of one or more jobs. The DO-IT Scholars Program at the University of Washington intentionally looks for employer partners in the high tech field that can provide hands-on activities for youth as a part of workplace tours. When youth in the program visited the

Seattle Biomedical Research Institute, they participated in simulated research experiments in the company's learning laboratory. Youth even got to dress the part, wearing researcher lab coats as a part of the activity. Microsoft Corporation is another employer partner that provides workplace tours for DO-IT Scholars. As a part of their visit, youth get to try out different accessible and assistive technology products in Microsoft's Inclusive Innovation Showroom. Because DO-IT Scholars is a program for youth with disabilities, it provides opportunities for youth to learn how they can obtain and use assistive technology, if needed, at work and at home through all of its career exploration activities.

When the CILNCF High School/High Tech Program took youth to visit a water treatment facility, the employer partner gave youth the opportunity to test the water themselves. During their visit to Kennedy Space Center, youth in the Madison County High School/High Tech Program enjoyed lots of hands-on learning opportunities such as the space shuttle simulator and walk on the moon activity.

Guest Speakers & Employer Presentations

While some employers may be hesitant to host a youth or group of youth at their workplace, they may be more willing to come to the youth program or school to talk about careers. Guest speakers and employer presentations are activities in which one or more employers or professionals come to where youth are to share information about their career and have a discussion with youth. The following examples and strategies for guest speakers and employer presentations were provided



by the CILNCF High School/High Tech Program, Linking Learning to Life, and the University of Washington DO-IT Scholars Program.

1) Reach Out to Diverse Local Employers and Professionals Including Those Matching Youth's Interests

The goal of career exploration is to expose youth to multiple career options, including those they are currently most interested in. It is important to target employers and professionals in the careers that most interest youth while also exposing them to some new, perhaps less familiar careers. The CILNCF High School/High Tech Program accomplishes this by identifying and maintaining contacts with a vast pool of employers and professionals. Some of these partners include police officers, doctors, nurses, veterinarians, video game designers, and staff of the local University. About once every other month, CILNCF invites one of these partners to be a guest speaker during their afterschool workshops. By having regular guest speakers, the program ensures that youth learn about many different career options and meet various professionals in their local community.

The DO-IT Scholars Program often invites guest speakers to participate on a career discussion panel, providing youth with a chance to meet various professionals with different careers. One recent career panel included professionals who work at Microsoft and Amazon.com as well as an adaptive technology specialist. The DO-IT Scholars Program uses the career panel format for its annual career mentoring day. One year, Microsoft brought 15 employees who each do different jobs to speak to the group of

scholars about their careers. The event also includes time for the professionals to meet one-on-one or with a pair of students to review their resumes and discuss their career interests.

2) Request Interactive Presentations and Provide Guidance to Employers on How to Make It Engaging

To keep youth engaged throughout presentations by employers and professionals, programs provide guidance to employers on how to make it interactive. The CILNCF High School/High Tech Program asks employers to include hands-on activities related to their careers when possible. When CILNCF invited employees from a video game design company to speak, they brought some video games they were currently developing with them. Youth had an opportunity to test the games for bugs and learn how to fix any errors they found.

Interactive employer presentations are central to [Linking Learning to Life's](#) Learn to Earn Program. The program staff recruit and train employer teams to come into the classroom at participating schools. The presentations are designed to engage the class of students in completing a task or solving a problem that the professionals deal with on the job. For example, one employer had students work in groups to design a building site plan using information about city zoning requirements, a permit application, and a cost estimate worksheet. Each presentation emphasizes how employees use math, science, and communication skills on the job. A video of one employer presentation is available online featuring Pizzagalli Construction. Linking Learning to Life also provides a sample presentation

given by IBM on its website. The program's video, sample presentation, and informational flyer help to recruit employer partners and provide guidance on what an interactive presentation entails.

Career Fairs and Career Days

Career fairs and career days are another way to have employers and professionals come to where youth are, either at school or in the community, to share information about their careers. Career fairs and career days typically involve multiple employers who meet with youth in groups and one-on-one during a career themed information fair or day-long event. These events may also include representatives from postsecondary education and training programs. The following examples and strategies for career fairs and career days were provided by North Carolina Department of Public Instruction's Career and Technical Education Division and Bay Cove Academy's Career Development Program.

1) Include Younger Youth and Tailor Activities to Youth's Age and Stage

Bay Cove Academy holds one school-wide career fair for all students in grades 7 through 12. In keeping with its philosophy to expose students early and often to career options, they intentionally include students as early as 7th grade in the career fair so they have a chance to start thinking about what they need to do during high school to prepare for careers they are considering.

North Carolina Department of Public Instruction's Career and Technical Education Division employs Career Development Coordinators who provide and coordinate career development services to students in



local schools and school systems. In Wake County, NC, the Career Development Coordinators and School-to-Career Coordinator organize two county-wide career day events each year – Great Explorations for 9th graders and Xtreme Beginnings for 10th through 12th graders. While both events provide opportunities to explore various careers, the Xtreme Beginnings event for the older grades includes more emphasis on preparing for and finding employment and planning for postsecondary education. The Great Explorations event for 9th graders includes a Career and College Promise component which emphasizes the importance of getting college and career ready during the high school years.

2) Use Interactive Activities and Choices to Engage Youth

Wake County's Great Explorations event includes opportunities for students to participate in career cluster demonstrations. The event is organized like a conference for students, including a career expo with representatives from all 16 career clusters. One activity during the event is modeled after the TV game show, "What's My Line?" Professionals in nontraditional careers describe what they do at work and students guess what their occupation is. Some of the professionals who have participated in the past include a sky diver, a female firefighter, a chef, and a falconer. The professionals each talk about how they got to where they are professionally. The CTE student organizations also present on their respective career fields.

During Wake County's Xtreme Beginnings event, students participate in practice job interviews with human resources professionals and attend

college and career expos. The Career Development Coordinators and the Wake County School-to-Career Coordinator invite local employers, businesses, and postsecondary institutions to participate in one of several ways. The Xtreme Beginnings recruitment letter described what roles they can play including conducting mock interviews, participating in informal career-oriented discussions, informing students about various postsecondary education options, and providing advice on professional appearance and conduct.

Bay Cove Academy gives its students a choice of employers they want to visit with during the career fair. They invite multiple employers to participate, including those who work in fields in which youth have expressed a specific interest. The students' experience during the career fair is structured by using a questionnaire that they must complete as they talk with different employers. Students receive an incentive, such as credit to make purchases at the school store, for completing the questionnaire.

Bay Cove encourages the employers to provide hands-on activities and work-related materials during the career fair. For example, many students are interested in working with animals so they have had professionals who are vet techs, veterinarians, and animal trainers bring the tools of their trade to the career fair. One professional brought x-rays of animals to demonstrate a part of the job. Bay Cove ensures that employer partners know what to expect, bring, and do as a part of the event by sending them guidance in advance (see their Career Fair Information for Employers).

Career-focused Mentoring

Career-focused mentoring involves matching youth with adult mentors who assist them with career exploration in various ways. One advantage of career-focused mentoring is its capacity to provide a youth with more individualized support for exploring careers specific to his or her interests. The mentoring relationship can consist of in-person meetings and activities, online communication, or combination of both. What distinguishes career-focused mentoring from general mentoring is that the mentoring interactions are intentionally focused on helping youth identify and explore their career interests rather than just providing general support and encouragement. The following examples and strategies for Career Fairs and Career Days were provided by the Ready to Achieve Mentoring Program (RAMP)TM sites operated by Florida Crown Workforce Board and Independent Living Resource Center (ILRC) of Northeast Florida and the Minnesota Department of Employment and Economic Development's E-Connect Project.

1) Use a Mentoring Plan and Individualized Goals to Focus Mentoring on Youth's Personal Interests

Developing and tracking youth progress on an individualized mentoring plan is a central activity of the Ready to Achieve Mentoring Program (RAMP)TM. RAMP is a high tech career-focused mentoring program for youth with and without disabilities who are involved with or at-risk of becoming involved with the juvenile justice system. Each youth in RAMP meets regularly one-on-one with his or her mentor to develop and implement



the individualized mentoring plan (IMP). Mentors are caring adults recruited from the community, schools, employers, and partner organizations. Youth work with mentors to create their own IMPs by identifying their strengths, needs, and goals in five areas of youth development: working; learning; thriving; connecting; and leading. The IMP goals and action plan include specific career interests the youth have and a plan for how the youth and mentor will work together on career exploration.

RAMP youth also participate in weekly group mentoring meetings with peers, during which they set a weekly goal (see RAMP Weekly Goals Worksheet) and discuss progress on their goal from the previous week. The weekly goals are typically short-term goals that relate to the youth's longer term goals for career exploration and other areas of development from the IMP. For example, one youth who has a long-term goal of obtaining an internship or job at a radio station may set a weekly goal to research information about a local radio station, what types of jobs people do at the station, and what skills, training, and professional qualities the radio station looks for when it hires interns and employees.

As youth's interests and goals are identified through the IMP and weekly goal setting activity, the RAMP program staff plan various career exploration activities that the youth participate in with their peers and mentors. The career exploration activities include visiting local businesses and places of employment, discussing different career options with employer guest speakers, job shadowing, and completing career-focused projects and service learning activities. For example, RAMP youth at

the Florida Crown Workforce Board and Independent Living Resource Center (ILRC) of Northeast Florida sites visited NASA's Kennedy Space Center to learn about different careers and to witness a space shuttle launch. Youth learned about a variety of jobs, including astronauts, administrators, engineers, technicians, and service staff, during the visit. At ILRC, a group of RAMP youth who shared an interest in careers working with animals worked together on a community service project at a local animal shelter. RAMP sites use mentoring and career exploration strategies found in two NCWD/Youth publications, *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities* and *High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering, and Math for Youth with Disabilities*.

2) Provide Mentors and Mentees with Career-Focused Discussion Questions

To help mentors and mentees focus their conversations on career exploration topics, it is helpful to provide discussion questions and assignments. Youth and mentors in the Minnesota Department of Employment and Economic Development (DEED)'s [E-Connect](#) project use discussion questions to guide their online mentoring relationship. E-Connect is a classroom based e-mentoring program through which schools match students with mentors who are employees from local businesses. The program is facilitated by a teacher who provides youth with weekly assignments to email their mentors about career-related questions. For example, the discussion questions provided to youth and

mentors prompt them to discuss what are some important skills that a person needs for any job, what are the skills the mentor needs to do his/her own job, and how did the mentor acquire these skills. The E-Connect curricula provide the weekly questions for youth, guidance to mentors on what to share in their responses, and other career exploration activities from the teacher to facilitate with youth in the classroom each week.

In addition to email conversations, E-Connect students meet their e-mentors at group events arranged and supported by the school and business. The E-Connect Mentoring Program Manual, developed by the Institute on Community Integration at the University of Minnesota for Minnesota DEED, provides guidance on all mentor-mentee interactions including the in-person meetings. E-Connect sites host a first meeting between students and mentors at the school at the start of the program. After a few weeks of e-mentoring, students visit the mentor at their workplace to become more familiar with what their mentors do professionally and where they work. In this way, the second meeting functions like a workplace visit or tour, providing youth with an up close look at the world of work. As the program ends, a third meeting is held with mentors and students to celebrate what they learned and accomplished through the program and to thank the mentors.

Other Tools and Resources

NCWD/Youth's publication, *High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities* provides guidance, tools, and multiple examples



of career exploration activities that youth programs and schools can use when planning their own activities.

The publication, *How to Build Partnerships for Career Exploration: Using Job Shadows to Explore the World of Work*, by the Monadnock Center for Successful Transitions provides step by step guidance and tools for organizing job shadowing experiences for high school students through partnerships with postsecondary education institutions.

Those interested in offering career-focused mentoring can find strategies, tools, and templates in NCWD/Youth's publication, *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities* and the Institute on Community Integration at

the University of Minnesota's *E-Connect Mentoring Program Manual*.

Training in workplace soft skills and career exploration activities often go hand-in-hand. The curriculum, *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success*, developed by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) has easy-to-use hands-on activities that programs and schools can use to help youth develop soft skills in six areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

References

Solberg, V.S., Howard, K.A.S., Gresham, S.L., & Carter, E.W. (In press). Quality learning experiences, self-determination, and academic success: A path analytic study among youth with disabilities. *Career Development for Exceptional Individuals* (Issue forthcoming).

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. This Practice Brief was written by Mindy Larson. To obtain this publication in an alternate format please contact the Collaborative at 877-871-0744 toll free or email contact@ncwd-youth.info. This Practice Brief is part of a series of publications and newsletters prepared by the NCWD/Youth. All publications will be posted on the NCWD/Youth website at www.ncwd-youth.info. Please visit our site to sign up to be notified of future publications. This document was developed by the National Collaborative on Workforce and Disability for Youth, funded by a grant/contract/cooperative agreement from the U.S. Department of Labor, Office of Disability Employment Policy (Number #OD-16519-07-75-4-11). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor. Nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. Department of Labor. Individuals may produce any part of this document. Please credit the source and support of federal funds.



NCWD/Youth • 1-877-871-0744 (toll-free) • 1-877-871-0665 (TTY toll-free) • <http://www.ncwd-youth.info>

Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences

Lesson # 5: How do I Include My Work-Based Learning Experiences and Skills on My Resume?

To be utilized with Goal 2 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Access the Resume Builder on the PathwaysWV website at http://www.pathwayswv.org/career-planning.php • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 9-Personal Strengths, pages 66-67. • <u>Informal Assessments for Transition Planning</u> 2nd Edition, 3-Job Interview: Are You Ready to Answer Questions, pages 54-55.
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Statements in student transition journal for Job Interview responses to designated questions and completion of checklist about personal strengths
Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Lesson is presented verbally • Supplemental visual material is recommended • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms.
Activating Prior Knowledge	(5 minutes) <ul style="list-style-type: none"> • Provide students with the Personal Strengths checklist. • Read each item and instruct students to place a check or X if the statement reflects a strength for them. • Direct students to list other strengths at the bottom of the page in the space provided.

	<ul style="list-style-type: none"> • Direct students to place a star by 3 of the statements that best describe them. Include the Other section at the bottom of the page.
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Resume, Interview</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know and to write a simple definition for each. • Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(17 minutes)</p> <ul style="list-style-type: none"> • Explain to students that the activity today is intended to assist them in beginning to think about completing a resume and subsequent job interview if they have never had the opportunity to complete either. • Explain that experiences during high school can be used to build a resume even when one has not yet had a formal job. • The assessment activities completed as part of any Pre-Employment Transition Services will also help identify skills that students already possess, and completion of the informal assessments will provide content for resume or interview activities. This includes work-based learning experiences both in the classroom and in the community. It also includes general work skills developed while in school. • Show students the Resume Builder on the PathwaysWV site at the Students link for career planning noted in the Resources section of this lesson. • Access the Skills and Other sections of the Resume Builder. • Have students review the personal strengths they identified in the handout and to consider how they might note those in these sections. Students may need prompting from the instructor. • Using the Job Interview handout, select items from the following questions in each section: Personal Background-4, 6, 7; Education-3, 4; Skill Training-3, 6, 7; Work Experiences and Preferences-9, 10; Vocational Interests-1, 2. Using strengths students identified in the Personal Strengths handout, ask them to provide oral responses to any 3 of the designated questions reflecting their identified personal strengths.
Reflection	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Reflect on what you know about work-based learning experiences. What are two (2) work-based learning experiences that you might select for this year (using the list of types of work-

Lesson 5

	based learning experiences from the WINTAC site or resource handout in Goal 2 Lesson 1 to also identify possibilities for the experiences)? How would the experiences support development of your resume and where might they be recorded on the resume? Record your responses in your student transition journal.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

3. JOB INTERVIEW: ARE YOU READY TO ANSWER QUESTIONS?

Transition Domains: Working: Career Choice and Planning
Learning: Self-Determination

Completed By: Student

Purpose: This assessment provides a self-check on a student's readiness to respond to possible questions in a job interview. The checklist provides questions for practice responses in a mock interview.

Aligned With TPI-2 Items: 4 and 18

Estimated Reading Grade Level: 5.2

54

Instructions:

1. Review each of the interview questions with the student, identifying key information that could be shared.
2. Have the student think through
3. When the student is confident in their response, mark (✓ or ✗) in the box next to appropriate responses until all appropriate responses are marked.
4. Have an adult staff member or volunteer review the student's responses.
5. Discuss the student's interview responses.

Variations:

The list of questions can be modified. If a student is not interested in a specific job or type of work, the teacher can verbally ask the question. This assessment can be used in a variety of ways.

Related Content:

Prior to practicing job interviews, it is important for students to review their strengths and other positive factors that they can bring to the interview. When students have mastered job interview skills, they could take the list of questions to use during an interview.

SAMPLE
Please refer to:
Informal Assessments for
Transition Planning—
Second Edition (14722)
ISBN: 9781416405436



3. Job Interview: Are You Ready to Answer Questions?

Think about answers to each of the following questions. Put a mark (✓ or X) in the box next to the questions you are ready to answer. When you feel confident that you can answer all of the questions, ask your teacher to interview you using questions from this list.

Personal Background (Identification)

- 1. Tell me about yourself.
- 2. How old are you?
- 3. In what civic or community activities have you participated?
- 4. Do you like people?
- 5. What do you do with your spare time?
- 6. What things do you do best?
- 7. Are there things that you do not like to do?

Education

- 1. What school do you attend?
- 2. Did you get any special training?
- 3. What courses are your favorites? Which do you dislike the most?
- 4. Do you participate in any extra-curricular activities?
- 5. Are you frequently absent from school? If so, why?

Skill Training

- 1. What vocational skills do you possess?
- 2. What machinery can you operate?
- 3. How would you describe your communication skills?
- 4. Have you had any on-the-job training?
- 5. Did you receive any vocational training in high school?
- 6. Have you developed any vocational skills from your hobbies?
- 7. What are your qualifications for the job?

Work Experience and Preferences


- 1. Have you held any part-time or full-time jobs?
- 2. What duties did you perform on your job?
- 3. What did you like most about that job? What did you like least?
- 4. Why did you leave that job?
- 5. Did you and your employer get along well?

SAMPLE

Please refer to:

**Informal Assessments for
Transition Planning—
Second Edition (14722)**

ISBN: 9781416405436



Note. From *Job Interview: Questions Which Are Often Asked* (Road to Success Curriculum, Unit 3, p. 43), by D. R. Johnson, C. Ledford, and A. S. Gaumer Erickson, 2009, Lawrence: University of Kansas Center for Research on Learning. Copyright 2009 by D. R. Johnson, C. Ledford, and A. S. Gaumer Erickson. Adapted with permission.

9. PERSONAL STRENGTHS

Transition Domains: Working: Career Choice and Planning
Working: Employment Knowledge and Skills
Learning: Self-Determination

Completed By: Student

Purpose: This assessment is for students to complete as early as possible in the career choice process. It presents students with a series of personal strength descriptors that they can match with their own strengths.

Aligned With TPI-2 Items: 3, 5, 6, and 18

Estimated Reading Grade Level: 2.6

66

Instructions:

1. Explain the purpose of this assessment and how important it is for a person to know what his or her strengths are at this time. Explain that strengths are not fixed and that one's strengths during the transition process can change.
2. Ask the students to read the statements and the directions at the bottom of the assessment. Read each statement aloud, and ask the students to read each statement aloud to themselves.
3. Instruct students to put a number in the space at the bottom of each statement that describes how well they agree with the statement. The space can be rated from 1 to 5.
4. Have the students to go back and read the statements that describe them best.

Variations:

Parents/guardians or close friends of the student can be particularly helpful if a student has difficulty seeing in him or her.

Related Content:

Knowing yourself is a key component of the student and can support the student's success. Share at an IEP meeting. The strengths and accommodations that are helpful at the student can share at the meeting.

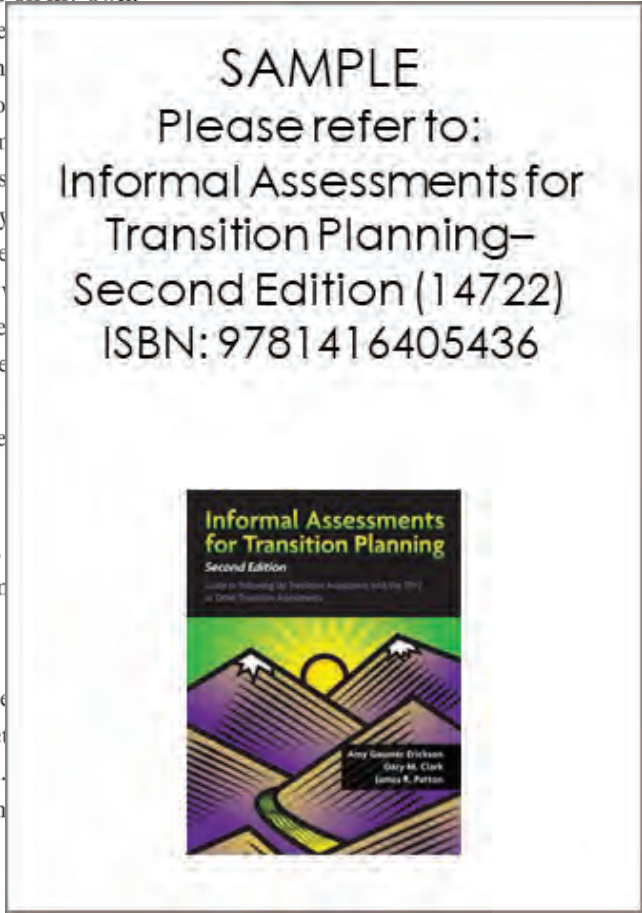
SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436



9. Personal Strengths

Directions: Place a mark (✓ or X) next to any sentence that describes you. Then write additional strengths at the bottom of the page. When you’ve finished, put a star next to the three sentences that best describe you.

- _____ I’m reliable.
- _____ I’m friendly.
- _____ I’m easy to get along with.
- _____ I try to follow instructions.
- _____ I like to do things with others.
- _____ I like to do things on my own.
- _____ I like to help other people.
- _____ I like to keep things organized.
- _____ I like to have a good sense of humor.
- _____ I don’t brag too much.
- _____ I stick with things.
- _____ I can work out my own problems.
- _____ I ask others for help when I need it.
- _____ I can help others when they need it.
- _____ I’m good with numbers.
- _____ I have common sense.
- _____ I’m energetic.
- _____ I’m a good listener.
- _____ I’m polite.
- _____ I’m honest.
- _____ I’m hardworking.
- _____ I’m usually on time.
- _____ I’m serious.
- _____ I’m generous.
- _____ I’m proud of myself.
- _____ I can keep a secret.
- _____ I’m a good friend.
- _____ I’m a good student.
- _____ I’m musical.
- _____ I’m artistic.
- _____ I’m creative.
- _____ I’m good with words.
- _____ I can “get to the heart of things.”
- _____ I’m good with my hands.



Use this space to write down your other strengths:

Note. From *Speak Up for Yourself and Your Future*, by K. F. Furney, N. Carlson, D. Lisi, S. Yuan, and L. Cravedi-Cheng, 1993, Burlington: University of Vermont. Copyright 1993 by University of Vermont. Adapted with permission.

Goal 3: Counseling on Post-Secondary Education



Lesson 1

What Are Post-Secondary Education And Training Options?

Lesson 2

What Supports Do I Need To Be Successful In Post-Secondary Education To Reach My Career Goal?

Lesson 3

Let's Be Honest About My Academics... Where Do I Stand AND What Will It Take To Be Ready For The Post-Secondary Education I Need To Achieve My Career Goal?

Lesson 4

What Is The Process for Applying/Enrolling For The Post-Secondary Education Setting Needed For My Career Goal AND What Are Allowable Accommodations?

Lesson 5

Bridging the Gap From School To Adulthood

Goal 3: Counseling on Post-Secondary Education

Introduction

The lessons in this section target counseling on post-secondary education topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 3-What Exactly is Counseling on Post-Secondary Education as it relates to Pre-ETS?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs for Pre-ETS • Understand how assessments before, during and after counseling on post-secondary education contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services • Understand and develop a plan for counseling on post-secondary education programs activities to assist with decision making for post school settings of living, learning and work 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assessments are a process and occur before, during and after participation in counseling on post-secondary education experiences • Developing a plan for counseling on post-secondary education experiences is a process where career-related challenges are considered while exploring career options for adulthood • Counseling on post-secondary education and related activities support informed choice making for careers • Laws and regulations for adults with disabilities are designed to provide living, learning and work opportunities for maximum participation 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood for living, learning and work? • What information and experiences do I need to make informed choices now and for adulthood? • How does my disability potentially impact adult education and training programs?
<p>Students will know:</p> <ul style="list-style-type: none"> • How counseling on post-secondary education experiences assists in goal setting for adulthood • How counseling on post-secondary education experiences contributes to comprehensive decisions for living, learning and work • How skill development and knowledge in the present relates to future opportunities for postsecondary education and employment • Impact of laws and regulations on disability as individually applied 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals for participation in counseling on post-secondary education activities • Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves • Present information about counseling on post-secondary education experiences as part of the annual transition services plan

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 counseling on post-secondary education activities annually • Compile results of counseling on post-secondary education activities and personal reflections • Document experiences and goals for counseling on post-secondary education experiences section of the Transition Planning document 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP and all IPE documents bearing student signature • Assessment results bearing student signature indicating review of counseling on post-secondary education activities • Transition Planning document, counseling on post-secondary education section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities • 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) 	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Complete overview lesson for counseling on post-secondary education to survey the full array of options and opportunities, including community colleges, universities, workshops/training programs, technical schools, military and post-secondary programs at institutions for higher education for students with intellectual and developmental disabilities and my other learning needs • Explore opportunities/options for post-secondary education for my career(s) of choice and my potential match with current skills • Identify current academic accommodations and identify any needed accommodations and services for the present • Develop a current “snapshot” of current interests, abilities, talents, needs, learning style preferences and goals • Develop a plan for post-secondary education and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff, including high school program/plan of study to assist in preparation for postsecondary education • Review process for application/enrollment, financial aid options, education/vocational laws related to adulthood, admission tests accommodations and potential agency supports • Discuss results of counseling on post-secondary education activities with parents to obtain input • Discuss, reflect (journal) and record (transition planning document) pertinent information from work-based learning experiences activities and the impact on living, learning and work settings <p>Sample Lessons:</p> <ul style="list-style-type: none"> • Lesson 1 What Are Post-Secondary Education And Training Options? • Lesson 2 What Supports Do I Need To Be Successful In Post-Secondary Education To Reach My Career Goal? • Lesson 3 Let’s Be Honest About My Academics...Where Do I Stand AND What Will It Take To Be Ready For The Post-Secondary Education I Need To Achieve My Career Goal? • Lesson 4 What Is The Process for Applying/Enrolling For The Post-Secondary Education Setting Needed For My Career Goal AND What Are Allowable Accommodations? • Lesson 5 Bridging the Gap From School To Adulthood

Additional ideas that you may use to develop into lessons of your own:

- What Are Some Experiences I Can Have While In High School That Will Help Me Make Decisions About Post-Secondary Education Options?
- Considering My Career Goal(s), What Is The Range of Possible Occupations (From Entry to Professional)?
- How Can I Use Labor Market Information To Make Realistic Career Plans? (Getting Real, Part 1-p. 26)
- What Options for Post-Secondary Education Should I Consider for My Current Career Goal?
- What Kinds of Assessments Are Needed To Help Me Make Decisions About Post-Secondary Options for My Career Goal?
- How Do I Know If I Am On Track To Be Ready for Post-Secondary Education To Meet My Career Goal?
- What do I Need To Do Right Now To Be Ready for Post-Secondary Education Needed to Meet My Career Goal?
- Help Me Develop A Plan To Reach My Ultimate Career Goal Considering the Barriers I Face
- What Do I Need To Know About Financial Aid Options for My Selected Post-Secondary Education Setting?
- What Supports Do I Need to Achieve My Career Goal?
- Updating My "Portfolio in Development"
- Reflecting On My Counseling on Post-Secondary Education Experiences

Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education

Lesson # 1: What Are Post-Secondary Education and Training Options?

To be utilized with Goal 3 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Postsecondary Education and Training</u>, Thinking About Education and Training Options, p. 65 • Post-Secondary Options handout (attached) • PathwaysWV website at http://www.pathwayswv.org/career-planning.php • Making My Way Through College at http://www.ncwd-youth.info/publications/making-my-way-through-college/
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of handout
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional guidance about options and discussion of the meaning of some items may also be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.
Activating Prior Knowledge	(5 minutes) <ul style="list-style-type: none"> • Present the handout, Thinking About Education and Training Options • Ask students to consider their current ideas about their career and education goals by reflecting on each of the questions.

	<ul style="list-style-type: none"> • Guide them to write brief responses to the handout items on the handout. • Lead a short discussion to identify if any students are currently unsure about their career or education goals and help them process aloud about other factors they need to consider about pursuing their goals. This will assist in determining the detail the instructor needs to provide within the time limit.
<p>Vocabulary Development</p>	<p>(6 minutes)</p> <p>Terms: Labor market, Jobs projections, Short term training</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the key points of each term are included in their definitions. Labor market and Jobs projections may be new to the students. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(17 minutes)</p> <ul style="list-style-type: none"> • Present the handout with graphic, Post-Secondary Education and Training Options. • Ask students to consider their responses to the Thinking About Education and Training Options handout. • Ask students to place a checkmark beside the circle of the option they identified on the Thinking About Education and Training Options handout. • Have the students briefly present their reasons and thinking behind the post-secondary education and training option they have selected. • Explain to students that you will be talking about the Considerations items at the bottom of the page today and these may help the students to confirm or to think about modifying their current education and training goals. • Briefly show students the list of the 10 Fastest Growing Occupations in WV on the PathwaysWV site noted in the Resources section of this lesson. Ask students if they used any similar information in selecting their career goal. • Briefly show students the O*Net website link on this same webpage (of the PathwaysWV site) where they can search careers with key words and how to identify if the job they have selected is in demand either locally or elsewhere.

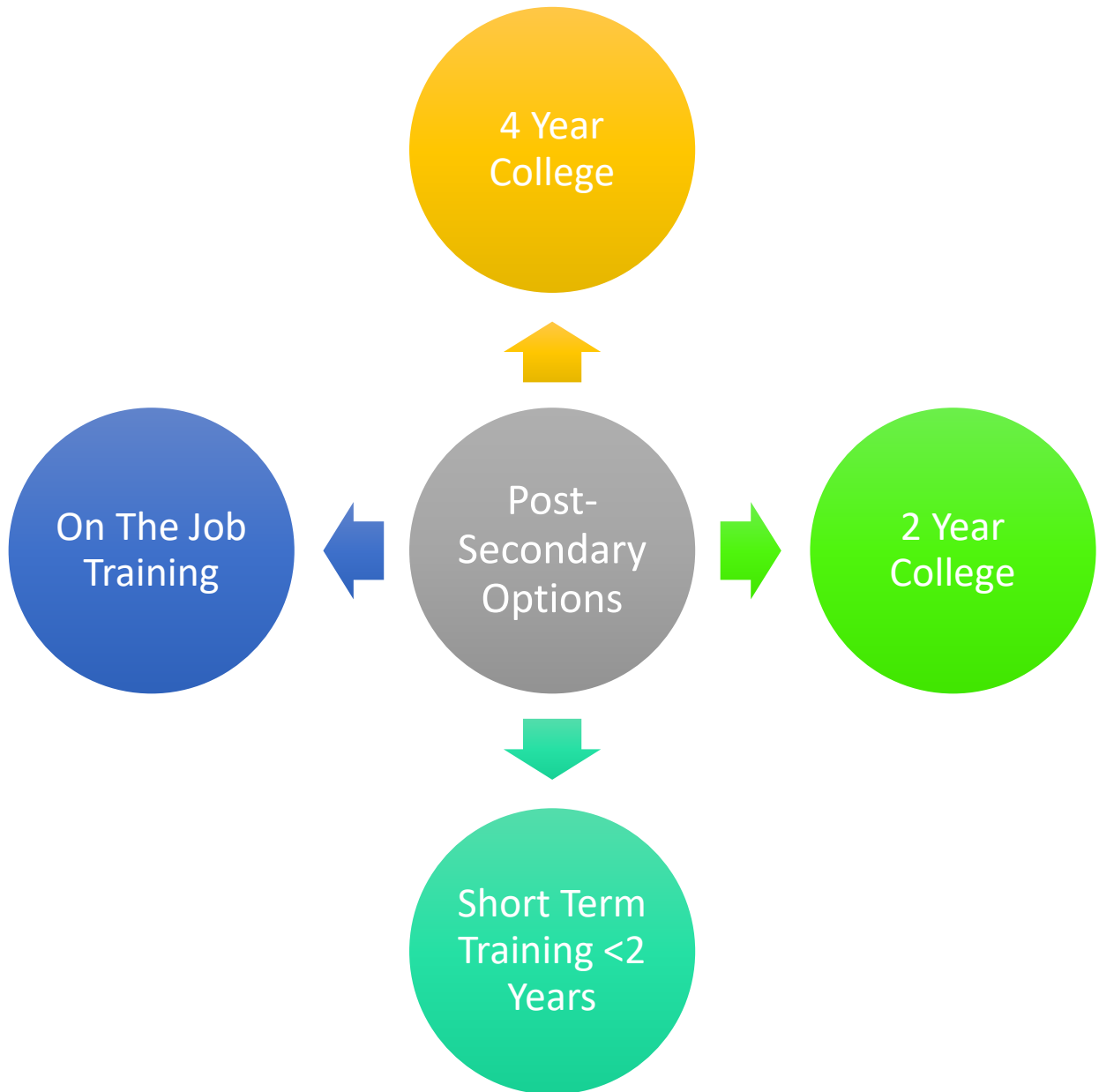
	<ul style="list-style-type: none"> • Guide a brief discussion about other factors to consider when selecting career and education/training options for after high school. Utilize the list at the bottom of the handout page. Especially, help students make the connection to their current academic status, the academic demands for the current career goal and the process for determining where to find a good match for education and training. Explain to students the need to consider their current classroom performance and the kind of education and training needed for the career goal. This readiness for adult academic responsibilities and self-advocating is critical to follow through for reaching the career goal. <i>Note: If the instructor has access to scores that match up with college entry requirements, it is advisable to discuss the gap if it exists and how to set goals to close the gap.</i> • Discussion of military careers is appropriate for some students who express an interest, as well as adult day services. It is important to help students understand how adult day services are different from education and training options after high school, especially the fact that independent living will be significantly impacted. • Finally, tell students that in a future lesson they will need to consider and plan for the cost (financial support for education and training) for education and training. Make the point that financial supports typically include loans, grants, scholarships and work-study programs. This will be very important for refining the career goal in future meetings. • If students have any additional comments, record them on the sheet where there is space.
<p>Reflection</p>	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Reflect on your responses on both handouts. • Ask students to consider if they would be willing to explore a range of options for occupations within their selected career goal based on the education and training requirements for various occupations related to the career goal. Briefly explain that many individuals have related jobs on the path to their ultimate career goal and that sometimes individuals decide they will pause for a period of time at a certain level to make adjustments. • Have students make a notation beside the career goal on the handout whether or not the career goal stated is or is not flexible at this time. Save this for future reference and to assist students in more clearly defining their pathway.

Lesson 1

	<ul style="list-style-type: none">• For students that have a definite college goal, provide them with a copy (printed or electronic) of Making My Way Through College for them to begin reading a sharing with their parents.
Post Instruction Notes/Reflections from Staff:	


Note: Shaded/Bold sections in column 1 require student action.

Post-Secondary Education and Training Options



Considerations and Discussion Topics:	
Labor market information (local and other)	Financial needs for post-secondary training
Academic and other skills	Military careers
Job projections and in-demand jobs	Adult day services
Education and training goals	Independent living skills

Thinking About Education and Training Options

 Use this activity to help you link your career goals with the program of study that will prepare you for this career.

Career Goals

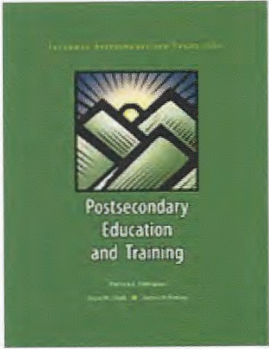
- 1 What career do you currently plan to pursue?

- 2 What type of education does this career require?

- 3 For what type of employer do you see yourself working when you graduate?

- 4 Where do you see yourself working when you complete your program?

SAMPLE
Please refer to: *Informal Assessments for Transition: Postsecondary Education and Training (12479)*
ISBN: 9781416403371



Education Goals

- 1 What types of schools offer programs in this area?

- 2 List three schools that offer programs of study in this area of interest.

_____ (dream school—possibly difficult to be admitted)
 _____ (school into which you should be accepted)
 _____ (school into which you should have no problem being admitted)



Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education

Lesson # 2: What Supports Do I Need To Be Successful in Post-Secondary Education to Reach My Career Goal?

To be utilized with Goal 3 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Postsecondary Education and Training</u>, Study Skills Questionnaire checklist, p. 72-74 • Making My Way Through College at http://www.ncwd-youth.info/publications/making-my-way-through-college/ • Student copy of the IEP and IPE
Work to be completed outside class (before or after)	<p>After (10 minutes)</p> <ul style="list-style-type: none"> • Direct students to examine their current IEP and IPE to identify statements in Present Levels, Goals and Services components that are considered work habits and study skills, assisting them as needed. • Ask them to compare the needs identified in the Study Skills Questionnaire and those identified in the IEP and IPE documents. • Have students reflect in the student transition journal or at the next meeting to discuss the items that were not matches, also identifying those supports that may no longer be needed.
Method of assessment/Rubric(s)	<p>Completion of checklist</p> <p>Reflection in student transition journal regarding their own perception of work habits and study skills needs.</p>
Accommodations and Modifications- Universal Design for Learning (UDL) and	<ul style="list-style-type: none"> • Items and/or responses may be read aloud for students who have reading challenges. • Additional discussion of the meaning of some items may also be necessary.

<p>Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. • Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges. • Ask a teacher who is knowledgeable about the student’s study skills and work habits for accuracy of responses and prompting.
<p>Activating Prior Knowledge</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Ask students to present their current career goal and the education and training required to achieve the goal. • Have students reflect on their current work habits and study skills in all their classes at school regarding their strengths and greatest challenges. • Ask to students to reflect aloud regarding their thoughts about each item and to identify if there is/is not a match at the present time. If not, what are they considering that might help them be successful. <i>Note: This may be an opportunity to help the student identify desired work habits and study skills necessary for success in the education and work setting.</i>
<p>Vocabulary Development</p>	<p>(5 minutes)</p> <p>Terms: Study skills, Work habits</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure students understand the terms. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).

Skill Lesson/Active Learning	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Note to instructor: <i>This activity is appropriate for all students for any post school education or training option. Students that are able to identify those supports that are essential to success in school can often identify supports essential to continuing education, training and work settings.</i> • Discuss the headings on the Study Skills Questionnaire. • Ask students to identify the primary supports for study skills that are provided in high school for them at the present, specifically. • Explain that they will be reviewing a variety of questions about study skills that may assist them in determining additional supports they might consider for any education and training to reach their career goal. • Read each question in the study skills topic areas and ask students to indicate a yes/no response. • Allow students time to reflect on the yes response items. Ask students to identify areas of strength based on the yes items and to mark those items that might be able to be added to the resume section or cover letter for “soft skills I demonstrate” that are related to my interests.
Reflection	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Reflect on your responses. Put a check beside 2 to 3 of the items from the No column that you would like to focus on for improvement. • Have students reflect in their portfolio/journal regarding their identified 2-3 challenges and how that might impact their post school plan for education, training and work settings. • Remind students to continue reading Making My Way Through College if the career goal requires college education.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Study-Skills Questionnaire

Answer each question by placing a ✓ in the Yes or No column.

Time Management

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Do you usually have a well-organized study schedule? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you see yourself as someone who uses his or her time effectively? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you study for 1 or 2 hours per day with full concentration? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you usually allow enough time for long-term assignments (e.g., term papers, lengthy reading assignments)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you finish your work far enough ahead of time to be able to proofread and make corrections? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you accurately estimate how long it will take to complete assignments? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you hand in assignments late or ask for extensions? | <input type="checkbox"/> | <input type="checkbox"/> |

Note Taking

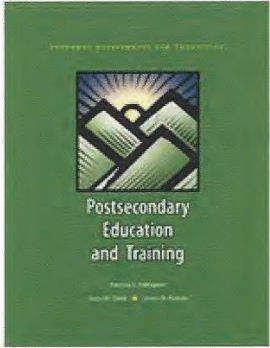
1. Do you understand the notes you have taken?
2. Do you feel that you can study from your notes?
3. Do you share or compare notes with other students?
4. Are your notes legible?
5. Have you ever used a tape recorder to supplement your notes?
6. Do you date all your notes and class handouts?
7. Are you able to keep up with all important information?
8. Is it easy for you to select what information is important?

Reading Assignments

- | | | |
|--|--------------------------|--------------------------|
| 1. Do you preview or survey your reading material (do you establish a purpose for your reading)? | | |
| 2. Do you usually know the main ideas expressed in your reading? | | |
| 3. Do you make a plan to divide a lengthy reading assignment? | | |
| 4. After completing a reading assignment, do you know what you have learned? | | |
| 5. Do you highlight or take notes when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you use the dictionary when you come across unfamiliar words? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you use charts and graphs to aid your understanding when you read? | <input type="checkbox"/> | <input type="checkbox"/> |

SAMPLE

Please refer to: Informal Assessments for Transition: Postsecondary Education and Training (12479)
ISBN: 9781416403371



Source: "Postsecondary Education," by G. DuChossois and C. A. Michaels, 1994, in *Transition Strategies for Persons with Learning Disabilities* (pp. 98–100), by C. A. Michaels (Ed.), Pacific Grove, CA: Delmar. Adapted with permission.

- | | YES | NO |
|---|--------------------------|--------------------------|
| 8. Do you use the overall structure of the textbook to help you approach reading assignments (e.g., table of contents, glossary, headings and subheadings)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Can you concentrate on and comprehend material on topics that you do not find interesting? | <input type="checkbox"/> | <input type="checkbox"/> |

Writing Assignments/Essays/Research Papers

- | | | |
|---|--------------------------|--------------------------|
| 1. Do you tend to have trouble thinking of words to express your ideas? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is it harder for you to write as much as other students in your classes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does it take you a lot longer to write than you think it should? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you develop an outline for lengthier writing assignments before you start to write? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can you write in clear sentences? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do readers find your writing well-organized and logical? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you have trouble with spelling? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you approach writing in stages, first completing a rough draft and then refining your work? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Can you proofread your own work and find your errors? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you use a word processor or computer with a spell checker? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you ask others to read your reports and make suggestions? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can you use the library effectively to do research and find articles? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Can you write a paper of a particular length? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Are the topics you choose appropriate to the assignment (not too narrow)? | <input type="checkbox"/> | <input type="checkbox"/> |

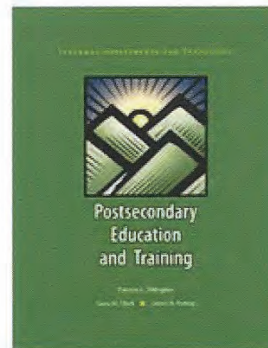
Examination Preparation

1. Do you find that you have studied the right information?
2. Do you have strategies for memorizing material for tests?
3. Do you feel prepared for most tests?
4. Can you anticipate what questions might be on an exam?
5. Do you prepare answers to possible essay questions?
6. Do you study with other students in your class?
7. Do you retain what you have studied when you get to the exam?
8. Do you usually begin studying well in advance, or do you wait until the last minute?

Test-Taking Behavior

- | | | |
|--|--------------------------|--------------------------|
| 1. Are you ready for exams (e.g., get there early, know the right time and date, have pens or pencils, have calculators)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you plan your exam time well (e.g., allow enough time for each section, know the point value of various questions, spend as much time on the end of a test as on the beginning)? | <input type="checkbox"/> | <input type="checkbox"/> |

SAMPLE
 Please refer to: **Informal Assessments for Transition: Postsecondary Education and Training (12479)**
 ISBN: 9781416403371



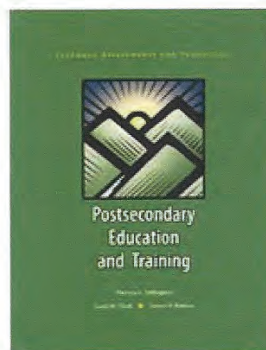
Source: "Postsecondary Education," by G. DuChossois and C. A. Michaels, 1994, in *Transition Strategies for Persons with Learning Disabilities* (pp. 98–100), by C. A. Michaels (Ed.), Pacific Grove, CA: Delmar. Adapted with permission.

- | | YES | NO |
|---|--------------------------|--------------------------|
| 3. Do you usually have enough time to check your work (e.g., content, grammar, punctuation, calculations)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you have strategies for dealing with complex questions (e.g., underlining key words, narrowing down multiple-choice options)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you accurately read test questions and directions? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does test anxiety interfere with your performance on exams? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is your sense of how well you performed on an exam usually accurate? | <input type="checkbox"/> | <input type="checkbox"/> |

General Questions About You

1. Do you usually recognize when you need help, and
2. Do you study in a place where you can concentrate
3. Do you have a routine time to study and do work (e.g., most productive)?
4. Do you pace yourself well when studying (e.g., take after breaks)?
5. Are you able to make decisions about what you have
6. *Can you set priorities?*
7. Would your study habits enable you to be ready for
8. Do you monitor your own comprehension (i.e., do you understand material)?
9. Can you comfortably describe your learning style or
10. Can you identify strategies that help you learn (e.g., study groups, rereading material, using a study guide)
11. Do you get extra help each week?
12. Do you prefer small discussion classes to large lectures
13. Do you feel that you are aware of what extra help you
14. Are you easily distracted?

SAMPLE
 Please refer to: **Informal Assessments for Transition: Postsecondary Education and Training (12479)**
ISBN: 9781416403371



Source: "Postsecondary Education," by G. DuChossois and C. A. Michaels, 1994, in *Transition Strategies for Persons with Learning Disabilities* (pp. 98–100), by C. A. Michaels (Ed.), Pacific Grove, CA: Delmar. Adapted with permission.

Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education

Lesson # 3: Let's Be Honest About My Academics...Where Do I Stand AND What Will It Take To Be Ready for the Post-Secondary Education I Need To Achieve My Career Goal?

To be utilized with Goal 3 UbD Unit Design 2016-October

Creator: Karen Ruddle (2017January)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Postsecondary Education and Training</u>, Before Going to College Checklist, p. 51 • Notes Page-Before Going to College Checklist (attached) • Copies of assessments including, individual academic assessments, cognitive assessments, various ACT or SAT results
Work to be completed outside class (before or after)	<p>Before (30 minutes)</p> <ul style="list-style-type: none"> • Gather or obtain assistance to get copies of your most recent assessment results from the above list. Individuals that can help include the school counselor, special education case manager, Rehabilitation services counselor, school psychologist and parent.
Method of assessment/Rubric(s)	Completion of Before Going to College Checklist Reflection of Student Perspective section of Summary of Performance (Segment of form attached)
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may also be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. • Assist student in obtaining copies of necessary assessments to complete this activity. Assure that students understand the confidential nature of any assessments. A Request for Records may be necessary to obtain assessment copies.

<p>Activating Prior Knowledge</p>	<p>(5 minutes)</p> <p>Instructions to the student:</p> <ul style="list-style-type: none"> • Reflect on your current plans for education and training immediately after high school and information you know that is required for entrance into the education and training program of your choice. This includes any certifications required for the work. • If you are not aware of entrance requirements or requirements for employment for your goal, look up the requirements on the internet with the assistance of an adult or your instructor. <i>Note: The instructor should make note if the student requires a future activity to obtain this information.</i>
<p>Vocabulary Development</p>	<p>(5 minutes)</p> <p>Terms: Entrance requirements or requirements for employment</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(18 minutes)</p> <ul style="list-style-type: none"> • Note to staff: <i>This activity is appropriate for all students, particularly those interested in a formal education and/or training program. Some students indicate they are interested in college, apprenticeship or other education and training after high school, but in grades 9 and 10 few are aware of the requirements for acceptance into a particular program or the effort it will take to improve significantly to close academic gaps. The goal here is to identify, first, if the student possesses the skills and is on track to be ready for their next step and, secondly, to identify the gaps so a plan can be developed to improve skills to the level required for entry into the desired program. The plan should be periodically reviewed to determine if skills are being developed at an adequate rate. If not, an alternate plan that will move the student closer to achieving the long term career goal may be necessary, perhaps some time working in the field to develop practical skills in the real world setting. The student must understand the commitment to improving the necessary skills and work diligently in a forward direction. Periodic checks on progress are essential to gaining ground in the areas of weakness and challenge.</i> • Review each item on the checklist to determine what is already known, as well as verification of your response.

Lesson 3

	<ul style="list-style-type: none"> • For each item that you are not able to check, review the assessments you (or your instructor) have gathered. Determine if you have sufficient information to check the box and to verify that response. • All items that cannot be verified during the lesson need follow up to determine, especially for college goals, where you are presently and where you need to be by the end of the school year. • Using the Notes page, document steps to be taken to gather the information or to complete in order to make decisions about your goals. Identify individuals to contact to discuss issues. • Write name/date at the top of the page. • If students have any additional comments, record them on the back of the sheet where there is space. • Any items not able to be checked require a note on the Notes page so nothing is left out.
Reflection	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Reflect on your responses and areas where a need exists. Develop a timeline to address each need area. • Instructor: Have students record the timeline in the student transition journal regarding actions for follow through. Emphasize the significance of this activity to achieving the career goal, or assist students to adjust accordingly without just settling for something less. What they do now will most certainly impact their post school plan for education, training and work settings. Follow up at regular intervals or make sure school and Rehabilitation staff are aware of the needs.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.


Notes Page Before Going to College or Training (supplement)

High school courses
IEP and IPE meeting participation
Assessment information
Academic and personal strengths and challenges
Describing my disability and essential accommodations, modifications and assistive technology
Summary of Performance
ACT, SAT or other assessment requirements
Reading, writing and math skills sufficient for college-level work and independent work completion
Identified possible locations that have disability resource center and programs for students with disabilities
Reviewed course catalogs for target schools, visited the college and met with disability resource center staff

Name _____

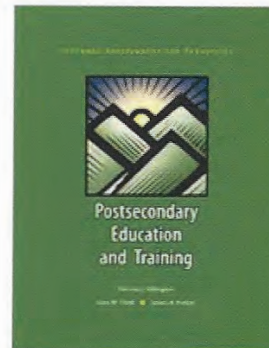
Date _____

Before-Going-to-College Checklist

 Put a check mark in the box beside each step you have completed.

- I am taking high school courses that will get me into college.
- I am attending my Individualized Education Program (IEP) meetings.
- I have discussed all assessment information with my school psychologist, counselor, special education teacher, and parents.
- I know my academic and personal strengths and weaknesses.
- I can describe my disability in detail.
- I know the kinds of accommodations that will provide me with success in college.
- I have had meetings with a high school special education teacher to discuss my needs and the need to do to prepare for college.
- I have participated in the development of my Summary of Performance (SOP).
- I have taken the *Scholastic Aptitude Test* (SAT) or the *American College Test* (ACT).
- I have sufficient reading and writing skills to handle the demands of college-level work.
- I have sufficient study skills for college-level work.
- I am taking on more difficult tasks without the help of my teachers.
- I have located colleges that have disability resource centers.
- I have reviewed their course catalogs.
- I have visited the colleges I would like to attend, seen the campus, and talked to students.

SAMPLE
Please refer to: **Informal
Assessments for Transition:
Postsecondary Education
and Training (12479)**
ISBN: 9781416403371



Source: *Transitions To Postsecondary Learning: Self-Advocacy Handbook for Students with Learning Disabilities and/or Attention Deficit Disorder* (p. 64), by H. Eaton and L. Coull, 1998, Vancouver, BC, Canada: Eaton Coull Learning Group. Copyright 1998 by Eaton Coull Learning Group. Adapted with permission.

Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education

Lesson # 4: What is the Process for Applying/Enrolling for the Post-Secondary Education Setting Needed for My Career Goal AND What Are Allowable Accommodations?

To be utilized with Goal 3 UbD Unit Design 2016-October

Creator: Karen Ruddle (2017January)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Postsecondary Education and Training</u>, College Information, p. 60 • Internet access and use of PathwaysWV website, Student tab, Career Planning, Jobs Sorted by Career Preparation, Job Zone 1-Little or No Preparation Needed-Link: http://www.pathwayswv.org/job-preparation.php • Occupations by Range handout, attached
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of College Information handout and Occupations by Range activity sheet
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may also be necessary. • Teacher may need to facilitate the entire discussion and internet search varying word choices to understanding level of specific students to clarify specific items.
Activating Prior Knowledge	<p>(3 minutes)</p> <ul style="list-style-type: none"> • Identify one college in West Virginia you might be interested in attending and the career major or degree of interest. <i>Note: Students not currently considering college should also complete this activity. Ideas and goals may change as a result of Pre-ETS and Secondary Transition activities.</i>

Lesson 4

	<ul style="list-style-type: none"> Record the name of the college on the handout, Occupations by Range
Vocabulary Development	<p>(0 minutes)</p> <p>Terms: No new terms introduced in this lesson</p>
Skill Lesson/Active Learning	<p>(22 minutes)</p> <ul style="list-style-type: none"> Instructor: This two-part activity is intended to help students consider a range of occupations from those that require a 2-4 year college degree to those that require little or no preparation. The focus will be on jobs sorted by Job Preparation, Zone 1-Little or No Preparation Needed. Part 1: Using the PathwaysWV site, Select the Students tab and Education Planning, Link- http://www.pathwayswv.org/education-planning.php At this link select either WV Education Options After High School or the College Foundation of WV link. Find and/or explore the 2 and 4 year colleges in WV and the Degree/Major you are interested in learning about. Access the website for the identified college and find as much information as possible to complete the College Information handout. You may need to return to the PathwaysWV site and access the disability services information tab found there. If you cannot find information, the instructor may be able to guide you to the correct information. Return to the PathwaysWV site at the Students tab. Select the link for Career Planning. In that tab find Search Careers with Key Words. Type in the name of a job that you might get if you have this college degree and click the Search button. Find the salary this person might expect to earn and record it on the Occupations by Range handout. Part 2: Using the same link on the PathwaysWV site to select the Students tab, select the link for Career Planning, Link- http://www.pathwayswv.org/career-planning.php At this link select the Browse button under Careers Sorted by Job Preparation. At this link select Little or No Preparation Needed to access jobs. Look for the Bright Outlook symbol to browse several pages of jobs that require little or no preparation. Identify up to 3 jobs of interest to you and record those on the Occupations by Range handout. Access the links for the jobs you chose and find the salary one might expect to earn in this job.
Reflection	<p>(5 minutes)</p>

	<ul style="list-style-type: none"> • <i>Note: It is important that students have experience exploring a wide variety of jobs so they expand their options for post school settings instead of just settling for a job close to home that they have no particular interest to continue that puts food on the table. This may open doors for students to really consider jobs requiring less than a 2 year commitment to education that are not merely entry level jobs with little opportunity for advancement. There are a multitude of jobs with a bright outlook that may be more desirable than a local job with minimal room for growth.</i> • Reflect on your responses on the handouts. Consider the time to earn a college degree and the jobs with little or no preparation. Make a mental note regarding the salaries of each. • Take a few minutes and explore jobs in Zone 2 and Zone 3. Identify a few you would like to explore in your spare time. • Write any jobs in your student transition journal that you will explore further. This will assist you in considering the full range of training requirements for various jobs.
<p>Post Instruction Notes/Reflections from Staff:</p>	

Note: Shaded/Bold sections in column 1 require student action.

Occupations by Range



College Information

- Name:
- Degree or Major:
- Location:
- Website:
- Job and Salary:
- Complete the handout by searching the internet



Jobs with Little or No Preparation with Bright Outlook

- Job 1 and Salary:
- Job 2 and Salary:
- Job 3 and Salary:
- <http://www.pathwayswv.org/job-preparation.php>

Name _____

Date _____

College Information

 Find out the information for each of the following areas.

Name of College _____

1. What are admission requirements?

2. What is the required grade point average, ACT, or SAT score?

3. Are there special accommodations for individuals with disabilities to take entrance exams?

4. Are there special incentive programs?

5. Is there a disabled student service office on campus? How does one contact the office? Is there a Web site? Does it have a full-time person, or part time?

6. What kind of documentation is required to verify disabilities?

7. Is there an organization for students with disabilities on campus?

8. How are the course instructors informed of the necessary accommodations?

9. Is tutoring available? Is it individualized, or group? Is there a cost involved?

10. Are note takers and readers available? Is there a cost involved?

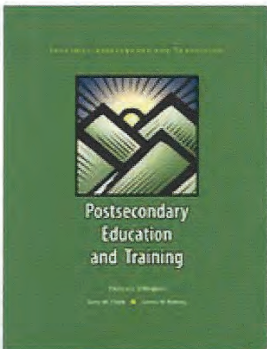
11. Is it possible to arrange for tape-recorded classes, computer-aided instruction, or other assistive technology?

12. Is it possible to relocate classes to more accessible sites?

13. What is the college's policy regarding course substitutes or substitutions?

14. Are there developmental courses available? In what areas?

SAMPLE
Please refer to: **Informal Assessments for Transition: Postsecondary Education and Training (12479)**
ISBN: 9781416403371



Source: *Complete Guide to Special Education Transition Services* (p. 159), by R. Pierangelo, 1997, Hoboken, NJ: Wiley. Copyright 1997 by John Wiley & Sons. Adapted with Permission.

Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education

Lesson # 5: Bridging the gap From School to Adulthood

To be utilized with Goal 3 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016October)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, Self-Control
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • WV Guidelines to Assist in Development of the Summary of Performance • <u>Informal Assessments for Transition Planning</u> 2nd Edition, Challenges in the Classroom, pp. 85-86 • Summary of Performance: Student Perspective handout (attached)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of the Summary of Performance: Student Perspective handout and Challenges in the Classroom checklist.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Responses may be written or verbal. • Additional discussion of the meaning of some items may also be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. • Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges. • Ask another adult to reflect and respond to checklist items for further discussion
Activating Prior Knowledge	<p>(7 minutes)</p> <ul style="list-style-type: none"> • Read the beginning section of the Summary of Performance: Student Perspective handout aloud.

	<ul style="list-style-type: none"> • Ask students to respond to each of the 5 questions by writing or recording brief responses.
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Summary of Performance, Accommodation, Modification, Assistive Technology</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Discuss what students know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the key points of each from the description section (column 1) from the Summary of Performance are included in their definitions. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(17 minutes)</p> <ul style="list-style-type: none"> • Discuss the entire WV Guidelines to Assist in Development of the Summary of Performance to allow students the opportunity to understand the information that will be contained in the finished document. Tell students this report will be developed during their exit year from high school and that input from the student is important. This input will be valuable and should not be taken lightly; therefore, beginning to understand the questions earlier will allow them to take time to develop their responses. • Review each section briefly but in full so an understanding exists as to the reason for additional informal assessments such as the one being completed during this session. • Tell students that they will also be reflecting about themselves regarding learning characteristics they display in the classroom setting. These responses will contribute to becoming self-determined. • Using the Challenges in the Classroom checklist, students will respond individually to each of the items (Yes, No, Sometimes) by marking an X in the box as each is read aloud. Encourage Yes/No responses. • If students have any additional comments, record them on the back of the sheet where there is space. • Any items marked as Sometimes, should be reevaluated and a Yes/No response determined (after discussion if needed) if at all possible.
Reflection	<p>(2 minutes)</p> <p>Instructions to students:</p>

Lesson 5

	<ul style="list-style-type: none">• Reflect on your responses. Put a check beside 3 of the items from the Yes (or Sometimes) column you would like to focus on for improvement.• Record the 3 identified characteristics in the student transition journal and how significant improvement in these areas might impact post school plans for education, training and work settings.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Summary of Performance: Student Perspective

The Summary of Performance is a document prepared by education for the student as part of the exit from high school that can be used as a tool to bridge the gap from school to post school living, learning and work. Student voice is one significant part of this document. A student’s perspective about his or her learning allows both reflection on the part of the student and the opportunity for postsecondary providers to more clearly understand both the strengths and the impact of the disability for the student. Considering how to respond to these questions early in high school is part of becoming self-determined and helps build skills to talk about personal learning challenges and strengths for school and post school settings.

Please read each question and respond with detail. Ask for assistance when needed.

<p>1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?</p>	
<p>2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes or supports, other services)?</p>	
<p>3. Which of these accommodations have worked best for you?</p>	

Lesson 5

4. Which of these accommodations and supports have not worked?	
5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?	
Additional Comments (continue on the back of page if needed):	

WV GUIDELINES TO ASSIST IN DEVELOPMENT OF THE SUMMARY OF PERFORMANCE

Purpose: For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for Free Appropriate Public Education (FAPE) under State law, the local education agency “must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec.300.305 (e) (3). – IDEA 2004 **WV Guidelines**

The Summary of Performance (SOP):

- Is designed to assist the student in transition from high school to post school activities, including postsecondary education, training and/or employment, along with additional documentation, for the purpose of establishing a student’s eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and identification of reasonable accommodations and supports in postsecondary settings
- Is helpful for the Rehabilitation Services Comprehensive Assessment process
- Is intended to help postsecondary institutions consider accommodations for access
- Is useful when linked with the IEP process and the student has the opportunity to actively participate in the development of the document
- Must be completed during the final year of a student’s high school education with timing of completion depending on student’s postsecondary goals (Example: transition to higher education may require submission along with application *OR* application for employment/agency may be needed near the end of the school year to provide the most updated information on student performance)
- Recommendations should not imply that any individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. Those settings will continue to make decisions on a case-by-case basis.

Basic background information: (Provide identifying information.)	<ul style="list-style-type: none"> • Complete, legal name • School last attended • Parent or guardian name(s) • Complete mailing address • Date of SOP report (Year of exit) • Date of birth / Age • WVEIS # / Grade • Telephone number (s)
Additional background information: (Optional)	<ul style="list-style-type: none"> • Name/title/contact information of staff completing SOP • Date of most recent IEP • Primary Language/Services for ELL • Primary disability and initial date of eligibility • Secondary disability, if applicable, and initial date of eligibility
I. Postsecondary goals: (Indicate the post-school environments the student intends to transition to upon exit from high school.)	<p>List the goals for environments of</p> <ul style="list-style-type: none"> • Work • Education • Living <p>If employment is the primary goal, list the top three job interests.</p>

<p>II. Summary of Performance: (Completion of this section may require input from a variety of staff, but one person should have the responsibility of gathering and organizing the information. Describe both present levels of performance that apply to the student and the <i>essential</i> accommodations, modifications and assistive technology utilized to assist the student in achieving progress. Address <i>only</i> those areas that apply.)</p> <p>Terms: <u>Accommodation</u>-a support or service that is provided to help a student fully access the general education curriculum or subject matter and <i>does not</i> change the content of what is being taught or the expectation that the student meet a performance standard applied for all students. (Example: Deficit spelling/handwriting skills may require a note-taker, permission to word process notes, provision of extra notes) <u>Adaptation</u> (also known as <u>modification</u>)-changes to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be adapted so that the material is presented differently and/or the expectations of what the student will master are changed. Adaptations are not allowed in most postsecondary education environments. <u>Assistive technology</u>-any device that helps a student with a disability function in a given environment, but does not limit the device to expensive “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tape, Velcro and other “low-tech” devices.</p>	<p>Identify <i>essential</i> accommodations, modifications and/or assistive technology utilized in high school and why they were needed for academics described in the current level of performance.</p> <p>Identify <i>essential</i> accommodations, adaptations and/or assistive technology utilized in high school and why they were needed for functional performance described in the current level of performance.</p> <p>A. Academic Achievement: Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> • Reading (decoding, comprehension, fluency) • Math (calculation, algebraic problem solving, quantitative reasoning) • Language (written, speaking, listening, spelling) • Learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills) in detail using both narrative information for strengths and needs as well as scores and grade level functioning <p>B. Functional Performance: Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> • General ability and problem solving (reasoning, processing) • Attention and executive functioning (stamina, sustained attention, memory, processing speed, impulse control, activity level) • Communication (speech, language, assisted communication) • Social skills and behavior (interactions with others, responsiveness to services and accommodations, ability to request assistance, extra-curricular activities, confidence, persistence in the learning environment), • Independent living skills (self-care, leisure skills, personal safety, transportation, money skills) • Environmental access/mobility (assistive technology, mobility, transportation) • Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals) • Career/employment (interests, experiences, exploration, aptitudes) • Medical or family issues/concerns
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<p>NOTE: It is highly recommended that student perspective and voice are incorporated as part the SOP. This section may be completed independently by the student or completed with the student through an interview. The student’s contribution can help:</p> <ul style="list-style-type: none"> • Professionals complete the summary, • The student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, Postsecondary personnel to more clearly understand the student’s strengths and impact of the disability on this student. 	<p>C. <u>Pre-employment Transition Services (Pre-ETS)</u> may include services provided by schools and by the Division of Rehabilitation Services that include:</p> <ul style="list-style-type: none"> • Job exploration • Work-based learning • Counseling for transition & post-secondary programs • Workplace readiness training • Self-determination training <p>D. <u>Student Perspective/Input (Optional/Highly recommended):</u> Responses to the following questions should be included as part of the SOP:</p> <ol style="list-style-type: none"> 1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extracurricular activities)? 2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes, other services)? 3. Which of these accommodations and supports have worked best for you? 4. Which of these accommodations and supports have not worked? 5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?
<p>III. Recommendations for meeting postsecondary goals: (Indicate suggestions for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services to enhance access in the applicable post-high school environments listed.)</p> <p>Attachments: (Attach academic transcript, awards, certificates, credentials, relevant and most recent assessment data that clearly identify the student’s disability or functional limitations and will assist in postsecondary planning.)</p>	<ul style="list-style-type: none"> • Education: College, Community and Technical College, Career and Technical Education/Vocational, Adult Education, Apprenticeship Programs • Employment (be specific to the focused area of interest for employment) • Independent Living • Community Participation • Transcripts, awards, certificates, credentials • Psychological/cognitive/adaptive behavior • Medical/physical/social skills/behavior analysis • Achievement/academics • Situational/simulated work experiences • Career interest/apptitude • Self determination • Communication • Observations • Assistive technology • Informal assessment • Other

Adapted from the Nationally Ratified
Summary of Performance Model Template
9/06 – Karen Ruddle, WVDE OSE
Revised 10/16

West Virginia Department of Education
September 2017

18. CHALLENGES IN THE CLASSROOM

Transition Domains: Learning: Functional Communication
Learning: Self-Determination

Completed By: Student

Purpose: This assessment permits students to identify for themselves, their parents, and their teachers the specific challenges they experience in learning activities involving speaking, listening, reading, and writing at school or in other settings.

Aligned With TPI-2: TPI-2.1

Estimated Reading Level: 4.0-5.0

Instructions:

1. Show the assessment to the student and discuss how the information will be used.
2. If any student has a disability that might be a barrier to completing the assessment, discuss with the student and describe the accommodations that will be provided.
3. Instruct students to complete the assessment and describe their challenges.

Variations:

If a teacher (at school or in the community) is interested in the characteristics and what possible accommodations a student, discuss and complete the assessment.

Related Content:

Matching a student's learning style to the demands of specific middle or high school demands and expectations. This instrument is related to the Learning Styles Inventory and using such an inventory to plan necessary educational placements.

SAMPLE
Please refer to:
Informal Assessments for
Transition Planning—
Second Edition (14722)
ISBN: 9781416405436



85

It is for and

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tyles inventory,
planning neces-

Name: _____ Date: _____

18. Challenges in the Classroom

For each of the characteristic statements, put a mark (✓ or X) in the column that best describes you.

CHARACTERISTIC	YES	NO	SOMETIMES
I have a hard time paying attention in class.			
I'm easily distracted by noises and movements.			
It's difficult for me to memorize information.			
It's difficult for me to			
I forget what I'm sup			
I have trouble figur			
I have difficulty und			
Reading out loud is			
I can learn to spell w			
Taking notes is hard			
My handwriting is h			
I have trouble writin			
I have difficulty orga			
I forget how to do m			
Math word problems			
My memory for math			
I forget materials I n			
I lose track of time a			
I misunderstand wha			
I miss important information when I listen.			
I have trouble writing notes and listening to the teacher at the same time.			
I have a hard time saying what I mean.			
I am easily frustrated with schoolwork.			
Working in groups is hard for me.			

SAMPLE
 Please refer to:
**Informal Assessments for
 Transition Planning—
 Second Edition (14722)**
ISBN: 9781416405436



Note. From *Holding the Road: Student Self-Advocacy* (p. 70), by T. Long, B. Austin, and J. Bowen, 1998, Atlanta, GA: L.A.B. Educational Press. Copyright 1998 by L.A.B. Educational Press. Adapted with permission.

Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills



Lesson 1

What Is Workplace Readiness And How Does It Apply To Me?

Lesson 2

Summary Of Performance-Which Sections Address My Social Skills And Independent Living Skills?

Lesson 3

A Clear Picture Of My Current Social Skills And Independent Living Skills

Lesson 4

How Do I Stack Up – Enthusiasm And Attitude?

Lesson 5

What Are My Greatest Workplace Challenges To Employment?

Lesson 6

Sorting It Out – My Everyday VS Today's Business

Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Introduction

The lessons in this section target workplace readiness training to develop social skills and independent living skills topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 4-What Exactly is Workplace Readiness Training to Develop Social Skills and Independent Living as it relates to Pre-ETS?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of workplace readiness training to develop social skills and independent living for Pre-ETS • Understand how assessments before, during and after workplace readiness training contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services • Understand and develop a plan for workplace readiness training activities to assist with decision making for post school settings of living, learning and work 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assessments are a process and occur before, during and after participation in workplace readiness training to develop social skills and independent living experiences • Developing a plan for workplace readiness training is a process where career-related challenges are considered while exploring career options for adulthood • Workplace readiness training supports informed choice making for adult settings • Workplace readiness skills contribute substantially to success in the workplace, as well as training/education settings and adult living 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood for living, learning and work? • What information and experiences do I need to make informed choices now and for adulthood? • How does my disability potentially impact adult education and training programs?
<p>Students will know:</p> <ul style="list-style-type: none"> • How workplace readiness training experiences assist in goal setting for adulthood • How workplace readiness training experiences contribute to comprehensive decisions for living, learning and work • How workplace readiness skills training relates to opportunities for postsecondary education and employment 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals for participation in workplace readiness training activities • Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves • Present information about workplace readiness training experiences as part of the annual transition services plan

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 workplace readiness training activities annually • Compile results of workplace readiness training activities and personal reflections • Document experiences and goals for workplace readiness training experiences section of the Transition Planning document 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP and all IPE documents bearing student signature • Assessment results bearing student signature indicating review of workplace readiness training activities • Transition Planning document, workplace readiness training section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities • 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) 	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Complete overview lesson for workplace readiness training to develop social skills and independent living to survey and assess my current skills in this area • Rate, with parent and provider input, my social/interpersonal skills in the following areas: communication, positive attitude, teamwork, problem solving, talking/writing, cooperation, active listening, decision making, conflict resolution, body language, empathy, professionalism, good manners, supporting others and respectfulness • Rate, with parent and provider input, my independent living skills in the following areas: good hygiene, time management, healthy lifestyle, cell phone use, using transportation, money management, nutrition/meal preparation, using technology and assistive technology, accessing community, services and supports, community participation, civic responsibility, community safety, developing friendships, appropriate dress, appropriate behavior • Develop a current “snapshot” of current skills in these areas and annual goals for improvement • Develop a plan for workplace readiness training and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff • Observe and document workplace demands in general and in selected career areas for job shadowing (Goals 1 and 2) • Discuss results of workplace readiness training activities with parents to obtain input • Discuss, reflect (journal) and record (transition planning document) pertinent information from workplace readiness training to develop social and independent living skills activities and the impact on living, learning and work settings <p>Sample Lessons:</p> <ul style="list-style-type: none"> • Lesson 1 What Is Workplace Readiness How Does It Apply To Me? • Lesson 2 Summary Of Performance-Which Sections Address My Social Skills And Independent Living Skills? • Lesson 3 A Clear Picture Of My Current Social Skills And Independent Living Skills • Lesson 4 How Do I Stack Up – Enthusiasm And Attitude? • Lesson 5 What Are My Greatest Workplace Challenges To Employment? • Lesson 6 Sorting It Out – My Everyday VS Today’s Business

Additional ideas that you may use to develop into lessons of your own:

- What Is Work Ethic And How Is Mine? (Goal Setting to Improve My Work Ethic; How It relates to work effort in the school setting)
- IPE/IEP Goals to Improve My Social and Independent Living Skills? Name Those Goals!
- My Perspective Versus Others As It Relates to Social Skills
- My Perspective Versus Others As It Relates to Independent Living Skills
- What Are My Support Options for Adulthood to Continue to Gain Social and Independent Living Skills?
- How Does My Financial Literacy Stack Up-Budgeting, Understanding of Interest Rates, Credit Cards/Credit In General (Informal Assessments for Transition Planning 2nd Edition, p. 118-125)
- Resume Development-What I need to Know And Making Informed Choices about Community/School Activities to Build A Strong Resume
- Updating My "Portfolio in Development"
- Is It A Match Yet? How Do My Workplace Readiness Skills Stack Up Against My Long Term Career Goals?
- Reflecting On My Workplace Readiness Training Experiences

Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 1: What Is Workplace Readiness and How Does It Apply To Me?

To be utilized with Goal 4 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • ODEP Essential Skills to Getting a Job at https://www.dol.gov/odep/documents/essential_job_skills.pdf • Essential Skills to Getting a Job handout (attached)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of handout for this activity and journal entry
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading or writing challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire article for reading and follow up discussion. It may be necessary to vary word choices to understanding level of specific students to clarify specific items.
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Ask students to consider what the most important characteristics might be that employers are looking for in new workers. Explain that these kinds of skills are considered soft skills or workplace readiness skills. • After a brief discussion and examples from students, ask how a person with a disability may benefit from being able to demonstrate certain “soft” skills to get a job.

Lesson 1

Vocabulary Development	(4 minutes) Terms: Soft skills <ul style="list-style-type: none">• Present the vocabulary to the student(s).• Have students agree on a definition and write/type on the board for all to copy for their word bank.• Add term to the word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	(18 minutes) <ul style="list-style-type: none">• Review the notes handout with the students indicating specific sections to “listen for” while article is being presented/read aloud.• Read one section at a time.• Pause and assist students in writing key points or information in each section.• Call student attention to the final section/question on the handout.• Assure they understand the purpose of this question and discuss how utilizing this new information about soft skills will enhance their resume.
Reflection	(4 minutes) <ul style="list-style-type: none">• Have each student select a skill area from the reading for improvement and develop a very specific goal to focus on this skill.• Ask students to record the goal in the student transition journal.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Essential Skills to Getting a Job: What You Need to Know

Why are reading, writing and arithmetic still fundamental to one's ability to do a job?	
Why might employers view " soft " skills as one of the most important for work readiness and what specifically are those skills?	
Why is networking so important and what are networking characteristics that are desirable?	
What characteristics show enthusiasm ?	
How is professionalism displayed?	
How does one demonstrate effective communication skills and how is listening carefully a communication skill?	
Why is teamwork a necessary readiness skill?	
How does one develop problem solving and critical thinking skills?	
How might having these "soft" skills on your resume be beneficial to you getting the job you want?	

Name: _____

Date: _____



Essential Skills to Getting a Job

What Young People with Disabilities Need to Know

Work Ethic, Communication, & Problem-Solving

Soft Skills: The Competitive Edge

What do employers look for in new employees? According to the 2006 report *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, it may not be what some young job seekers expect. This in-depth survey of 461 business leaders conducted by the Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management reveals that while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. The report also finds that younger workers frequently lack these skills, which include:

- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration skills
- Critical thinking or problem-solving skills

In 2007, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) discussed the importance of such skills with the Circle of Champions, a distinguished group of U.S. businesses that have received the Secretary of Labor's New Freedom Initiative Award for innovative and proactive efforts to recruit, hire, and promote people with disabilities. As part of this dialogue, the companies identified the following competencies as key to the success of young workers in the 21st Century workplace.

Source: https://www.dol.gov/odep/documents/essential_job_skills.pdf



Networking

Simply put, networking involves talking with friends, family members, and acquaintances about your employment goals, interests, and desires. It also involves reaching out beyond people you already know in order to expand the opportunities that may be available to you. When it comes to finding a job, networking is essential. According to Cornell University's Career Center, 80 percent of available jobs are not advertised. Therefore, if you are not connecting with other people, you are likely to miss out on many job opportunities.

To start networking, make a list of everyone who may be able to help you job search. Next, talk to people on the list and tell them that you are looking for employment. Ask if they know of any openings and to introduce you if they do. But don't stop with the names on your list. Talk to cashiers, barbers, clergy, and anyone else you meet about their work and ask if they know of any jobs that match your interests. It is also essential to follow up with those with whom you have networked. Talking with a person once will only provide leads available at that point in time. But by establishing an ongoing relationship, you may learn of other opportunities as they arise.

Once you find a job, it is important to continue to network effectively. Through ongoing networking you can develop relationships with colleagues and increase your ability to move up in the organization.

Enthusiasm

Enthusiasm is also essential to success. When interviewing, you are likely to stand out in an employer's mind if you show excitement about the job. Prior to the interview, check out the company's Web site to learn about the business. Think of questions you might want answered, because asking questions is one way to show interest. Other strategies include arriving a few minutes early to the interview, dressing professionally, and staying engaged in the conversation. You should also bring a pad and pen so you can take notes during the interview; just make sure to ask if it is okay to take notes first. This shows the interviewer that you are actively engaged and paying close attention to what they are saying.

It may also make it easier for you to think of additional questions to ask prior to accepting a job offer.

Once employed, continue to demonstrate enthusiasm by taking initiative and seeking new and more challenging work. In some work settings, this may mean performing tasks needing to be done before being asked. In a restaurant, for instance, in between meal rushes, a server might show initiative by wiping off dirty menus or filling salt and pepper shakers. In other work settings, you can show initiative by volunteering to take on needed work or pitching a new project idea to your supervisor. If he or she likes the idea, offer to do more research and follow up with him or her. This provides you with some ownership of the project and shows your commitment to the company.

Professionalism

Make sure your resume is "dressed to impress." Having an organized resume is essential to making a positive first impression. A good tip is to have a college professor or a career counselor read your resume and recommend edits before you submit it to a potential employer.

Once you have been called for an interview, it is important to research the company and find out more about your potential job responsibilities. This will not only allow you to ask better questions during your interview, but also ensure you are well-informed should the company make you an offer.

Business etiquette and work ethic go hand in hand for employers. Some tips when it comes to making a good impression once employed include:

- Dressing properly for the work setting
- Arriving on time and staying productive until you leave
- Turning cell phone ringers off while at work and returning phone calls and text messages while on breaks or after work hours
- Using computers, if you have access to them, only for work-related tasks
- Speaking in a respectful manner with supervisors, peers, and customers or clients



Also remember that even when you are technically “off-duty” in the lunchroom or at a reception, you are representing the organization and are expected to act professionally. Don’t contribute to office gossip or banter around too much with your co-workers. Although you are allowed to have fun and enjoy your job, you are still there to work.

Communication Skills

Communicating ideas in the workplace is different than in an academic setting. In a classroom, the instructor usually leads group discussions or assigns written homework, and students respond or ask questions when directed to do so. In the workplace, however, the format for interaction varies. Sometimes your supervisors may specifically ask you for your opinion or ask you to express that opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention. The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.

If you need to tell your supervisor about something that is not going well, it is important to remember that both timing and your attitude are extremely important. For example, if you are a cashier at a carry-out restaurant and the long lines during the lunch rush “stress you out,” causing you to give customers incorrect change, it is best to wait to talk to your supervisor about the problem during a slower period. At an appropriate time, you may want to ask if it would be possible to have someone assist you during busy periods. And if you are able to explain that this would not only allow you to make fewer mistakes, but also allow the business to provide better service by making the line move more quickly, he or she will be more likely to take your ideas seriously. Another proactive strategy would be to talk to your supervisor or another senior employee about how you could do your job more efficiently.

Listening is also an important communication skill. Employers report that the average entry-level candidate struggles with knowing how to listen carefully. They may not immediately process essential instructions or be able to understand how their tasks relate to the overall goals

of the organization. One way to improve your listening comprehension skills is to ask questions. Other tactics include restating what you thought you heard to confirm you understood correctly, and taking notes.

Teamwork

Successful businesses rely on team players. This skill is so important that an article in a Society for Human Resource Management magazine encourages employers to include teamwork as part of the performance appraisal process if collaboration is essential to the job. Understanding how to act as a member of a team may begin when you play sports or work on group projects in school. In the workplace, knowing how and when to lead and follow takes practice, as does knowing how to avoid unnecessary conflict. Working on a team also allows you to build closer relationships with your co-workers, which can make any job more fun and interesting. When working on a team, make sure that the workload is shared and that everyone is communicating. While some competition between team members is healthy and contributes to productivity, too much negative personal interaction can have the opposite effect.

Problem Solving and Critical Thinking

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve workplace problems. As a new employee, you may question why an organization follows certain steps to complete a task. It may seem to you that one of the steps could be eliminated saving time, effort, and money. But you may be hesitant to voice your opinion. Don’t be; employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. It is important to remember, however, that as someone new to the organization, you may not always have the full picture, and thus there may be factors you are unaware of that dictate that things be done a particular way. Another important thing to remember is that when you are tasked with solving a problem, you don’t always need to answer immediately. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill employers value greatly.

(Resource URLs modified since original publication)

Resources

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

<http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/> This publication, designed for youth and the adults who work with them, helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social out-comes.

Improving Demand-Driven Services and Performance: Toolkit For Effective Front-line Services to Youth

This toolkit contains numerous worksheets to assist youth in figuring out how to address their career goals and to develop soft skills.

MonsterTRAK: Measure Your Soft Skills Smarts

This Web site contains a short self-assessment youth can use to rate their soft skills.

National Youth Leadership Network

<https://www.nyln.org> The National Youth Leadership Network is a youth-led organization creating opportunities for youth with disabilities to gain leadership skills and network with each other.

Social Skills: Finding Friends and Persuading People

This document, geared to young people, provides useful strategies for developing the soft skills needed in the workplace.

Youth, Disclosure, and the Workplace: Why, When, What, and How

<http://www.dol.gov/odep/pubs/fact/ydw.htm>

This fact sheet targeting young people with disabilities provides information about disclosure in the workplace.

Youth Information, Training and Resource Centers

Funded by the U.S. Department of Health and Human Services' Administration for Children and Families and Administration on Developmental Disabilities, these resource centers work to increase the ability of individuals with developmental disabilities to exercise greater choice and self-determination and engage in leadership activities in their communities.

Youthwork Information Brief No. 20: Work Readiness Skills

Sponsored by the Ohio Department of Job and Family Services, this information brief describes soft skills that youth need and employers are looking for to gain a competitive advantage.

References

Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce (2006). The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management.

Cornell Career Services, Cornell University. Career and Alumni Connections website. Site Viewed November 13, 2007.

Leigh, Wilhelmina A., Deitra H. Lee, and Malinda A. Lindquist. *Soft Skills Training: An Annotated Guide to Selected Programs*. Washington, D.C.: Joint Center for Political and Economic Studies, 1999. Contact the Joint Center for Political and Economic Studies at 202/789-3504.



Office of Disability Employment Policy - U.S. Department of Labor
200 Constitution Avenue, NW · Washington, DC 20210
Voice: 1-866-ODEP-DOL (633-7365) · TTY: 1-877-889-5627
www.dol.gov/odep

09.08



Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 2: Summary of Performance-Which Sections Address My Social Skills and Independent Living Skills?

To be utilized with Goal 4 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Summary of Performance Guidelines • Summary of Performance Fillable Form • WINTAC site section on Workplace Readiness at http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training • Workplace Readiness: Social and Independent Living Skills handout (attached)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of the activities for this lesson using the Summary of Performance and Workplace Readiness handout and personal reflection in student transition journal
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion or clarification of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to the understanding level of specific students.
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Show students the fillable form and Guidelines for Summary of Performance documents • Explain that when the student is nearing high school graduation school staff will complete the Summary of Performance document.

	<ul style="list-style-type: none"> • Additionally, explain to students that their social skills and independent living skills can facilitate their success after high school if well developed. Discuss Part II of the Summary of Performance (Guidelines and the Fillable form) section in greater detail. Part A-Academic Achievement-Learning Skills and Part B-Functional Performance sections are the specific sections where workplace readiness skills may be noted. Explain that students and other adults will have the opportunity for input in the development of the Summary of Performance; therefore, beginning to identify workplace readiness skills specific to the student early in high school and development of additional workplace readiness skills during high school will enrich the information in the Summary of Performance document. School staff, Rehabilitation staff and students will be able to collaborate in the development of this valuable document. • Ask students to describe their current strengths and challenges from the list of characteristics under the Academic and Functional Performance sections in the Guidelines document.
<p>Vocabulary Development</p>	<p>(4 minutes)</p> <p>Terms: Functional performance</p> <ul style="list-style-type: none"> • Present the term to the student(s). • Have students agree on a definition and write/type on the board for all to copy for their word bank. • Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(18 minutes)</p> <ul style="list-style-type: none"> • Provide a copy of the Workplace Readiness: Social and Independent Living Skills handout. Note: The skills listed in the handout are directly from the WINTAC website section for the Workplace Readiness Skills goal area and can be accessed at the link in the Resources section of this lesson. • Review the list with students providing brief reflection time for each skill and explanation when needed. • Ask students to mark skills they already have (from their perspective) with a checkmark or plus. • Ask students to select 2 to 3 skills that they would like to begin to improve from the unmarked items. The instructor should keep a copy for future instructional purposes and lesson development. • An additional session may be necessary to discuss and explain the listing of skills for workplace readiness. This list may be used to identify the student’s present level of performance and for goal setting to develop the necessary skills to be job ready by

Lesson 2

	graduation. It can also be used for record keeping for instructional purposes and evaluation for classroom and job related activities.
Reflection	(4 minutes) <ul style="list-style-type: none">• Ask students to write at least one goal for improvement (identified from the challenges they noted in the activities) in the student transition journal and identify 2 steps to achieve that goal.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Lesson 2

Workplace Readiness: Social and Independent Living Skills

From WINTAC.org

Social/Interpersonal Skills	Independent Living Skills
Communication	Good hygiene
Positive attitude	Time management
Teamwork	Healthy lifestyle
Problem solving	Using a cell phone
Talking/writing	Using transportation
Cooperation	Money management
Active Listening	Nutrition/meal preparation
Decision making	Accessing community services and supports
Conflict resolution	Community participation
Body language	Civic responsibility
Empathy	Community safety
Professionalism	Developing friendships
Good manners	Appropriate dress
Supporting others	Appropriate behavior
Respectful	
Additional Areas for Training	
Financial literacy	Job seeking skills
Orientation and mobility skills	Understanding employer expectations
Other “soft” skills for employment	

Name: _____ Date: _____

WV GUIDELINES TO ASSIST IN DEVELOPMENT OF THE SUMMARY OF PERFORMANCE

Purpose: For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for Free Appropriate Public Education (FAPE) under State law, the local education agency “must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec.300.305 (e) (3). – IDEA 2004 **WV Guidelines**

The Summary of Performance (SOP):

- Is designed to assist the student in transition from high school to post school activities, including postsecondary education, training and/or employment, along with additional documentation, for the purpose of establishing a student’s eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and identification of reasonable accommodations and supports in postsecondary settings
- Is helpful for the Rehabilitation Services Comprehensive Assessment process
- Is intended to help postsecondary institutions consider accommodations for access
- Is useful when linked with the IEP process and the student has the opportunity to actively participate in the development of the document
- Must be completed during the final year of a student’s high school education with timing of completion depending on student’s postsecondary goals (Example: transition to higher education may require submission along with application *OR* application for employment/agency may be needed near the end of the school year to provide the most updated information on student performance)
- Recommendations should not imply that any individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. Those settings will continue to make decisions on a case-by-case basis.

Basic background information: (Provide identifying information.)	<ul style="list-style-type: none"> • Complete, legal name • School last attended • Parent or guardian name(s) • Complete mailing address • Date of SOP report (Year of exit) • Date of birth / Age • WVEIS # / Grade • Telephone number (s)
Additional background information: (Optional)	<ul style="list-style-type: none"> • Name/title/contact information of staff completing SOP • Date of most recent IEP • Primary Language/Services for ELL • Primary disability and initial date of eligibility • Secondary disability, if applicable, and initial date of eligibility
I. Postsecondary goals: (Indicate the post-school environments the student intends to transition to upon exit from high school.)	<p>List the goals for environments of</p> <ul style="list-style-type: none"> • Work • Education • Living <p>If employment is the primary goal, list the top three job interests.</p>

<p>II. Summary of Performance: (Completion of this section may require input from a variety of staff, but one person should have the responsibility of gathering and organizing the information. Describe both present levels of performance that apply to the student and the <i>essential</i> accommodations, modifications and assistive technology utilized to assist the student in achieving progress. Address <i>only</i> those areas that apply.)</p> <p>Terms: <u>Accommodation</u>-a support or service that is provided to help a student fully access the general education curriculum or subject matter and <i>does not</i> change the content of what is being taught or the expectation that the student meet a performance standard applied for all students. (Example: Deficit spelling/handwriting skills may require a note-taker, permission to word process notes, provision of extra notes) <u>Adaptation</u> (also known as <u>modification</u>)-changes to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be adapted so that the material is presented differently and/or the expectations of what the student will master are changed. Adaptations are not allowed in most postsecondary education environments. <u>Assistive technology</u>-any device that helps a student with a disability function in a given environment, but does not limit the device to expensive “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tape, Velcro and other “low-tech” devices.</p>	<p>Identify <i>essential</i> accommodations, modifications and/or assistive technology utilized in high school and why they were needed for academics described in the current level of performance.</p> <p>A. <u>Academic Achievement:</u> Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> • Reading (decoding, comprehension, fluency) • Math (calculation, algebraic problem solving, quantitative reasoning) • Language (written, speaking, listening, spelling) • Learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills) in detail using both narrative information for strengths and needs as well as scores and grade level functioning <p>B. <u>Functional Performance:</u> Specifically discuss the current level of performance in applicable areas of</p> <ul style="list-style-type: none"> • General ability and problem solving (reasoning, processing) • Attention and executive functioning (stamina, sustained attention, memory, processing speed, impulse control, activity level) • Communication (speech, language, assisted communication) • Social skills and behavior (interactions with others, responsiveness to services and accommodations, ability to request assistance, extra-curricular activities, confidence, persistence in the learning environment), • Independent living skills (self-care, leisure skills, personal safety, transportation, money skills) • Environmental access/mobility (assistive technology, mobility, transportation) • Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals) • Career/employment (interests, experiences, exploration, aptitudes) • Medical or family issues/concerns <p>Identify <i>essential</i> accommodations, adaptations and/or assistive technology utilized in high school and why they were needed for functional performance described in the current level of performance.</p>
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<p>NOTE: It is highly recommended that student perspective and voice are incorporated as part the SOP. This section may be completed independently by the student or completed with the student through an interview. The student’s contribution can help:</p> <ul style="list-style-type: none"> • Professionals complete the summary, • The student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, Postsecondary personnel to more clearly understand the student’s strengths and impact of the disability on this student. 	<p>C. <u>Pre-employment Transition Services (Pre-ETS)</u> may include services provided by schools and by the Division of Rehabilitation Services that include:</p> <ul style="list-style-type: none"> • Job exploration • Work-based learning • Counseling for transition & post-secondary programs • Workplace readiness training • Self-determination training <p>D. <u>Student Perspective/Input (Optional/Highly recommended):</u> Responses to the following questions should be included as part of the SOP:</p> <ol style="list-style-type: none"> 1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extracurricular activities)? 2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes, other services)? 3. Which of these accommodations and supports have worked best for you? 4. Which of these accommodations and supports have not worked? 5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?
<p>III. Recommendations for meeting postsecondary goals: (Indicate suggestions for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services to enhance access in the applicable post-high school environments listed.)</p> <p>Attachments: (Attach academic transcript, awards, certificates, credentials, relevant and most recent assessment data that clearly identify the student’s disability or functional limitations and will assist in postsecondary planning.)</p>	<ul style="list-style-type: none"> • Education: College, Community and Technical College, Career and Technical Education/Vocational, Adult Education, Apprenticeship Programs • Employment (be specific to the focused area of interest for employment) • Independent Living • Community Participation • Transcripts, awards, certificates, credentials • Psychological/cognitive/adaptive behavior • Medical/physical/social skills/behavior analysis • Achievement/academics • Situational/simulated work experiences • Career interest/apptitude • Self determination • Communication • Observations • Assistive technology • Informal assessment • Other

Adapted from the Nationally Ratified
Summary of Performance Model Template
9/06 – Karen Ruddle, WVDE OSE
Revised 10/16

West Virginia Department of Education
September 2017

SUMMARY OF PERFORMANCE

_____ County Schools

1 Student's Full Name _____ Date _____
School _____ Date of Birth _____
Parent(s)/Guardian(s) _____ Grade _____
Address _____ WVEIS# _____
City/State/Zip _____ Telephone _____

2 Additional Background Information (optional): _____

3 Use WV Guidelines to Assist in Development of the Summary of Performance when completing this form.

I. Postsecondary Goal(s)

Education/Training: _____

Employment: _____

Independent Living Skills: (if appropriate) _____

4 **II. Summary of Performance** (identify essential accommodations, modifications and/or assistive technology)

A. Academic Achievement: _____

B. Functional Performance: _____

C. Pre-employment Transition Services: _____

D. Student Perspective: (Impact of disability)

Supports tried: _____

Supports that work: _____

Supports that did not work: _____

Strengths/Needs others should know: _____

5 **III. Recommendations for Meeting Postsecondary Goal(s)** (identify the accommodations, adaptations and assistive technology)

Education/Training: _____

Employment: _____

Independent Living Skills: (if appropriate) _____

Community Participation: _____

6 **NOTE: Attach academic transcript and/or relevant assessment data to this form.**

Workplace readiness training to develop social skills and independent living

Workplace Readiness Training¹

(Workplace Readiness Training to develop social skills and independent living)

Workplace readiness traits describe a number of commonly expected, skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

These abilities help employees learn how to interact with supervisors and co-workers.

They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills.

Specific social/interpersonal skills include:

- communication
- positive attitude
- teamwork
- problem solving
- talking/writing
- cooperation
- active listening
- decision making
- conflict resolution
- body Language
- empathy
- professionalism
- good manners
- supporting others
- respectful

Independent livings skills include the following:

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management

Source: WINTAC | Workplace readiness training to develop social skills and independent living

<http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training>

- nutrition/meal preparation
- accessing community
- services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

In addition to programming to develop social skills and independent living, workplace readiness training may also include:

- Financial literacy,
- Orientation and mobility skills,
- Job-seeking skills,
- Understanding employer expectations for punctuality and performance,
- Other "soft" skills necessary for employment.

These types of services may be provided through instruction, or other activities where the student can learn and apply knowledge.

The Secretary's Commission on Achieving Necessary Skills (SCANS)²: In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether today's young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

This report results from the Commission's discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels established by the Commission to examine all manner of jobs from manufacturing to government employment. Researchers were also commissioned to conduct lengthy interviews with workers in a wide range of jobs. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.

¹Federal Partners in Transition(March, 2016) [What to Know About Youth Transition Services for Students with Disabilities.](#)

²[Secretary's Commission on Achieving Necessary Skills \(SCANS\).](#) (n.d.).

Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 3: A Clear Picture of My Current Social Skills and Independent Living Skills

To be utilized with Goal 4 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, , Self-Control Agility and Adaptability
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • <u>Informal Assessments for Transition Planning: Independent and Community Participation</u>, Social Skills Survey (pages 42-43) and Daily Living Skills Competency Rating (pages 70-71). • Daily Living Skills Competency Rating handout (2 pages, attached)
Work to be completed outside class (before or after)	<p>Before (10 minutes)</p> <p>Instructions to the Student:</p> <ul style="list-style-type: none"> • Ask a teacher or adult who knows you well to read the items on the Social Skills Survey and to circle the number of any item they would identify as a significant challenge area for you.
Method of assessment/Rubric(s)	Completion of each checklist.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Begin the lesson with posing these questions: What social skills are needed for success in adult work and living settings? What daily living skills are needed for success in adult work and living settings? • Record student responses on a large piece of paper.

	<ul style="list-style-type: none"> • Explain that the activities in this lesson will assist students to begin thinking more about adult level social and daily living skills as opposed to their current sets of social and daily living skills.
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Social Skills, Daily Living Skills, Competent</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have students agree on a definition for each and write/type on the board for all to copy for their word bank. Guide their definitions to describe social and daily living skills for adulthood. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(20 minutes)</p> <ul style="list-style-type: none"> • Direct students to review the Social Skills Survey (completed prior to the lesson) where they were to ask an adult to circle any items they felt were greatest challenges for the student. If this was not completed, read each item to students while students mark one or more items they feel the adult would have marked. Do this by circling the number. • Using the same handout, explain that you will read each item for the student to consider his/her self-rating using the rating scale (1-5) provided on the handout. Ask students to mark their personal response to each item as you read it aloud. • Guide students to review the items with ratings of 1 or 2. Ask students to identify one or more items that both the adult (or student perspective of the adult) and the student identified (rating of 1 or 2) as the areas of greatest challenge. • Using the Daily Living Skills Competency Rating handout, complete Parts 1-2 of the “card” activity attached to this lesson. • Using the “card” activity responses, complete Part 3 of the activity by marking the specific items under each section on the Daily Living Skills Competency Rating handout.
Reflection	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Guide students to reflect on their responses for each of the two rating scales. • Ask students to select one Daily Living and one Social Skill area for targeted improvement. • Ask students to record each in the student transition journal.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Daily Living Skills Competency Rating

<p>Competent</p> <p>With Assistance</p>	<p>Not Competent (includes partially competent)</p> <p>With Assistance</p>
--	---

Name: _____ Date: _____

Lesson 3

Instructions:

Part 1

Cut the items on this page into “cards.” Read each card aloud to the students. Do not provide additional explanation at this time. Have each consider his/her skill level and place each card in the box for their personal rating on the handout.

Part 2

Have students place each set of cards (those selected as Competent and Not Competent) in two stacks under each section depending on whether they demonstrate the skill With No Assistance or With Assistance.

Part 3

Provide the students with the Daily Living Skills Competency Rating handout. Using the cards that have been placed on the handout, have students find the location for each topic (i.e. Managing Personal Finances). Read aloud each numbered statement on the handout. First, have students consider their overall rating and if they felt they needed/did not need assistance. Have each student self-rate this skill and check the box for With assistance or With No assistance on the handout. Do this for each item in the section. At the end of each section, ask students if their initial thinking (where they first put their card) was accurate or not accurate.

Part 4

At the end of the activity, ask students to identify one topic area where they would like to improve by placing a check mark beside that topic area and noting in their journal.

Managing Personal Finances	Selecting and Managing a Household	Caring for Personal Needs
Raising Children and Meeting Marriage Responsibilities	Buying, Preparing, and Consuming Food	Buying and Caring for Clothing
Exhibiting Responsible Citizenship	Using Recreational Facilities and Engaging in Leisure Activities	Getting Around the Community

Name _____

Date _____

Social Skills Survey


Person completing the form: Student Parent Teacher

 Answer each question by putting a check mark under the correct heading.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

- 1. Can you get other people to see your side of a discussion?
- 2. Do you ask permission when it's needed?
- 3. When you apologize, do you give the reason for the apology?
- 4. Do people understand your directions?
- 5. Do you apologize when you're at fault?
- 6. Do you meet your responsibilities?
- 7. When you take messages, do you include what you were told?
- 8. Do you engage in conversation easily?
- 9. Do you accept help when it is offered?
- 10. Do you think about a question carefully before asking it?
- 11. Do you feel comfortable asking for information?
- 12. When someone criticizes you, can you handle the situation?
- 13. Do you give good directions?
- 14. Can you introduce yourself to people you would like to know?
- 15. Are you confident knowing where to get information?
- 16. When people criticize you and you do not understand, do you ask for help?
- 17. Do you offer to help people when they need it?
- 18. Do you ask for help to solve problems?
- 19. Can you tell someone that they did a good job?


SAMPLE
Please refer to:
**Informal Assessments for
Transition: Independent
Living and Community
Participation (12478)**
ISBN: 9781416403364



Source: *Job Related Social Skills: A Curriculum for Adolescents with Special Needs* (pp. 31–41), by M. Montague and K. Lund, 1991, Ann Arbor, MI: Exceptional Innovations. Copyright 1991 by Exceptional Innovations. Adapted with permission.

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Never | Seldom | Sometimes | Often | Always |
| 20. When you ask for a favor, do you know what to say? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Do you remember to give messages to people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Do you like it when someone gives you a compliment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Can you handle other people's complaints graciously? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. When you are with friends and meet someone they do not know, do you introduce them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Is it easy for you to compliment others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Do you know what to say when someone gives you a compliment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Do you ask questions when you do not understand something? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Do you help others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. When you feel that you need help, do you ask for it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Can you convince others of your opinion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Do you listen carefully to instructions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Can you start a conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Can people clearly follow your directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. When someone helps you, do you thank that person? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Do you understand when someone has a complaint? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Do you get to places on time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Name _____

Date _____

Daily Living Skills Competency Rating

Person completing the form: Student Parent Teacher

 Rate the student's mastery of each item using the rating key below. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1, place a check mark in the appropriate space in the Yes or No column to indicate ability to perform the subcompetency with assistance.

0 = Not competent 1 = Partially competent 2 = Competent NR = Not rated

Managing Personal Finances

	Rating	With Assistance	
		Yes	No
1. Identify money and make correct change.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Make responsible expenditures.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Keep basic financial records.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Calculate and pay taxes.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use credit responsibly.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use banking services.....	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selecting and Managing a Household

1. Maintain home exterior/interior.....
2. Use basic appliances and tools.....
3. Select adequate housing.....
4. Set up household.....
5. Maintain home grounds.....


Caring for Personal Needs

1. Demonstrate knowledge of physical fitness, nutrition, and health.....
2. Exhibit proper grooming and hygiene.....
3. Dress appropriately.....
4. Demonstrate knowledge of common illness, prevention, and treatment.....
5. Practice personal safety.....

Raising Children and Meeting Marriage Responsibilities

1. Demonstrate physical care for raising children.....
2. Know psychological aspects of raising children.....
3. Demonstrate marriage responsibilities.....

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Buying, Preparing, and Consuming Food

	Rating	With Assistance	
		Yes	No
1. Purchase food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean food preparation areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Store food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepare meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate appropriate eating habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Plan and eat balanced meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Buying and Caring for Clothing

1. Wash/clean clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Purchase clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Iron, mend, and store clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibiting Responsible Citizenship

1. Demonstrate knowledge of civil rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate knowledge of local, state, and federal governments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate knowledge of the law and ability to follow the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate knowledge of citizens' rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Using Recreational Facilities and Engaging in Leisure Activities

1. Demonstrate knowledge of available community resources
2. Choose and plan activities
3. Demonstrate knowledge of the value of recreation
4. Engage in group and individual activities
5. Plan vacation time

Getting Around the Community

1. Demonstrate knowledge of traffic rules and safety
2. Demonstrate knowledge and use of various means of transportation
3. Find way around the community
4. Drive a car

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Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 4: How Do I Stack Up-Enthusiasm and Attitude?

To be utilized with Goal 4 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, Agility and Adaptability, Self-Control
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • ODEP Soft Skills to Pay the Bills videos at https://www.dol.gov/odep/topics/youth/softskills/SoftSkills-videos.htm • At the link select: Mastering Soft Skills for Workplace Success and Enthusiasm and Attitude • ODEP Skills to Pay the Bills print materials from Enthusiasm and Attitude section, Lesson 6 (p. 35-37) • Reflection: Attitude (attachment) • Make 6 playing cards (use the card activity handout that is attached or make cards using index cards) for each group (adapted from bottom of p. 36 in Skills to Path the Bills). Leave the other side blank or decorate and laminate to keep for use again.
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of Reflection: Attitude handout (adapted from p.37) Journaling Activity in Skills to Pay the Bills
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.

Lesson 4

Activating Prior Knowledge	(4 minutes) Instructions to students <ul style="list-style-type: none"> • Complete the Reflection: Attitude handout • Be prepared to discuss one or more items if time allows.
Vocabulary Development	(4 minutes) Terms: Enthusiasm, Attitude <ul style="list-style-type: none"> • Present the words to the student(s). • Have students agree on a definition and write/type on the board for all to copy for their word bank. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	(18 minutes) <ul style="list-style-type: none"> • Watch video: Mastering Soft Skills for Workplace Success • Present the “Just the Facts” section of the lesson on p. 36. • Conduct a brief discussion as directed in the Directions section on p. 36, parts 1-2 • Watch video: Enthusiasm and Attitude • Divide students into groups of 3 or 4. Give each group a set of the 6 cards. Have one person mix them and each person draw a card or two. Each person reads and completes their statement aloud to the group. Mix and draw cards 2-3 times. • Lead a discussion about the activity and how this made the students feel. Guide the discussion of how making positive statements about others or oneself leads to a more positive outlook.
Reflection	(4 minutes) <ul style="list-style-type: none"> • Ask students why the final statement (Something nice I recently did for someone else was ...) was included in the activity. Student responses should reflect that helping/doing for others often helps us feel good about ourselves AND when we feel good about ourselves, we often demonstrate a positive attitude that can be seen by others. • Discuss briefly how our internal feelings (both positive and negative) have the ability to impact those around us. • How might a positive attitude help us on a job?
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Reflection: Attitude

<p>Do you think our attitude (whether positive or negative) is something we are born with or that we have power to control within ourselves? Explain.</p>	<p>Think about a time when your attitude (either positive or negative) impacted you and those around you. Explain.</p>
<p>When is it most challenging for you to keep a positive mental attitude?</p>	<p>What do you do to help keep yourself positive during difficult times?</p>

Name: _____ Date: _____

Handout for Card Activity-Complete Statement

<p>I am thankful for ...</p>	<p>Other people compliment me on my ability to ...</p>
<p>Something I would like other people to know about me is ...</p>	<p>I feel really good about myself when ...</p>
<p>I am proud of my ability to ...</p>	<p>Something nice I recently did for someone else was ...</p>

Enthusiasm and Attitude

What is the difference between “You’re hired!” and “Thank you for your interest, but...”? In a word: enthusiasm. Enthusiasm can mean the difference in not just getting a job, but succeeding in a job and even advancing in your career. A positive and enthusiastic attitude is a critical component of workplace success.

Having a positive attitude in the workplace can help with potential promotions. Employers promote employees who not only produce, but also motivate others in the workplace.

When employers look at prospective candidates, beyond skills, experience, and training, they look for those who demonstrate enthusiasm - those they believe will complete assigned tasks in an upbeat and cooperative manner. All other things being equal, a candidate who can demonstrate a positive attitude and eagerness to tackle the job will have an advantage over one who displays an attitude viewed by the employer as negative or disinterested. In fact, many employers would rather provide job skills training to an enthusiastic but inexperienced worker than hire someone with perfect qualifications but a less-than-positive attitude. Managers sometimes worry that this type of person will not get along with supervisors and co-workers, treat customers disrespectfully, and not put much effort into his or her work. On the other hand, employees who are viewed as enthusiastic are known to provide good customer service, resolve interpersonal conflict effectively, and work productively with others.

There are many ways in which an individual might demonstrate enthusiasm in the workplace. For example, in a job interview, he or she might smile, sit up straight, make eye contact, and discuss training and work experiences in an upbeat manner. Once hired into a position, an enthusiastic employee will typically show up on time, show interest in his or her job, and demonstrate a willingness to listen, learn, and try new things. In customer service settings, an enthusiastic employee will approach customers proactively and offer assistance or seek out tasks and projects when there is down time. This positive attitude helps employees go above and beyond to get along with co-workers and managers - even difficult ones - and respond to constructive criticism with maturity and willingness to improve. Overall, an employee with enthusiasm comes across as someone who wants to be at work and who is willing to do what it takes to get the job done.

The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job.

Note to facilitators: A positive attitude is an “I can” attitude. Young people with real or perceived barriers to employment (such as those who struggle academically possibly due to a learning or other disability, have been in and out of foster homes, have dropped out of school, or are raising a baby) may not have experienced enough success to feel or demonstrate this attitude. The activities in this section offer an opportunity for you to help all youth learn how to develop a positive attitude and, almost as important, how to learn to showcase that to others, including employers. Regardless of the challenges young people have conquered, developing and displaying a positive attitude will often help them to surpass their peers in many aspects of life.

6. Never Underestimate the Power of PMA

JUST THE FACTS: PMA, or Positive Mental Attitude, is one's ability to maintain the belief that he or she can transform or change a tough situation into something better. This activity will help participants take difficult situations and find ways to EMPOWER themselves to turn negative thinking into positive thinking.



Time

20 minutes



Materials

- One rolling die for each small group. Alternatively, you can use a “cut out” cube and create it to look like a single dice, using either numbers one through six or the typical dots found on rolling dice. An easy cube shaped cut-out can be found at <http://www.leslietryon.com/3dcolorcutout/cube.html>
- Optional: Chart paper/markers



Directions

Pose the following questions to participants. (This can be accomplished by group discussion or by smaller groups discussing together and then presenting to the larger group.)

- What is a positive attitude? If I have a positive attitude, what actions might I display? What does a positive attitude “look” like to others?
- What is a negative attitude? If I have a negative attitude, what actions might I display? What does a negative attitude “look” like to others?

Then say: Developing a positive attitude starts from learning to believe in one's self. In order to believe in ourselves, we must first understand our personal strengths. In this activity, you will be considering and sharing your personal strengths.

Break participants into groups of four. Write the below statements on a piece of chart paper for all to see, or have a “cheat sheet” at each table for reference. You might choose to create a chart and draw a picture of each roll of the dice (for those who learn best from pictures) on one side and write the corresponding statement on the other.

Each participant will take turns rolling the dice two or three times and complete the following statement upon each roll:

Roll a 1: I am thankful for...

Roll a 2: Other people compliment me on my ability to...

Roll a 3: Something I would like other people to know about me is...

Roll a 4: I feel really good about myself when....

Roll a 5: I am proud of my ability to...

Roll a 6: Something nice I recently did for someone else was...

NOTE: If the group knows each other well, feel free to substitute questions that ask about the positive qualities of their peers.



Conclusion

Ask participants why the statement for Roll #6 was included in this activity? Answers should be directed toward the fact that helping or “doing” for others often helps people feel good about themselves. And, when we feel good about ourselves, we often demonstrate a positive attitude that can be seen by others.

Discuss with participants how internal feelings have the ability to impact those around us. How might a positive attitude help us on a job?



Journaling Activity

Do you think our attitude (whether positive or negative) is something we are born with or that we have power to control within ourselves? Think about a time when your attitude (either positive or negative) impacted you and those around you. When is it most challenging for you to keep a positive mental attitude? What do you do to help keep yourself positive during difficult times?



Extension Activity

Have participants keep a log for one week. Ask them to write down 50 (or 40 or 30) great things that happen each day. Encourage them to include even the small things like: someone held the door open for me....I found a quarter on the sidewalk...when I went shopping, the clerk at the store was really friendly and helpful. The goal of this activity is to have participants focus on the positive...and then discuss if they felt any different during the week as a result - either in their interactions with others or in their own feelings about themselves.

Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 5: What Are My Greatest Workplace Challenges to Employment?

To be utilized with Goal 4 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Handout: Soft Skills for Workplace Success (attached) • ODEP Soft Skills to Pay the Bills Videos. Link: https://www.dol.gov/odep/topics/youth/softskills/SoftSkills-videos.htm
Work to be completed outside class (before or after)	<p>After (10 minutes)</p> <p>Instructions to students:</p> <ul style="list-style-type: none"> • Select a trusted adult that knows your skills and characteristics. • Explain the activity you completed today about Soft Skills for Workplace Success. • Share the strength area you selected and the statement you wrote as it might be written on a resume. • Ask the adult if he/she is in agreement or not about this particular strength area, or if there is another area they would identify as a definite strength. • Record the rating by the adult on the handout regarding the skill area you chose. • If the adult has another suggestion, record this on the handout. • Ask the adult to help you write a statement of this newly identified strength area for your resume and write it on this handout.
Method of assessment/Rubric(s)	Student participation in discussion of key points from the videos and completion of the handout.

<p>Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Additional discussion of the meaning of some key points in the videos may be necessary.
<p>Activating Prior Knowledge</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Ask students to identify any work experience they have had to date. This might include a one-time job for pay, a volunteer activity, helping out a neighbor or relative, or even a summer job. • Have students consider what the connection was that helped them get the position or job or what skill they (the student) possessed that prompted someone to give them the job. • Share with the group, if time. • Clarify that this connection is a type of networking. • Proceed to the vocabulary section.
<p>Vocabulary Development</p>	<p>(4 minutes)</p> <p>Terms: Networking, Critical Thinking, Professionalism</p> <ul style="list-style-type: none"> • Present the vocabulary to the student(s). • Have students agree on a definition (based on instructor knowledge of the video content) and write/type on the board for all to copy for their word bank. • Add terms to the word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(18 minutes)</p> <ul style="list-style-type: none"> • Show the introductory video, approximately 2 minutes. • Ask students to listen for key words presented by each speaker in the 2 minute video. Explain that more detail will be provided about each skill area. • Give each student a handout. Proceed to the six (6) short videos that detail each of the 6 “soft” skill areas. • Guide students to pause and reflect briefly regarding their own skills at the end of each video. • At the end of each video assist students in identifying the key points and examples in each.
<p>Reflection</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Using the Soft Skills for Workplace Success handout, have each student select a personal rating for each skill area from the videos that is a strength area of them by circling their personal rating. This can be done at the end of each of the videos to segment the lesson.

Lesson 5

	<ul style="list-style-type: none">• Have each student write a statement in the space provided that could be added to a resume describing any strength area(s) he/she identified.• Briefly have each student discuss a strength area they identified.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Soft Skills for Workplace Success

Soft Skill Area	Rating 1 = Definite strength 2 = Just average 3 = Definite challenge	I need more information and instruction about this skill area	Notes And Skill Statements
Communication	Self: 1 2 3 Adult: 1 2 3		
Enthusiasm and Attitude	Self: 1 2 3 Adult: 1 2 3		
Teamwork	Self: 1 2 3 Adult: 1 2 3		
Networking	Self: 1 2 3 Adult: 1 2 3		
Problem Solving and Critical Thinking	Self: 1 2 3 Adult: 1 2 3		
Professionalism	Self: 1 2 3 Adult: 1 2 3		

Name: _____ Date: _____

Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills

Lesson # 6: Sorting It Out-My Everyday vs Today's Business (WorkNet-FastTrack)

To be utilized with Goal 1 UbD Unit Design 2016-October

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • WorkNet Solutions Fast Track lesson, Today's Business Culture: Becoming "Bicultural" So I Can Succeed! (sample included/Do not copy-use purchased WorkNet materials and activities handouts)
Work to be completed outside class (before or after)	None
Method of assessment/Rubric(s)	Completion of activities from the Becoming "Bicultural" So I Can Succeed! Lessons: Two Cultures, Becoming Bicultural-My Top Three Motivations and My Mentors
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Provide students a copy of the entire lesson and present it orally to alleviate any reading challenges • Provide prompting or assistance with completion of the activities, using samples provided within each activity
Activating Prior Knowledge	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Present the following questions in oral and visual format: What is a business culture? and How is a business culture different than my home life? • Have students respond with their thinking. • Read aloud from page 1 of the lesson Becoming "Bicultural." • Ask students to re-state what you read in their own words.

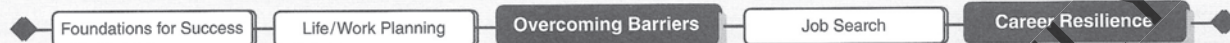
Vocabulary Development	<p>(4 minutes)</p> <p>Terms: Business culture, “Bicultural”</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have them discuss what they know about each of these words after the introductory activity in the Activating Prior Knowledge section of this lesson, assisting them to arrive at a meaning. • Write a simple definition of each as a group for class purposes. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
Skill Lesson/Active Learning	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Direct students to the first activity-Two Cultures. • Complete the entire activity, three sections, (approximately 6 minutes), then read the short dialogue at the bottom of the page. • Proceed to the Becoming Bicultural activity and help students complete this activity. Some discussion and prompting may be necessary. Use the What’s in it for Me? Section to assist students to consider their responses. (approximately 4 minutes), then read the How Can I Become Bicultural? section aloud. • Read the section-The Buddy System, then guide students to complete the My Mentors section of the activity (approximately 5 minutes). • Closing remarks for students: Activities such as this one completed today, help you, the student, refine your thinking about the kinds of environments in which you would like to work. You will always have to make adjustments to the work setting wherever you choose to work, including if you own your own business. This will be essential to achieving and maintaining the lifestyle that you desire as an adult. The ideas discussed today will be important for all kinds of work-related experiences that you will have during high school and beyond.
Reflection	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Record the list of possible mentors in the student transition journal and include the what they will help with and how sections, or take a picture of this part of the activities completed today to save in the electronic journal.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

FAST TRACK

TODAY'S BUSINESS CULTURE

Becoming "Bicultural" So I Can Succeed!



WHAT'S THE POINT?

You will:

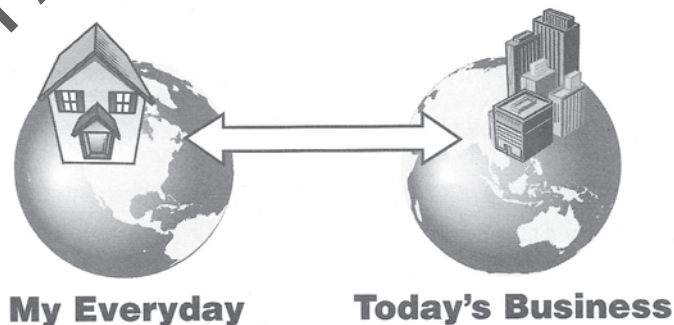
- Be introduced to Today's Business Culture.
- Discover your motivation and what's in it for you to become "bicultural".
- Learn techniques to help you succeed in Today's Business Culture.

So you can:

- Decide whether you want to become bicultural.
- Become bicultural in Today's Business Culture, which will improve the impression you make on potential employers, reduce your job search time, and help you succeed on the job and be true to who you are!

BECOMING "BICULTURAL"

The world of work is ever-changing. Today's Business Culture is different than it was even 5 years ago. Employers have new expectations and concerns. The role of women and minorities is changing. The need for education, flexibility and computer skills is growing. If you've been out of work for a while, have never worked, or worked for the same company for a long time, Today's Business Culture might seem like a foreign culture, and starting a new job may feel like getting a one-way ticket to Japan. You can get there, but you may not be sure you can succeed!



Like any culture, Today's Business Culture has its own language, dress code, rules of conduct, and values. No one explains them, but we're supposed to know them! Becoming "bicultural" means adopting the attitudes and behaviors of the business culture whenever you are at work or representing your company. The good news is, who you are at work is not who you have to be at home or with your friends. Your work "uniform", language and greeting may be very different than what you do when you are away from work. Becoming bicultural allows you to be loyal to your home culture while being successful in the business culture, so you can fit-in without selling-out. You have two cultures you can succeed in!

TWO CULTURES

MY EVERYDAY CULTURE

We all have an "everyday culture." It may be our family culture, an ethnic or socio-economic culture, prison, poverty, faith, or another experience that defines our values, attitudes and behaviors. No one ever formally taught us the rules, but we know them and they're natural to us. We may like it, or may want to unlearn it. Define some of the rules of your everyday culture by completing these statements.

"On time" means arriving...

For a 2-hour event, they will decide I'm not coming when I am _____ minutes late.

Two ways we show respect are...

It's considered disrespectful to...

The language we speak is (what, how)...

We greet each other by (doing, saying)...

Dressing for success means...

The most important thing is...

Our loyalty is to...

Activity



TODAY'S BUSINESS CULTURE

Employers say that "not fitting-in" is the #1 reason people aren't hired or get fired. People who succeed know the rules of Today's Business Culture, and play within them every minute of everyday they are on the job! Test what you know by reading these true statements, and underlining anything you disagree with or that isn't natural for you.

- "On time" means... arriving 5-15 minutes before start time.
- You can always do more than you used to, but if you do less you're a slacker.
- People who get raises and promotions work an extra 2-3 hours a week.
- If you share problems but no solutions, you're a complainer or not competent.
- Dependable workers miss 0-2 days a year, and only take sick days if they'll make others sick, are in the hospital or will make the company more money if they stay home a day and come back strong.
- If you don't know what to do and you ask questions, you're not dumb, you want to learn and get it right.
- Attending company events (picnic, banquet, community events) increases your chances of getting a raise, promotion, or better reputation.
- Your supervisor's boss has influence over your career.

HOW DO THEY COMPARE?

They are similar... so I can succeed! List 2 ways your everyday culture and Today's Business Culture are similar. This will help you on the job.

-
-

They are different... so I have some work to do! List 2 ways they're different. Will you succeed by changing you or by changing where you look for work?

-
-

No Selling Out!

Do you feel that becoming bicultural means selling out, giving-in, or denying who you are or where you came from? Don't! If you go to Japan, you're not Japanese! You're an American in Japan, and the better you know Japanese culture, the more you can succeed! It's the same at work. You're still you, but you know how to succeed in Today's Business Culture and get what you want!

Being "bicultural" means you can be successful in more than one culture. You are probably already "bicultural" because you know how to succeed in many environments. Circle any of these where you already know how to act for success.

- at home • with extended family • in worship • with friends • at school • in prison •
- in my neighborhood/community • at a club or bar • in the military • at a sporting event • at a professional event •
- in a 12-step meeting • in my last company • at a wedding • at a funeral •

BECOMING BICULTURAL

Becoming "bicultural" in Today's Business Culture means learning the rules... how to walk, talk, dress, etc., and playing within them every minute we are on the job or are representing the company

WHY SHOULD I BECOME BICULTURAL?

We're all motivated by different things. Knowing what's in it for you to become "bicultural" in Today's Business Culture will help you learn quickly, and make sure the changes stick. If there isn't enough "in it for you", look for company cultures that are like your everyday culture. Use the ideas in the box and the questions below to identify your personal motivation for becoming bicultural.

Of the things I want in life, what can I get by becoming bicultural?

Which of my goals could I get or get quicker if I become bicultural?

This may mean taking correction, do-overs, failure, and asking for help. What will I get that makes it worth it?

My Top Three Motivations

-
-
-

Activity



What's in It for Me?

I can... have a career, not just a job... become an expert... make someone proud... prove someone wrong... train others... start my own business... stay clean or sober... gain respect or prestige... have authority or control... travel... get paid vacations... give away money... reach my goals... stay out of prison... make my dreams come true... inspire someone... move to a better place... have more freedom... get/keep the man/woman I want... get someone off my back... change the business culture... get/keep my kids... make more money...

How Can I Become Bicultural?

Jobs and careers are like modes of transportation that can move you from today to your dreams.

Understand How Careers Work Today... New Opportunities and New Responsibility!

Ideas used by permission from Richard Knowdell, Career Development author, teacher, and industry leader.



Careers used to be like trains... you got on one train and rode it most of your life. It was driven by an unknown person. You didn't get off or switch tracks. You rode from your first job after school until retirement. That has changed!



Careers became more like buses... someone else drives, but you can change buses and change direction, and there are many paths to the same goal. This is changing!



Today, think of your career as an all-terrain vehicle (ATV). It can go where no career has gone before, but there's only one seat and you're in it! If you don't drive, it won't go! This may sound exciting, or scary, or both.

See Yourself As a Consultant... You're Responsible for Your Success!

Often, employees think their job is to do their job description. Successful employees use their function to make the boss look good, the department successful, and the company profitable. Like a consultant, they know their success is up to them. See yourself as a consultant, with skills and experience to offer... then go hire yourself a good employer! View employers as customers to you need to get, and then keep happy everyday to keep getting paid. Consider the job you want, and all of your skills and experience. Then, like a consultant, answer the key questions below, and be ready to market yourself. Why should the customer (employer) buy my services? How do I make them more than I cost?

BECOMING BICULTURAL

The Buddy System... No One Succeeds Without Help!

Successful people admit that along the way others “showed them the ropes,” warned them of pitfalls, and introduced them to the right people. If you want to succeed, you need mentors! There are three kinds.

Role Models...

People you watch, even if they never know, so you can learn. Who do you know who talks, dresses, handles tough situations, etc. in ways you want to? Make them your role models. Watch them, and do like they do!

Informal Mentors...

People you go to regularly so you can learn. Who is excellent in ways you want to be, and will let you come to them at times with questions or to review your work so you can improve? Make them your informal mentors. Go to them regularly to learn and grow!

Formal Mentors...

People you actively partner with so you can learn. Who has the expertise and connections you want, and would work with you to advance your career? Make them your formal mentors. Ask them to partner with you. Meet regularly and come prepared with questions and progress reports. They'll tell you what you need to learn, teach you, review your progress, and get you connected. Use their advice and thank them!

MY MENTORS

List 3 things you need to learn to get the next job you want. Who will mentor you and how?



What?

Who?

How?

- 1.
- 2.
- 3.

- | | | |
|--------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> model | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| <input type="checkbox"/> model | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| <input type="checkbox"/> model | <input type="checkbox"/> informal | <input type="checkbox"/> formal |

MY PLAN

Now that you know why you should become bicultural, and have learned a few good ways to do it, create your plan! List 5 things you need to do or learn to become bicultural (consider the bottom of page 2 for ideas). Then, decide how best to do or learn each, when you'll start, and the first step you'll take. You're on your way to succeeding in Today's Business Culture! We wish you great success!

Lots of Ways to Learn!

Role models, informal & formal mentors, classes, seminars & workshops, documentaries, websites, webinars & blogs, magazines & industry publications, networking groups, and more.

TO BECOME BICULTURAL I WILL...

What?

How?

When?

Action Step

- 1.
- 2.
- 3.
- 4.
- 5.

Next Steps

Develop your job search tools using WorkNet's *Explain This! (Good Answers)*, *Uniquely You (Selling Points)*, *Mini for Gold (Resumes)*, *Stand Out from the Crowd (Interviewing) Count*, fast tracks.

Conduct an effective job search using *The Best Way to Job Search!* and *The Hidden Market*, get the offers you want, and choose your job!

Goal 5: Instruction in Self-Advocacy



Lesson 1

What Do I Know About Myself?

Lesson 2

What Is Disclosure And How Does It Apply To Me?

Lesson 3

How Self Determined Am I?

Lesson 4

How Do The Services That I Have Received In High School And Adult Accommodations Relate? Where Can I Find Information About Job Accommodations?

Lesson 5

I Want To Conduct My Own Individualized Education Program (IEP) Meeting

Lesson 6

I Want To Take A More Active Role In My Individual Plan For Employment (IPE)

Goal 5: Instruction in Self-Advocacy

Introduction

The lessons in this section target instruction in self-advocacy topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 5-What Exactly is Instruction in Self-Advocacy as it relates to Pre-ETS?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of instruction in self-advocacy for Pre-ETS • Understand how assessments before, during and after instruction in self-advocacy contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services • Understand and develop a plan for instruction in self-advocacy activities to assist with decision making for post school settings of living, learning and work 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assessments are a process and occur before, during and after participation in self-advocacy instruction to develop social skills and independent living experiences • Developing a plan for self-advocacy instruction is a process where career-related challenges are considered while exploring career options for adulthood • Instruction in self-advocacy supports informed choice making for adult settings 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood for living, learning and work? • What information and experiences do I need to make informed choices now and for adulthood? • How does my disability potentially impact adult education and training programs?
<p>Students will know:</p> <ul style="list-style-type: none"> • How instruction in self-advocacy assists in goal setting for adulthood • How instruction in self-advocacy contributes to comprehensive decisions for living, learning and work • How instruction in self-advocacy contributes to opportunities for postsecondary education and employment 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals for participation in self-advocacy instructional activities • Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves • Present information about instruction in self-advocacy experiences as part of the annual transition services plan

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participate in at least 5 instructional activities do develop self-advocacy annually • Compile results of self-advocacy activities and personal reflections • Document experiences and goals for self-advocacy instruction in Transition Planning document 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP and all IPE documents bearing student signature • Assessment results bearing student signature indicating review of self-advocacy training activities • Transition Planning document, instruction in self-advocacy section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities • 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) 	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Complete overview lesson for instruction in self-advocacy to develop social skills and independent living to survey and assess my current skills in this area • Rate, with parent and provider input, my self-advocacy skills in the following areas: self-awareness, disability understanding, disability disclosure, decision making, set goals, evaluate options, identify independence, accommodations, request and utilize accommodations, know your rights and responsibilities, self-determination, know how to request and accept help, intrinsic motivation, taking a leadership role, in support plans (on WINTAC site), assertiveness, listen to others opinions, problem solving, monitor progress, positive self-talk • Develop a current “snapshot” of current skills in these areas and annual goals for improvement • Participate in activities to develop specific self-advocacy skills • Utilize the internet, websites (i.e. Job Accommodation Network: askjan.org) and other resource materials to identify the best accommodation solutions for individual needs • Develop a long term plan for self-advocacy skills development and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff • Learn and make decisions about mentoring including, peer mentoring, disability mentoring, group mentoring and e-mentoring • Discuss results of self-advocacy instruction with parents to obtain input • Discuss, reflect (journal) and record (transition planning document) pertinent information from self-advocacy skills activities and the impact on living, learning and work settings • Preparing for Driver’s Exam <p>Sample Lessons</p> <ul style="list-style-type: none"> • Lesson 1 What Do I Know About Myself? • Lesson 2 What Is Disclosure And How Does It Apply To Me? • Lesson 3 How Self Determined Am I? • Lesson 4 How Do The Services That I Have Received In High School And Adult Accommodations Relate? Where Can I Find Information About Job Accommodations? • Lesson 5 I Want To Conduct My Own Individualized Education Program (IEP) Meeting • Lesson 6 I Want To Take A More Active Role In My Individual Plan For Employment (IPE)

Additional ideas that you may use to develop into lessons of your own:

- What Is Informed Choice Making?
- Summary of Performance-What Does It Say About Me In High School and What Are the Possibilities for My Future
- Why Learn About Rights and Responsibilities For An Individual With A Disability?
- Accommodations And Modifications Now And Later
- Is A Mentor Right For Me? How Do I Find One? (<http://wvmentoring.org>)
- <http://www.transportation.wv.gov/DMV/Drivers/Pages/Sample-Test.aspx> a good resource AND Informal Assessments for Transition Planning 2nd Edition /. 132-137)
- IEP Or IPE-They Sound The Same To Me
- Disability, Who Me?
- Why Do I Need To Be Able To Talk About My Disability In An Appropriate Way?
- How And When Do I Talk About My Disability (with employers, community members, instructors/trainers)?
- A Good Look At Self Advocacy/Self Determination
- Updating My "Portfolio in Development"
- Reflecting On My Instruction In Self-Advocacy Experiences

Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 1: What Do I Know About Myself

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (10/2016)

Duration: 30 minutes

WVDE College and Career Readiness Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Graphic organizer: Who Am I? (attached) • Informal Assessments for Transition Planning 2ndEd, Self Determination/Self Advocacy Checklist (p. 105)-make 2 copies, one with graphic organizer on the reverse (attached)
Work to be completed outside class (before or after)	<p>After (10-15 minutes) <i>Instructions for the student:</i></p> <ul style="list-style-type: none"> • After completing the Who Am I? and Self Determination/Self Advocacy Checklist in the session, the teacher will ask each student to identify two adults they trust and who know them well 1) at home or in the community and/or 2) at school. • The student records the name of each person above the respective columns on the extra copy of the Self Determination/Self Advocacy Checklist. The student also needs to record his/her name and date at the top of the page. • The student will take the extra checklist for homework. • The student will ask the adult(s) if they are willing to complete a short questionnaire to assist in developing a comprehensive “picture” of themselves. • The student explains to the adult that he/she will read an item, and the adult will need to respond with Yes/No/I don’t know. This is a good opportunity to have the student read aloud for practice. The student then records the response on the page. If the adult prefers to read the items silently, the student should show the adult the column for marking the response. • Ask the adult if he/she has any additional comments and record them on the back of the sheet or allow them to write their own comment.

Lesson 1

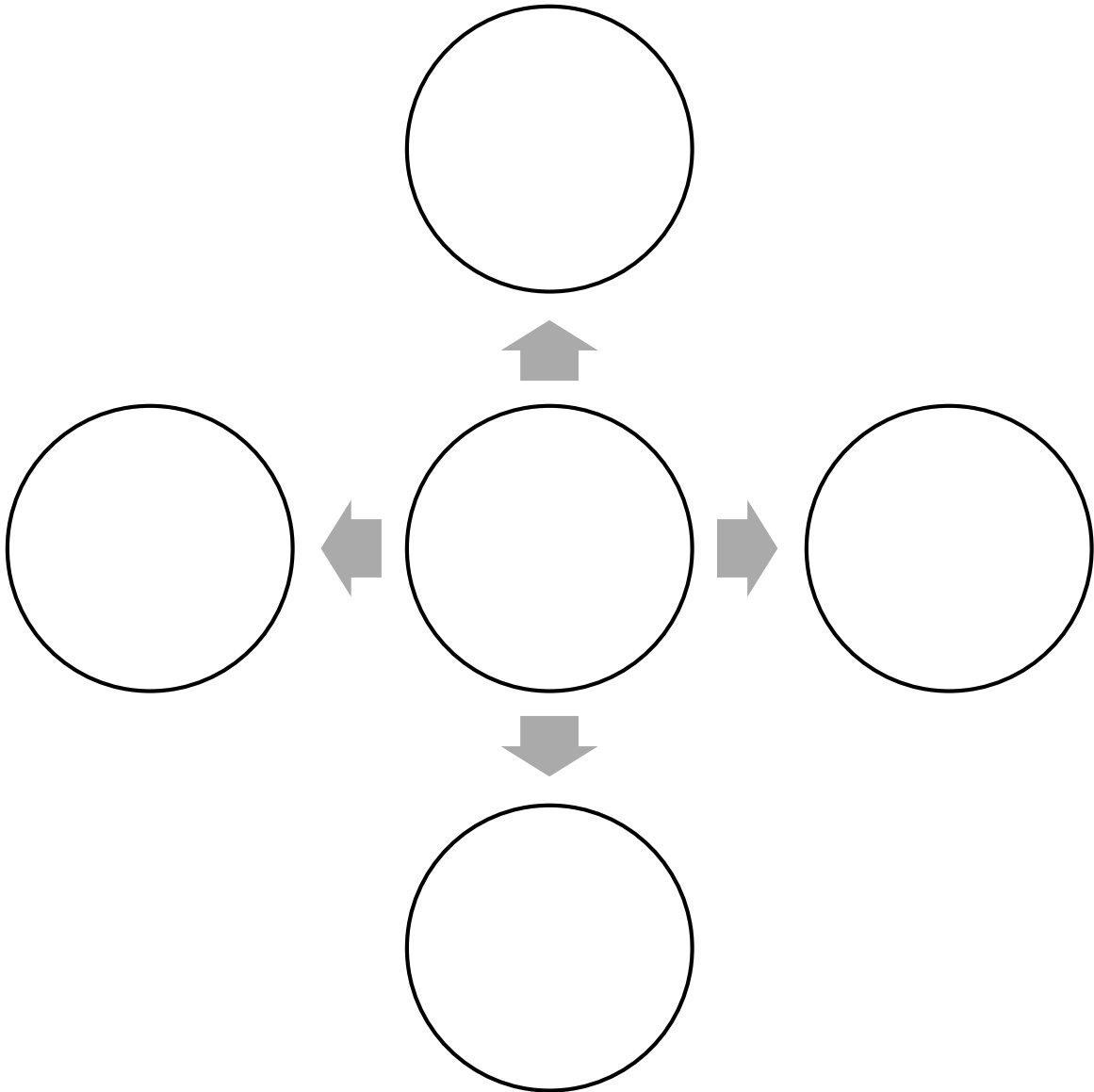
	<ul style="list-style-type: none"> • Make sure an adult who knows the student at school AND an adult who knows the student at home/in the community completes the checklist even if this is the same person. If the same the adult needs to respond to each column.
Method of assessment/Rubric(s)	<ul style="list-style-type: none"> • Graphic organizer completion and discussion • Personal reflection and completion of checklist
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. • Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges.
Activating Prior Knowledge	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Read the questions at the top section of the Self Determination/Self Advocacy Checklist and guide student(s) in a brief reflection/discussion about their thoughts from the questions. • Using Who Am I? (graphic organizer) ask student(s) to record their name in the middle circle. • Have them take a few minutes to think about personal characteristics that would most describe their personality/who they are from their personal perspective. • Write the 4 characteristics that come to mind quickly/those they feel describe them most accurately. • If time, have each student choose one of the characteristics to briefly explain OR have each provide their 4 descriptors to the entire group. If a large group, then have them work in groups of 3-4 to minimize time.
Vocabulary Development	<p>(8 minutes)</p> <p>Terms: Self-determination, Self-advocacy</p> <ul style="list-style-type: none"> • Present the two word pairs to the student(s). • Discuss what they know about each of these word pairs, assisting them to decipher smaller word parts to help them arrive at a meaning and write a simple definition of each. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). • Self-determination-having the skills, knowledge and beliefs that allow one to make informed choices in all parts of life and

Lesson 1

	<p>accepting the consequences/responsibilities that result from those decisions</p> <ul style="list-style-type: none"> • Self-advocacy-knowing one's rights and the ability to effectively communicate one's needs, interests and desires; this is the act part of self-determination and requires risk taking, negotiating, the ability to respond to conflict/criticism, and persistence to achieve one's goals
Skill Lesson/Active Learning	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be reflecting about themselves regarding what they can do. • Using the Self Determination/Self Advocacy Checklist, students will respond individually to each of the items (Yes, No, I don't know) by marking an X in the box as each is read aloud (preferably) or silently. Encourage Yes/No responses. Be sure to respond to behaviors At School and At Home (may/may not be the same). • Record name/date at the top of the page. • If students have any additional comments, record them on the back of the sheet where there is space. • Any items marked as I don't know, should be reevaluated and a Yes/No response determined (after discussion if needed) if at all possible.
Reflection	<p>(2 minutes)</p> <p><i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Reflect on your responses to the items on the checklist. Put a check beside 2 to 3 of the items from the No column that you would like to focus on for improvement. • If time, share one item you checked with the group. • <i>Instructor:</i> Lead a brief discussion about responses that were different from the adults perspective and any comments they wrote after completing the checklist.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Who Am I?




26. Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	At School			At Home/ In the Community		
	Yes	No	DK	Yes	No	DK
	I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.						
I know my values.						
I can ask for help without getting upset.						
I can state what I want to learn.						
I can state what I want to do when I graduate.						
I can state my rights as a person with a disability.						
I speak confidently and with eye contact when talking to others.						
I can tell teachers or work supervisors what I need to be able to do my work.						
I know how to look for support or help.						
I know how to set goals for myself.						
I know how to get information to make decisions.						
I can solve problems that come up in my life.						
I can develop a plan of action for goals.						
I can begin my work on time.						
I can stay on a work schedule or time plan.						
I can work independently.						
I can manage my time to stay on tasks until they are						
I can compare my work to a standard and evaluate its quality.						
I can tell when my plan of action is working or not.						
I can change goals or my plan of action.						

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14722)**
ISBN: 9781416405436



Note. From *Transition Planning Inventory* (p. 208), by G. M. Clark and J. R. Patton, 1997, Austin, TX: PRO-ED. Copyright 1998 by PRO-ED. Adapted with permission.

Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 2: What Is Disclosure and How Does It Apply To Me?

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (12/2016)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • This lesson is adapted from The 411 On Disability Disclosure, Unit 2 from the http://www.ncwd-youth.info/ website. Download the entire document for free. http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/ • Personal Reflections About Disclosure (handout attached) • <u>Informal Assessments for Transition Planning: Independent Living and Community Participation</u>, page 32-Explaining My Difficulties, and print the attached partial page. <i>Note: This same activity is also located in <u>Facilitating the Transition of Students Who Are Deaf or Hard of Hearing</u>, p. 24.</i>
Work to be completed outside class (before or after)	<p>After (10-15 minutes) <i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Record the sentence in your student transition journal and complete the statement: "I explain my learning and work challenges and accommodations I need for learning and work like this..."
Method of assessment/Rubric(s)	Completion of Disclosure handout activity and Explaining My Difficulties activities.
Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.

Activating Prior Knowledge	<p>(5 minutes)</p> <p><i>Instructions to instructor:</i></p> <ul style="list-style-type: none"> • Before the session the pre-read paragraph one (page 2-2) from 411 on Disability Disclosure. This will facilitate the discussion about disclosure. • After clarifying the meaning of the term, disclosure, ask student(s) for specific examples of when they “disclosed” information to another person. • Lead a brief discussion/query about disclosing personal and/or disability related information to others for specific reasons. • Explain the discussion for this lesson will be about disclosure of disability related information (paragraph two, page 2-2).
Vocabulary Development	<p>(8 minutes)</p> <p>Terms: Disclosure, Sensitive information, Confidential</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have students discuss what they already know about these words, assisting them to decipher smaller word parts to arrive at a meaning and write a simple definition of each. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). • Disclosure-Telling or revealing something • Sensitive Information-Information that is private and personal (such as family, health, work, finances). • Confidential-Information that is private (or secret) to oneself
Skill Lesson/Active Learning	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Discuss the examples of disclosure presented in paragraphs 3 and 4, pages 2-2 and 2-3 from 411 on Disability Disclosure. • Using the Activity section, beginning on page 2-3, present each question orally and obtain student responses. Responses can be recorded by the student or instructor on the handout or in the student journal.
Reflection	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Have students respond to Explaining My Difficulties handout by marking Hard/Easy for me. • Use this to identify the skills for disclosure, self-advocacy and self-determination in need of further development.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Personal Reflections about Disclosure

from The 411 on Disability Disclosure 2-3 and 2-4

Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.

Home: _____

School: _____

Work: _____

Community: _____

Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

School: _____

Home: _____

Work: _____

Community: _____

Unit 2: Disclosure...

What Is It and Why Is It So Important?

PURPOSE



The purpose of Unit 2 is to introduce you to the concept of disclosure. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion section on page 2-2.

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words, as you understand them. Then check your definitions against the glossary located in the back of this workbook. The following terms are used in Unit 2:

Confidential

Sensitive information

Disclosure

Disclosure _____

Sensitive information _____

Confidential _____

Source: The 411 on Disability Disclosure

<http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/>

The 411 on Disability Disclosure

2-1

DISCUSSION



When you tell someone something that was **previously unknown**, you are practicing **disclosure**. Disclosure comes from the word “disclose,” which means **to open up, to reveal, or to tell**. The term “disclosure” is used in different ways by different groups of people. For example, if you want to buy a house and need a loan, or if you need a loan for your college education, you must disclose, or share, your personal financial information with a loan officer at the bank. This information might include your income, savings and checking account information, any property you own, any debt you have, and any other relevant financial information.

When you disclose, **you are intentionally releasing personal information about yourself for a specific purpose**. Some personal information, such as your Social Security number, banking records, or medical records may be important to keep **confidential**. It is important to keep in mind that your decision to disclose, is personal and should be helpful to you. Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about 1) how your disability affects your capacity to learn and perform effectively, and 2) the environment, supports, and services you’ll need in order to access, participate in, and excel in your job, studies, and community. You must decide what and how much of this **sensitive information** is necessary to reveal in order to obtain the needed accommodations.

Here are some examples of disclosure. First, you might disclose your disability to a

◆

One of the most personal decisions you will make as a person with a disability is whether or not to tell someone about your disability.

◆

potential employer in order to receive needed job accommodations. Second, you might disclose your disability to new friends who have invited you to a concert because you need accessible seating close to the stage in order to see. Third, you might disclose your disability to your track coach because your math tutoring sessions overlap with track practice after school. Fourth, if you are applying for Social Security benefits, it is crucial for you to have your personal information related to your disability in order and ready to share with your benefits counselor. This may mean having your medical records, educational records, and recommendation letters organized. On the other hand, if you are applying for a disabled parking permit, you do not need to disclose all your medical and disability-related paperwork, but you only need to have a verification form completed by your medical doctor.

Let’s look at some examples in which an individual made the informed decision to disclose his or her disability in order to receive needed accommodations:

- Joe is deaf and will need an interpreter for a college interview.
- Joan, who is on the track team, has insulin-dependent diabetes and might need the

help of her teammates if her blood sugar is low.

- Carlo, who has attention deficit disorder (ADD), needs directions in written form because he misses steps when they are presented orally.
- Stephanie uses a wheelchair and has a personal assistant, who helps her with filing paperwork in vertical filing cabinets, to facilitate her job as a chief financial officer.
- Colleen has schizophrenia (which is

currently controlled with medication) and needs a private workspace or dividers in her work area to limit distractions and make her time at work more productive.

- Justin is autistic and needs a highly structured learning environment that focuses on his individual needs, which include development of social skills, language, and self-help.
- Melanie has dwarfism and needs a lower locker at school.

ACTIVITY



Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.



Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

Scenario: Jesse has chosen to share information about his disability with his mentor at the manufacturing plant. He has decided to tell his mentor, Joe, about his poor reading skills and difficulty comprehending the new equipment training manuals. Jesse believes it is essential he tell Joe because he will need to miss work to attend training sessions that demonstrate use of the new equipment and verbally present the new information.

Now, think about **what** it is about yourself or your disability that may need to be revealed to the following people AND **why** it would be important to reveal information to this person about your disability:

College professor: _____

Potential employer: _____

New friend: _____

d. Community member (store owner, bank teller, police officer, etc.): _____

e. Family member: _____

Disability support service worker or coordinator: _____

NOTES 



Explaining My Difficulties

 Place a check mark in the column that matches your opinion.

	Easy for Me	Hard for Me
1. I can explain my difficulties to my teachers.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can explain my difficulties to my employer.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can explain to an employer why I would need a reasonable accommodation for my job.	<input type="checkbox"/>	<input type="checkbox"/>
4. I am comfortable asking an employer to make a reasonable accommodation for my job.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can explain my legal rights that help me in high school.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can explain the laws that will protect my rights when I go to college.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can explain the laws that will protect my rights when I ge	<input type="checkbox"/>	<input type="checkbox"/>

Sun

- ① Learning to be a self-advocate takes time
- ① Practicing personal and interpersonal skills, confidence and in achieving goals.

Home

Create a Self-Advocacy File with the following items:


- ① High school transcripts (or a school address)
- ② Copies of standardized tests (SATs, etc.)
- ③ Résumé
- ④ Copies of medical records and phone numbers
- ⑤ Samples of academic work (essays, art, social media posts)

Ask a parent for other ideas on important items to include.

SAMPLE

Please refer to:

**Informal Assessments for
Transition: Independent
Living and Community
Participation (12478)**
ISBN: 9781416403364



Source: *Self-Advocacy for Students Who Are Deaf or Hard of Hearing* (p. 18), by K. English, 1997, Austin, TX: PRO-ED. Copyright 1997 by PRO-ED, Inc. Adapted with permission.

Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 3: How Self Determined Am I?

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (12/2016)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • This lesson is adapted from The 411 On Disability Disclosure from the http://www.ncwd-youth.info/ website, Unit 1, pages 1-1 to 1-6. Download the entire document for free. Print page 1-5 to 1-6 of this lesson for student response. http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/ • <u>Informal Assessment for Transition Planning 2nd Ed</u>, Learning: Self-Determination Sections 18-25 on pages 25-29 (attachment label-G5L3 StaffSelfDeterm). This checklist to be completed by Pre-ETS Counselor/TRC prior to the student meeting. • <u>Informal Assessments for Transition: Independent Living and Community Participation</u>, Self-Determination, pages 13-15, (attachment label-G5L3 AltStudentSelfDeterm).
Work to be completed outside class (before or after)	<p>Before (15 minutes) Note: This activity is to be completed by staff. <i>Instructions to the Pre-ETS Counselor/TRC:</i></p> <ul style="list-style-type: none"> • Interview school staff regarding the 7 sections and individual items in each section of the StaffSelfDeterm handout. Identify areas for further development from the perspective of school staff. <p>After (10 minutes) Note: This activity is to be completed by staff <i>Instructions to the Pre-ETS Counselor/TRC:</i></p> <ul style="list-style-type: none"> • Compare responses from staff and student responses from the lesson activities identifying those items for further development in the area of self-advocacy.
Method of assessment/Rubric(s)	Completion of Self-Determination Checklist, pages 1-5 and 1-6 from The 411 on Disability Disclosure.

<p>Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • An alternative student checklist can be found in <u>Informal Assessments for Transition: Independent Living and Community Participation</u>, pages 13-15. • Items and/or responses should be read aloud or recorded for all students to allow reflection time for responses. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. • Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges.
<p>Activating Prior Knowledge</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Tell students about a choice you made regarding a part of your career pathway and the research or information you gathered to help you make a good choice. • Ask students to think about their current thinking regarding their career pathway. Have them think about the research they have done (or not) to help them make a good choice. • Lead a very brief oral discussion having students discuss their choice and the background research. The idea here is to help them recognize that personal choices made from a body of information to help guide them is called “informed choice.”
<p>Vocabulary Development</p>	<p>(5 minutes)</p> <p>Terms: Informed choice, Accommodation, Goals (long- and short-term), Respect, Values</p> <ul style="list-style-type: none"> • Present the words to the student(s). • Have students discuss what they know about each of these words, assisting them to arrive at a meaning and write a simple definition for each. Guide discussion quickly/briefly to assure the key points of each are included in their definitions as noted in the Glossary section of The 411 on Disability Disclosure document. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Using The 411 on Disability Disclosure Discussion on page 1-3 and 1-4 assist students to understand the 11 big ideas about self-determination as listed on 1-4. • Prepare students for completion of the checklist on 1-5 and 1-6. • Explain the volume of items and suggest they respond promptly without second thoughts.

Lesson 3

	<ul style="list-style-type: none">• Read each item to student(s) while students place a check in each box.• Provide students a brief explanation (p. 1-6) as they look over their responses.
Reflection	(5 minutes) <ul style="list-style-type: none">• Guide students to reflect on their No responses.• Direct students to select 5 items (circle the choices) from the No column that they would choose for short term goal setting and improvement.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Unit 1:

Self-Determination... the BIG Picture

PURPOSE



The purpose of Unit 1 is to introduce you to the process and the value of self-determination: making informed decisions through reflecting on and building on your strengths. Terminology provided in this unit will help you better understand the topic of self-determination. A questionnaire will help you examine your strengths in the area of self-determination and to consider some skills you would like to enhance. We strongly suggest that you read the discussion section on page 1-3.

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then, check your definitions against the glossary located in the back of this workbook. Here are the terms used in Unit 1:

Accommodation	Goals (long-term and short-term)
Informed choice	Respect
Self-determination	Values

Accommodation _____

Goals (long-term and short-term) _____

Source: The 411 on Disability Disclosure

<http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/>

The 411 on Disability Disclosure

1-1

Informed choice _____

Respect _____

Self-determination _____

Values _____

NOTES 



DISCUSSION



One of the key ways that adults define themselves and develop a sense of identity is through the many choices they have made throughout their lives. Young people as well as adults often struggle with the responsibility of making good decisions, oftentimes without accurate and complete information.

Teenagers make important choices such as choosing a part-time job, deciding which classes to take, selecting someone to date, and deciding what to do in their free time. These decisions aren't always easy. Although some of these decisions may only have short-term effects, other decisions will affect your life in the long term. You will make some of these decisions on your own, while you'll make other decisions in partnership with parents, friends, teachers, or advisors. Remember that some decisions must be made without having all of the necessary information available. Not all decisions can be well supported, but it's important to try to make the most informed decision.

Youth are rarely taught about **informed choice** while in high school. **Informed choice is the process of making a decision after considering relevant facts and weighing the pros and cons (positives and negatives) of the decision.** Making informed choices is a skill that must be practiced, encouraged, reflected upon (or thought about), and then practiced some more in order to be acquired. This process requires you to collect information before making a decision. You may be given information or you may research information on your own (perhaps by going online or talking to people).

Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be.

Informed decision-making is a skill that you will benefit from many times in your life when you are required to make crucial decisions.

Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be. You can think of it as an umbrella that covers the very important and personal matters that make up you. A self-determined person can set goals, make decisions, see options, solve problems, speak for him or herself, understand required supports, and evaluate outcomes (Martin & Marshall, 1996). Being a self-determined person helps you to make important choices and informed decisions in your life based on your abilities, interests, and attitudes. Self-determined people accept themselves, respect themselves, and **value** themselves for who they are and what they have to offer to others.

When people are self-determined, they can more easily identify their short-term and long-term personal **goals**. Sometimes short-term

goals are steps you take to get to your long-term goal. In addition, self-determined individuals understand that some personal goals (whether short-term or long-term) can be reached independently, while also recognizing that all people seek out others to help them achieve all their goals. **Self-determination empowers people to seek assistance when needed.**

One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should definitely be an informed choice. If you have a disability, **there are no requirements that you disclose your disability to anyone at any time**, but in order to receive accommodations at work or in school, you must disclose.

If you do not require **accommodations**, it is generally not necessary to disclose. A self-determined person with skills in making informed choices will be better equipped to

make this important decision about disclosure after trying some of the strategies like weighing the pros and cons and considering all the facts. If you decide to disclose your disability after thoughtful reflection on the subject, it is important to practice disclosing effectively with people whom you **respect** and trust, and who know you and your strengths well.

It's not easy to share information about your disability with others. This workbook was created to help you make an informed decision about whether or not to disclose information about your disability and to prepare you to disclose information about yourself and your disability in an effective manner if necessary.

Complete the questionnaire on the following page to see just how much you know about yourself and your disability. Your answers can lead to an interesting discussion about your strengths and limitations, and how to accentuate and improve your skills in certain areas.



ACTIVITY:

JUST WHAT DO YOU KNOW ABOUT YOURSELF AND YOUR DISABILITY?



Complete the questionnaire below.

For each question, check the box (Yes, Sometimes, or No) that best describes yourself

Questions	YES	SOMETIMES	NO
1. Do you know what you do well in school?			
2. Do you know what you do well outside of school?			
3. Can you easily explain your skills and strengths to other people?			
4. Do you know how you learn best?			
5. Do you inform your teacher how you learn best?			
6. Do you inform your employer how you learn best?			
7. Do you ask for help when you need it?			
8. Do you take responsibility for your own behavior?			
9. Do you feel proud of yourself?			
10. Do you set long-term and short-term goals for yourself?			
11. Do you create lists for yourself to help you achieve your goals?			
12. Are you present at your own IEP or 504 meetings?			
13. Do you participate in your own IEP or 504 meetings?			
14. Do you disclose your disability to others?			
15. Do you like the reaction you get when you inform someone about your disability?			
16. Do you practice disclosing your disability to others?			
17. Do you describe your disability differently depending on the setting or the people?			
18. Are there times you choose not to tell someone about your disability?			
19. Do you know what "reasonable accommodation" means?			
20. Do you know what accommodations you need in school in order to be successful?			
21. Do you know what accommodations you need on the job in order to be successful?			

Questions	YES	SOMETIMES	NO
22. Do you practice asking for the accommodations you need in school?			
23. Do you practice asking for the accommodations you need on the job?			

If you answered **YES** to many of the questions, you should be very proud of yourself! You definitely have a good sense of yourself and your disability. This means you're on the road to being a very self-determined individual! Of course you realize that there will always be room for improvement. Reflect on the questions you answered with a **NO**, and create some short-term goals designed to strengthen your areas of limitations.

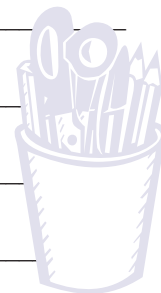
If you answered **SOMETIMES** to many of the questions, you possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Once you have identified your strengths (the questions you answered with a **YES**), list the other areas that

need work (the questions you answered with a **NO**) and prioritize them. Decide which areas of need are most important to focus on right now, and create some short-term goals to begin to strengthen your weaker spots.

If you answered **NO** to many of the questions, you are at the beginning stage of understanding yourself and your disability. Take the next step and seek out others whom you trust and who know you well; ask them to help you sort out your areas of strengths and needs (you probably have more strengths than you realize). Share the results of the questionnaire with these individuals and ask them for assistance in developing some short-term goals for the purpose of gaining a better understanding of yourself.

NOTES





LEARNING: SELF-DETERMINATION

18. Understands his/her strengths and limitations.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describes his/her accomplishments. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Lists multiple personal strengths. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifies his/her failures and factors that contributed to the lack of success. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describes his/her disability in functional terms related to school and work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participates in development of his/her Individualized Education Program. | <input type="checkbox"/> | <input type="checkbox"/> |

INFORMAL ASSESSMENTS FOR TRANSITION PLANNING (2ND ED.)

#14167A © 2013 PRO-ED, Inc.

SAMPLE
Please refer to:
Informal Assessments for
Transition Planning—
Second Edition (14722)
ISBN: 9781416405436



Proficient	NA	Action	FA	IEP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recognizes situations where limitations could impact performance on a task.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Uses judgment when determining when to increase level of independence while performing a task.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Can identify others' perceptions of him-/herself.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Practices reflective thinking in evaluation of personal strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recognizes situations when others use his/her strengths without giving credit (e.g., being taken advantage of or cheating).	<input type="checkbox"/>	<input type="checkbox"/>
19. Explains the impact of his/her disability on various life situations.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies his/her disability.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes ways his/her disability affects school.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes ways his/her disability affects work.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes ways his/her disability affects community mobility and participation.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes activities that his/her disability does not affect.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies specialized services he/she receives in school.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies accommodations that are helpful in school.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies assistive technology that is helpful.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> If taking medication, describes the positive effects of taking it and the negative effects of not taking it.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Participates actively with others (professionals, family, friends) for various occupational alternatives.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Participates actively with others (professionals, family, friends) for various college and vocational education options.	<input type="checkbox"/>	<input type="checkbox"/>
20. Advocates for self-interests and needs.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriately presents his/her side of the story.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Articulates long-term goals, hopes, and dreams.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Uses a variety of expressive formats for verbal and nonverbal communication, artistic and creative.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates language (e.g., formal, informal) appropriate to communication partners.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Shows tact when expressing feelings and opinions.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes how setting, communication style, and audience affect how to appropriately express feelings and opinions.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Responds to a situation with an appropriate verbal and nonverbal response.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Responds with feeling words appropriate to the situation.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies situations in which it may be necessary to disclose his/her strengths and limitations and develops a strategy to do so.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Expresses a wide variety of feelings and opinions.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Speaks positively about him-/herself.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Expresses feelings and/or ideas about the existence and impact of his/her disability.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Expresses own strengths and limitations to others.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies potential benefits and potential problems in disclosing his/her strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE
Please refer to:
**Informal Assessments for
Transition Planning–
Second Edition (14722)**
ISBN: 9781416405436



Proficient	NA	Action	FA	IEP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Differentiates among various levels of self-disclosure that are appropriate to a setting.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies strategies on how and when to disclose the existence of his/her disability with a potential employer.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Can be assertive (versus passive or aggressive) when expressing desires or responding to others.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Can solicit, accept, and refuse assistance with dignity.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Uses an alternative method to express him-/herself when not understood by someone.	<input type="checkbox"/>	<input type="checkbox"/>

21. Makes personal decisions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Takes initiative to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Develops a variety of options in preparation for making a decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluates options in terms of effectiveness, risk, functionality, and social conventions.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Seeks information for decision making from a variety of sources and formats (e.g., written, personal experiences of others).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies when it is appropriate to make a quick decision versus a reflective decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes his/her rationale for a decision.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies guiding values underlying a personal decision.	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Takes personal ownership of values by consciously stating values.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Follows through on decisions requiring action.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows how to hire, supervise, and dismiss a person.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for personal growth.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions on health-related issues.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed consumer decisions.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for leisure activities.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for community participation.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions for interpersonal relationships.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes informed decisions on programs and services (e.g., employment, socialization, health, mental health).		

22. Sets goals based on personal preferences.


<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies an array of personal goals based on interests.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies an array of personal goals based on strengths.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies an array of personal goals based on needs.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies an array of personal goals based on values.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Prioritizes goals that are most important or most realistic.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Defines existing or potential barriers (e.g., in completing a goal).		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes internal benefits of completing a goal (e.g., self-fulfillment).		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes external benefits of completing a goal (e.g., getting a job, receiving a diploma or certificate, getting a raise in pay).		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Sets well-defined personal goals that can be accomplished within an identified time frame.		

SAMPLE
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Proficient	NA	Action		FA	IEP
23. Plans for reaching goals and making plans work.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develops and prioritizes behavioral steps (or actions) necessary to complete a goal.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develops a timeline or target date for completion of intermediate steps or subgoals (e.g., "achieve behavior X by July 1").	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies resources that can support goal completion.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Solicits support from social support system to stay on track toward goal completion.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands and practices time-/task-management skills.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes adjustments in the plan or in strategies when the path to the goal is "derailed."	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accesses resources if path to a goal is "derailed."	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows through with achievement of personal goals.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acknowledges and celebrates completion of a goal.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reflects on goal completion and develops a plan for adjustments if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
24. Knows his/her basic legal rights.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows basic rights afforded to all citizens.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows the democratic process of elections and purpose of voting.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how and where to register to vote.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows of obligation to register for Selective Service.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands legal aspects of employment (e.g., minimum wage, overtime, and compensation).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes personal and employment rights under the Americans with Disabilities Act and Section 504.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates between the protections and remedies available under the ADA and Section 504.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies benefits from disability assistance programs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows what typically constitutes "reasonable accommodations" and "secondary training."	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates between information about his/her rights that is appropriate to give employers.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies examples of sexual harassment and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies individuals who can provide support and resources.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands the concept, rights, and obligations of a contract.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the purpose of "Miranda" rights (e.g., right to remain silent).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows about the availability of free legal services.	<input type="checkbox"/>	<input type="checkbox"/>
25. Knows how to make legal decisions affecting employment.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies resources to learn about changes in laws.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows what constitutes a legal contract.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the purpose of common legal writings (e.g., resumes, job offers, employment contracts, lease agreements).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes basic rights and responsibilities of an employee.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to use laws designed to protect individuals with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to access assistance for making legal decisions.	<input type="checkbox"/>	<input type="checkbox"/>

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Proficient	NA	Action	FA	IEP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Understands the purpose of signing any legal document or agreement.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Understands that individuals are obligated to follow laws and the various penalties for not doing so (e.g., ticket, probation, fine, incarceration).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describes the potential consequences of not paying tickets or ignoring legal orders.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Advocates for his/her right to privacy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows how to file charges and/or lawsuits when legal rights, property rights, or personal rights are violated.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Seeks assistance if he/she needs additional information about a legal issue (e.g., from a parent, relative, mentor, lawyer, or legal adviser).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Understands legal aspects of money management (e.g., consequences for bouncing a check, use of collateral for loans).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Knows how to terminate housing contracts (e.g., giving 30-day notice, terminating and/or changing utility services).	<input type="checkbox"/>	<input type="checkbox"/>

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Self-Determination

 **Read each statement. If the statement describes you or your beliefs, put a check mark in the column "That's Me." If the statement does not describe you or your beliefs, put a check mark in the column "That's Not Me."**

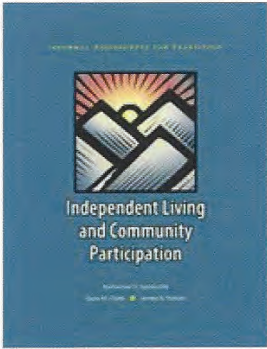
	That's Me	That's Not Me
1. I am a dreamer.	<input type="checkbox"/>	<input type="checkbox"/>
2. I know what is important to me.	<input type="checkbox"/>	<input type="checkbox"/>
3. I have the right to decide what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>
4. When I do not get something I want, I try a new approach.	<input type="checkbox"/>	<input type="checkbox"/>
5. I forget to take care of my needs when I am with my friends.	<input type="checkbox"/>	<input type="checkbox"/>
6. To help me the next time, I evaluate how things turned out.	<input type="checkbox"/>	<input type="checkbox"/>
7. There are no interesting possibilities in my future.	<input type="checkbox"/>	<input type="checkbox"/>
8. Nothing is important to me.	<input type="checkbox"/>	<input type="checkbox"/>
9. No one has the right to tell me what to do.		
10. I can think of only one way to get something I want.		
11. I can be successful even though I have weaknesses.		
12. I can figure out how to get something if I want it.		
13. Sometimes I need to take risks.		
14. I do not have any goals for school this year.		
15. I would not practice in my mind giving a speech to a class b		
16. I do not know my weaknesses.		
17. My weaknesses stop me from being successful.		
18. I do things without a plan.		
19. I know my strengths.		
20. I do not know where to find help when I need it.		
21. It is a waste of time to reflect on why things turned out the v		
22. I dream about what my life will be like after I finish school. .		
23. I tell others what I want.		
24. If I want something, I keep working for it.		
25. I think about how I could have done something better.		
26. I make decisions without knowing if I have options.		
27. I forget to think about what is good for me when I do things		
28. I am frequently surprised by what happens when I do thing		

SAMPLE

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Living and Community
Participation (12478)**

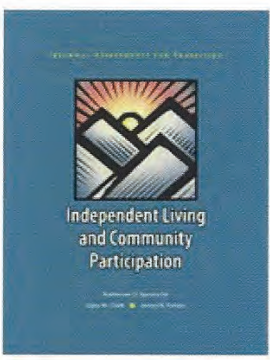
ISBN: 9781416403364



Source: *Self-Determination Student Scale* (pp. 1–5), by A. Hoffman, S. L. Field, and S. Sawilowsky, 1995, Austin, TX: PRO-ED. Copyright 1995 by PRO-ED, Inc. Adapted with permission.

	That's Me	That's Not Me
29. I am too shy to tell others what I want.	<input type="checkbox"/>	<input type="checkbox"/>
30. I am too scared to take risks.	<input type="checkbox"/>	<input type="checkbox"/>
31. Criticism makes me angry.	<input type="checkbox"/>	<input type="checkbox"/>
32. I am embarrassed when I succeed.	<input type="checkbox"/>	<input type="checkbox"/>
33. I plan to explore many options before choosing a career.	<input type="checkbox"/>	<input type="checkbox"/>
34. I prefer to negotiate rather than to demand or give in.	<input type="checkbox"/>	<input type="checkbox"/>
35. I would rather have the teacher assign me a topic for a project than to create one myself.	<input type="checkbox"/>	<input type="checkbox"/>
36. I am unhappy with who I am.	<input type="checkbox"/>	<input type="checkbox"/>
37. My life has no direction.	<input type="checkbox"/>	<input type="checkbox"/>
38. I imagine myself failing before I do things.	<input type="checkbox"/>	<input type="checkbox"/>
39. I like to know my options before making a decision.	<input type="checkbox"/>	<input type="checkbox"/>
40. I think about what is good for me when I do things.	<input type="checkbox"/>	<input type="checkbox"/>
41. Before I do something, I think about what might happen.	<input type="checkbox"/>	<input type="checkbox"/>
42. My friends are lucky to know me.	<input type="checkbox"/>	<input type="checkbox"/>
43. I know what grades I am working toward in my classes.	<input type="checkbox"/>	<input type="checkbox"/>
44. Doing well in school does not make me feel good.	<input type="checkbox"/>	<input type="checkbox"/>
45. When I want something different from my friend, we find a s	<input type="checkbox"/>	<input type="checkbox"/>
46. It is important for me to know what I do well in being a goo	<input type="checkbox"/>	<input type="checkbox"/>
47. In an argument, I am responsible for how I act on my feeling	<input type="checkbox"/>	<input type="checkbox"/>
48. I wish someone would tell me what to do when I finish scho	<input type="checkbox"/>	<input type="checkbox"/>
49. I like who I am.	<input type="checkbox"/>	<input type="checkbox"/>
50. Goals give my life direction.	<input type="checkbox"/>	<input type="checkbox"/>
51. I imagine myself being successful.	<input type="checkbox"/>	<input type="checkbox"/>
52. Personal hygiene is important to me.	<input type="checkbox"/>	<input type="checkbox"/>
53. My experiences in school will not affect my career choice. ...	<input type="checkbox"/>	<input type="checkbox"/>
54. When I am with friends, I tell them what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>
55. If I am unable to solve a puzzle quickly, I get frustrated and s	<input type="checkbox"/>	<input type="checkbox"/>
56. I make changes to improve my relationship with my family. ...	<input type="checkbox"/>	<input type="checkbox"/>
57. I do not know if my parents' beliefs are important to me. ...	<input type="checkbox"/>	<input type="checkbox"/>
58. If I need help with a school project, I can figure out where to	<input type="checkbox"/>	<input type="checkbox"/>
59. I am easily discouraged when I fail.	<input type="checkbox"/>	<input type="checkbox"/>
60. I do things the same way I usually do, even if there might be	<input type="checkbox"/>	<input type="checkbox"/>
61. I know what is important when choosing my friends.	<input type="checkbox"/>	<input type="checkbox"/>
62. I could not describe my strengths and weaknesses in school	<input type="checkbox"/>	<input type="checkbox"/>
63. I like to solve puzzles.	<input type="checkbox"/>	<input type="checkbox"/>

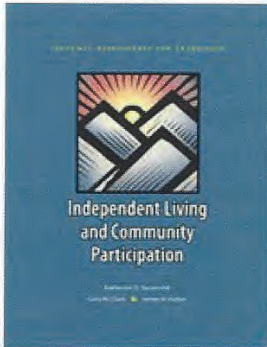
SAMPLE
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	That's Me	That's Not Me
64. Nothing good could come from admitting to myself that I am having difficulty in a class.	<input type="checkbox"/>	<input type="checkbox"/>
65. At the end of the marking period, I compare my grades to the grades I expected.	<input type="checkbox"/>	<input type="checkbox"/>
66. It is silly to dream about what I will do when I finish school.	<input type="checkbox"/>	<input type="checkbox"/>
67. I do not participate in school activities because I have nothing to contribute.	<input type="checkbox"/>	<input type="checkbox"/>
68. I accept some criticism and ignore some.	<input type="checkbox"/>	<input type="checkbox"/>
69. I give in when I have differences with others.	<input type="checkbox"/>	<input type="checkbox"/>
70. I do not look back to judge my performance.	<input type="checkbox"/>	<input type="checkbox"/>
71. I tell my friends what I want to do when we go out.	<input type="checkbox"/>	<input type="checkbox"/>
72. I know how to compensate for my weakness in sports.	<input type="checkbox"/>	<input type="checkbox"/>
73. I ask directions or look at a map before going to a new place.	<input type="checkbox"/>	<input type="checkbox"/>
74. I like to be called on in class.	<input type="checkbox"/>	<input type="checkbox"/>
75. When I am angry with my friends, I talk with them about it.	<input type="checkbox"/>	<input type="checkbox"/>
76. I like it when my friends see me do well.	<input type="checkbox"/>	<input type="checkbox"/>
77. When going through the cafeteria line, I pick the first thing.	<input type="checkbox"/>	<input type="checkbox"/>
78. I know how to get help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>
79. I prefer to flip through pages rather than use the index.	<input type="checkbox"/>	<input type="checkbox"/>
80. I think about how well I did something.	<input type="checkbox"/>	<input type="checkbox"/>
81. I do not volunteer in class because I will be embarrassed if I am.	<input type="checkbox"/>	<input type="checkbox"/>
82. I do not know where to get help to decide what I should do.	<input type="checkbox"/>	<input type="checkbox"/>
83. If my friends criticize something I am wearing, I would not wear it.	<input type="checkbox"/>	<input type="checkbox"/>
84. I do not like to review my test results.	<input type="checkbox"/>	<input type="checkbox"/>
85. Before I give a report in class, I go over it in my mind.	<input type="checkbox"/>	<input type="checkbox"/>
86. I talk about people without considering how it might affect them.	<input type="checkbox"/>	<input type="checkbox"/>
87. I feel proud when I succeed.	<input type="checkbox"/>	<input type="checkbox"/>
88. When we are deciding what to do, I just listen to my friends.	<input type="checkbox"/>	<input type="checkbox"/>
89. When deciding what to do with my friend, it is not possible for me to disagree.	<input type="checkbox"/>	<input type="checkbox"/>
90. When I want good grades, I work until I get them.	<input type="checkbox"/>	<input type="checkbox"/>
91. If my team wins, there is nothing to be gained by reviewing my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>
92. Before starting a part-time job or extracurricular activity, I think about how it will affect my school work.	<input type="checkbox"/>	<input type="checkbox"/>

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Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 4: How Do The Services I Have Received in High School and Adult Accommodations Relate? Where Can I Find Information about Job Accommodations?

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (12/2016)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Internet/Computer access • http://askjan.org/media/atoz.htm • <u>Informal Assessments for Transition Planning</u> 2nd Ed, Disability and Me (p. 98-99)
Work to be completed outside class (before or after)	<p>After (10 minutes) <i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • After completing this lesson, the instructor shows the student the askjan section of the website that provides a list of disabilities in alphabetical order (http://askjan.org/media/atoz.htm). • Assure that the student is able to articulate his/her disability area of eligibility in education accurately. Stress the fact that this is a starting place. Explain that eligibility changes with adulthood, and a future lesson will address this issue. • Assign the student to find their current area for eligibility and go to that section of the askjan.org website. They can read or click on an audio version of each section. <p><i>Instructions to the staff:</i></p> <ul style="list-style-type: none"> • After completing this lesson, the instructor should review the IEP to determine accuracy of student responses if not already familiar with the contents of the IEP. • At a follow up meeting clarify any differences for the student and to discuss what they learned from visiting the askjan site.
Method of assessment/Rubric(s)	Personal reflection and responses to questions from the handout.
Accommodations and Modifications-	<ul style="list-style-type: none"> • Items and/or responses are intended to be read aloud or recorded for students who have reading/writing challenges.

<p>Universal Design for Learning (UDL) and Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Additional discussion of the meaning of some items or re-stating in a different manner may be necessary. • Prompting and additional questioning is likely necessary to decipher current accommodations. • The IEP document will provide additional support for discussion or can be used after the session to identify areas for additional follow up at a later time.
<p>Activating Prior Knowledge</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • This is a brief reflection about understanding oneself and disabilities. Prompt the student to reflect on his/her life to date and identify any particular challenges that presented themselves at home, school and in the community. Ask the student to further explain what he/she remembers about how the challenges were addressed. • Discuss disability and accommodations in broad terms, explaining that education and adult services apply labels when an individual is identified with a disability under very specific regulations. • Inquire as to whether the student is aware of how he/she is eligible for school purposes. If unsure, prompt the student about his/her identified disability.
<p>Vocabulary Development</p>	<p>(8 minutes)</p> <p>Terms: Disability, Accommodation</p> <ul style="list-style-type: none"> • Present the two words to the student(s). • Have them discuss what they know about each of these words, assisting them to decipher smaller word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions. • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). • Disability-(under ADA) a physical or mental impairment that substantially limits one or more major life activities, including (but not limited to) walking, eating, speaking, breathing, working, standing or thinking; some disabilities are considered hidden disabilities • Accommodation-a strategy that lessens or gets rid of a particular barrier (i.e. glasses for a person with close vision challenges)
<p>Skill Lesson/Active Learning</p>	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Tell students that you will act as the interviewer. They need only to listen carefully and respond to 8 questions.

Lesson 4

	<ul style="list-style-type: none">• Explain that this activity will help them define their disability in order to better understand and identify some accommodations they may need after leaving high school.• Using the Disability and Me handout questions, present each question individually.• Write name/date at the top of the page.
Reflection	(2 minutes) <ul style="list-style-type: none">• Ask students to reflect in the student transition journal and aloud, regarding what they still need to know about supports after high school. This will, of course, lead to follow up lessons to answer their questions.• Refer to the After section of this lesson. Show the student the askjan.org website page and provide them with the link on a small card.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

23. DISABILITY AND ME

Transition Domain: Learning: Self-Determination

Completed By: Student

Purpose: This questionnaire assists the student in describing the impact his or her disability has at school, work, and home and the accommodations that are beneficial in these settings.

Aligned With TPI-2 Items: 18 and 19

Estimated Reading Grade Level: 6.6

Instructions:

98

1. Discuss disability and accommodations in broad terms. Also explain to the student that this assessment is confidential and responses will not be shared with other students.
2. Ask the student to answer each question as completely as possible. Questions can be read aloud to the student, and if needed, further explanations can be provided.
3. After the student completes the assessment, discuss the results.
4. Follow up with additional instruction as needed. Encourage the student to give a complete and accurate response.
5. If the student lists only a few accommodations listed on the IEP. Then discuss how the accommodations on the IEP are necessary and helpful.

Variations:

A scribe can record the student's answers, if the student trusts.

Related Content:

To access accommodations after high school and identify helpful accommodations. This activity is accompanied by instruction on disability history and accommodations. Activities could include comparing disability law (ADA, Rehabilitation Act, and the Individuals with Disabilities Education Act) with a disability, and listening to guest speakers. It is helpful for students to learn how to read the IEP that includes both rights and responsibilities. This activity is helpful for informing general education teachers of the

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Name: _____ Date: _____

23. Disability and Me

These questions will help you define your disability in order to understand yourself better and identify some of the accommodations you may need after leaving high school. Answer each question with as much information as you know.

1. Describe your disability: How does it impact you at school?
2. What accommodations and support do you receive at school?
3. How does your disability impact you at home?
4. What support do you receive at home?
5. How might your disability affect you in education?
6. What accommodations, if any, will you need in education?
7. How might your disability affect you on a job?
8. What accommodations, if any, will you need at work?

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Note. From *Disability and Me* (Soaring to New Heights Curriculum, Unit 1, p. 73), by D. R. Johnson, A. S. Gaumer Erickson, and C. Ledford, 2009, Lawrence: University of Kansas Center for Research on Learning. Copyright 2009 by D. R. Johnson, A. S. Gaumer Erickson, and C. Ledford. Adapted with permission.

INFORMAL ASSESSMENTS FOR TRANSITION PLANNING (2ND ED.)

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Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 5: I Want To Conduct My Own Individualized Education Program (IEP) Meeting

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (1/2017)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources-Materials-Websites	<ul style="list-style-type: none"> • Agenda for Student Led IEP Meetings handout (attached) • Obtain a copy of the most recent IEP for the student. This document is quite detailed and is sometimes better understood with discussion support of the case manager/teacher of record. • Additional staff resources: The American Federation for the Blind (AFB) offers very specific student led IEP guidance for students with visual impairment. The information applies to all students with IEPs, but with some adjustment. Staff should familiarize themselves with the guidance and be prepared to introduce the process to the students. Use this as a supplement or a follow up lesson. Link: http://www.afb.org/info/living-with-vision-loss/for-job-seekers/transition-to-work-program-activity-guide/lesson-1-student-led-iep-meeting/1245 , I'm Determined Project at http://www.imdetermined.org , and the Iowa Department of Education at https://www.educateiowa.gov/pk-12/special-education/iowas-guidance-quality-individualized-education-programs-ieps
Work to be completed outside class (before or after)	<p>After (10-15 minutes and multiple sessions when needed)</p> <p><i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Identify a trusted adult familiar with the IEP document. • Practice presenting the transition sections of the document to the adult that have been prepared using the Agenda for Student Led IEP Meetings
Method of assessment/Rubric(s)	<ul style="list-style-type: none"> • Personal recording of student information on the Agenda handout or other method of presentation.
Accommodations and Modifications-	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges.

<p>Universal Design for Learning (UDL) and Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.
<p>Activating Prior Knowledge</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Lead a brief student discussion about previous participation in the IEP meetings to date • Determine from students regarding participation rates of IEP and IPE themselves, their parents and educators/counselors • Question students regarding their desire for an increased role in the IEP • Note: Instructor should familiarize themselves with the current IEP and meeting agenda components to set the stage for the activity
<p>Vocabulary Development</p>	<p>(8 minutes)</p> <p>Terms: Individualized Education Plan (IEP), Transition Planning</p> <ul style="list-style-type: none"> • Present the terms to the student(s). • Guide students to discuss what they know about each of these, assisting them to arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure that key points of each are included in their definitions. • IEP-a legal document, components include assessments, transition services, present levels of performance, goals, services • Transition planning-part of the IEP process when students will be 16 (in WV) during the current IEP; includes assessments, takes into account students strengths, interests, preferences; establishes post school goals for living, learning and work; identifies annual activities to assist the student in post school decision making • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(15 minutes)</p> <ul style="list-style-type: none"> • Using the agenda for the IEP document, explain each part in some detail, noting specific statements about what the student can/cannot do independently as they relate to academic, social and learning skills. Focus on transition planning sections. • Assist students in completion of the IEP Agenda handout. • Help students make notations about assessments that might be needed, specifically transition assessments and other items on the Transition Services section of the IEP, before the next IEP.
<p>Reflection</p>	<p>(2 minutes)</p> <ul style="list-style-type: none"> • Reflect on sections discussed in the IEP.

Lesson 5

	<ul style="list-style-type: none">• Identify assessments (formal and informal) that need completed prior to the next IEP. Set a goal for completion.• If time, role play presenting My future plans section of the agenda.• Write a statement of agreement with the IEP coordinator and Pre-ETS counselor for increasing student participation in the next IEP meeting.
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Sample: Agenda for Student Led IEP Meetings

Staff: Provide student and parent/guardian with a copy of Special Education Procedures, Age of Majority and any other information to be shared.

Student:

- Introduce myself and the others members of the IEP Team or allow them to introduce themselves and their role.

Share **Transition Information**

- Share about my living skills (When I am done, ask my parent for input)
 - Things that I can do well:
 - Things that I still need to learn/improve
- Share about my learning skills (When I am done, ask my instructors for input)
 - My previous IEP goal areas are:
 - My current IEP goal areas are:
 - What helps me to learn best in the classroom is (be specific per subject if needed):
 - What classes/kinds of activities that are most difficult for me are:
- Ask the instructors (general and special education) to share information about how I am doing in classes and for other comments they would like to share.
- Share my current grades with the IEP Team
- Ask my special education instructors or IEP coordinator to discuss my learning data.
- Share about my working skills (When I am done, ask for input from others).
- Present my Future Plans for living, learning and work (Postsecondary goals).
 - Share assessments and activities that I have completed since my last IEP and share the results with the IEP Team.
 - After I graduate from high school, I plan to live:
 - After high school, I want to have a job/career as a:
 - The additional training or education I will need to do my desired job is:

- Share specific information about how the current school year is going:
 - Which are my best classes and why:
 - Which are my most difficult classes and why:
 - How is the social part of school going:
 - What are things I need help with that I have not yet shared:
- Ask my parents to share how they feel I am doing at school, home and other places. What are their goals and/or concerns for me at the present time?
- Ask my special education instructors or IEP coordinator to discuss any additional information about the goals from the previous year, any assessments and any new goals for the upcoming year.
- Share my goals for the upcoming year, particularly with working toward my future plans for living, learning and work.
- Discuss options for special education services and supports, with assistance from the special educator or IEP coordinator, if needed.
- Discuss my diploma status (standard diploma/modified diploma)
- Discuss options for post school service providers (interagency linkages) for the upcoming year.
- Discuss transition services needed for the upcoming year.
- Discuss Age of Majority, if it is appropriate. Check with the special educator or IEP coordinator.
- Ask others if they have other information they would like to share. The special educator or IEP coordinator should make sure other parts of the IEP are addressed.
- Thank everyone for attending my IEP meeting.

Note: This information may be shared by the student in multiple ways and with varying levels of support. Some options are: an ongoing conversation with the teacher prompting/guiding, a PowerPoint presentation, a picture presentation, a video, selecting only a few items the student will share.

This agenda was developed using an Agenda for Student Led IEP Meetings from the Iowa State Department of Education, the American Federation for the Blind and the I'm Determined Project from the Virginia Department of Education.

I'm Determined!

Understanding and Preparing for My IEP

Name: _____



Source:

https://www.imdetermined.org/wp-content/uploads/2017/10/im_determined_understanding_and_preparing_for_my_iep.pdf

(WV-specific information is in blue)

2008 Commonwealth of Virginia Department of Education
Training and Technical Assistance Centers – I'm Determined Project

What is My IEP?

- My Individualized Education Program (IEP) is a roadmap to help me reach my goals.
- Being a part of my IEP allows me to have a voice in decisions affecting my education.



All IEPs for students 16 (**14 in WV**) years and older include the following parts:

1. Present Level of Performance
 2. Accommodations
 3. Annual Goals
 4. Services
 5. Postsecondary Goals
 6. Diploma Status
 7. Participation in Statewide Testing
 8. Transition Services
 9. Interagency Linkages
 10. Age of Majority
1. (In WV - Present Level of Academic Achievement and Functional Performance)

Understanding the Parts of My IEP!

Present Level of Performance:

This part lists my preferences, interests, strengths and needs and may include a variety of academic and age appropriate transition assessment scores and explanations, observations, comments from me, teachers, parents/guardians, and others.

Accommodations:

How schools and my teachers adapt, adjust, or change the physical environment, instruction, or services for me so that my disability does not affect my learning. These accommodations are based upon my special needs.

Annual Goals:

What I intend to accomplish in one year.

Services:

Special supports I will need to benefit from school and reach my goals.

Postsecondary Goals:

These are goals that I have set for myself after I graduate/exit school. These goals are in the area of employment, education/training, and independent living/community participation.

Diploma Status:

The type of diploma I am working to achieve. Diploma types include: advanced studies, standard, GED, certificate of program completion, modified standard, or special.

(In WV - Diploma types include: standard, certificate of completion, or alternate diploma)

Participation in Statewide Testing:

How I will be included in Virginia's statewide testing. This section of my IEP will include the accommodations that I will use during the testing.

Transition Services/Linkages:

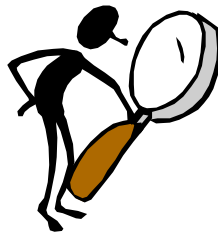
This section of my IEP will address the services that I may need to meet my postsecondary goals. Identification of agency responsibilities and linkages are also included in this section.

Age of Majority:

The legal age of majority in Virginia is 18 years of age.



Understanding and Participating in My IEP!



Present Level of Performance:

Read the Present Level of Performance section in your current IEP with your teacher or parent/guardian and answer the following questions:

1. What questions do I have concerning my current Present Level of Performance?

2. Does the Present Level of Performance section describe:

My strengths?

Yes or No

My interests/preferences?

Yes or No

My weaknesses or needs?

Yes or No

How my disability affects me in the classroom? Yes or No



Please answer the following questions so this information can be included in the Present Level of Performance in your new IEP:

1. What are my academic strengths?

2. What subjects are difficult for me? What frustrates me about school?

Present Level of Performance: (Continued)

3. How do I learn the best?

4. How do I feel about school?

5. In the past year, how were my grades, attendance, and behavior?

6. What are some of my interests and hobbies? What do I enjoy doing on the weekends?

7. What do I want others to know about me?

8. What types of responsibilities do I have at home?

9. Where have I worked (paid or volunteer positions)? What were my responsibilities at these jobs?

10. What type of work do I enjoy and think I would be successful doing?

Accommodations:

Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions:

1. What accommodations are most helpful to me in the classroom?

2. Are there any accommodations listed that I think I may not need?

Yes or No (If Yes, please list them below.)

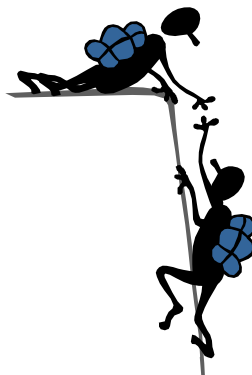
3. Are there any accommodations that I think need to be added?

Yes or No (If Yes, please list them below.)

4. What accommodations do I think I will need after completing school (on a job site or in college)? Are these reasonable under the Americans with Disabilities Act?

5. Do I understand how to access these accommodations after I complete school?

Yes or No (If Yes, please describe below.)



Annual Goals:

Read the Annual Goals section in your current IEP with your teacher or parent/guardian and answer the following questions:

-
- 1. Do I know the annual goals that are included in my IEP? Yes or No
 - 2. Do I feel that I am getting close to meeting these goals? Yes or No
 - 3. Do I understand how my goals will help me reach my postsecondary goals?
 Yes or No

4. What goals do I want to be included in my next IEP?



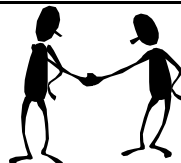
Services:

Read the Services section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. What special education services do I receive?

2. Who helps support me at school?

3. What natural supports do I use in school or in a job setting?



Postsecondary Goals: (Continued)

3. Have I identified my postsecondary goal in the area of Community Participation/Independent Living?

Yes:

- I want to include this goal in my new IEP.
- I want to change my community participation/independent living goal. My new goal for after high school is:

No:

I need to think about where I would like to live and how I would like to participate in my community. Some questions I need to ask myself include:

- As an adult, do I want to live:
 - in my own home/apartment by myself or with my family.
 - in my own home/apartment with others.
 - in a group home/supported living arrangement.
 - in my parents'/guardians' home.
- I plan to access transportation in the community by:
 - obtaining my driver's license and buying my own car.
 - learning how to use public transportation.
 - I need specialized transportation.
- Do I know the clubs/groups/organizations/resources that are available in the community?
- Are there ways that I can volunteer or contribute to others in my community?
- How can I develop friendships in my community?
- Are there skills that I need to learn that will help me reach my community participation/independent living goals?
- Is my course of study helping me to reach my community participation/independent living goals?
- Will I need supports to achieve my goals in this area?

Here are my thoughts:

Diploma Status:

Read the Diploma Status section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Have I identified the type of diploma that I am working to earn? (**Do not answer this question if you have not yet completed the eighth grade) Yes or No
 - Type of diploma _____
2. Do I understand the requirements I will need to meet to earn this diploma?
 Yes or No
3. Will the type of diploma I am working to earn meet the requirements of my postsecondary goals? Yes or No
4. I plan to graduate during the _____ school year.

Participation in Statewide Testing:

Read the Participation in Statewide Testing section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Do I understand how I will be included in Statewide Testing? Yes or No
2. Do I know the accommodations that I will use to participate? Yes or No
3. Do I know the testing requirements of the type of diploma that I am working to earn?
 Yes or No

Transition Services/Linkages:

Read the Transition Services/Linkages section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Are there any specialized services that are not included in my IEP that I believe need to be added? Yes or No (If Yes, please list them below.)

2. Do I know how to contact the agencies/organizations/individuals that have been identified as transition linkages in my IEP? Yes or No

Transition Services/Linkages: (Continued)

3. Do I know the services these agencies/organizations/individuals can provide?

Yes or No

4. Do I understand the difference between entitlement and eligibility? Yes or No

Age of Majority:

1. I understand that the legal age of majority in the State of Virginia is 18 years of age.

Yes or No

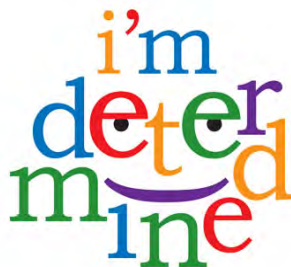
Learning More

Read these two brochures with your teacher or parent/guardian:

- ➔ Suggestions for Your Participation in the IEP Process
- ➔ What are My Rights as a Student with a Disability?

Here is a list of questions that I have about my IEP.

Here is a list of suggestions for how I can participate in my IEP Meeting.



Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy

Lesson # 6: I Want To Take A More Active Role In My Individual Plan for Employment (IPE) Meeting

To be utilized with Goal 5 UbD Unit Design 2016-October

Creator: Karen Ruddle (1/2017)

Duration: 30 minutes

WVDE CCR Standard(s) and/or Dispositions for CCR	ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility
Activity Type	Small group and/or individual
Resources- Materials- Websites	<ul style="list-style-type: none"> • WV IPE documents (PT, HS, Initial) – Obtain most current form from WV DRS Staff member • Obtain a copy of the most recent IPE for the student from the Rehabilitation Services Pre-ETS Counselor • The state of Wisconsin provides a series of questions for the individual to consider when choosing an Employment goal. The questions will assist the Pre-ETS Counselor/TRC with background information from the student to assist with determination of the employment goal. Link: http://dwd.wisconsin.gov/dwd/publications/dvr/pdf/dvr_18143_p.pdf • Resource: The information provides an explanation of possible services for the IPE. Review this section with the student to assist them in completion of the employment goal. Link: http://www.visionaware.org/info/working-life/training-resources/individualized-plan-for-employment/125 • Resource: Supplement for discussing and planning parts of the IPE when more detail is needed for a student. Link: http://mn.gov/mnddc/extra/publications/choice/Choice4c-Ind_Plans-iep.pdf
Work to be completed outside class (before or after)	<p>After (10-15 minutes) <i>Instructions to the student:</i></p> <ul style="list-style-type: none"> • Identify a trusted adult familiar with the IPE document. • Practice explaining the sections of the document to the adult that you will be presenting at your IPE meeting.
Method of assessment/ Rubric(s)	<ul style="list-style-type: none"> • Personal reflection and recording in student journal • Student suggested targets for the IPE document

<p>Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI)</p>	<ul style="list-style-type: none"> • Items and/or responses may be read aloud or recorded for students who have reading challenges. • Additional discussion of the meaning of some items may be necessary. • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.
<p>Activating Prior Knowledge</p>	<p>(8 minutes)</p> <p><i>Note: The Rehabilitation Services (RS) professional is knowledgeable about the IPE process, assessments and plan development, while the student/client has a relatively minor role, often speaking less during the meeting and typically agreeing to the information and recommendations being presented. RS staff usually guide the IPE meeting and development; however, the IPE process presents a unique opportunity for the individual to develop self-advocacy skills and a more meaningful role in process. RS staff and the student/client can learn as partners to balance active participation during the IPE meeting. Some students may have active roles in the special education meetings to develop the Individualized Education Plan (IEP) at school and are ready to learn a new process for adulthood with the IPE development. Pre-planning to increase meaningful student/client IPE participation is necessary for success. This lesson may need to be extended to one or more additional sessions to allow the student/client the opportunity for practice and to develop a deeper understanding of RS.</i></p> <ul style="list-style-type: none"> • Present the Vocabulary section of this lesson first to assure students know the difference in their IEP for education and the IPE for Rehabilitation Services. • Explain that Rehabilitation Services identifies students as clients and that this term is used in the IPE document. • Lead a brief discussion about previous student participation in and understanding of the IPE meeting(s) to date. • Ask each to describe their most recent IPE meeting, noting who was there and their roles during the meeting. • Ask students to explain how they participated in their most recent IPE meeting.
<p>Vocabulary Development</p>	<p>(5 minutes)</p> <p>Terms: Individual Plan for Employment (IPE) Pre-Employment Transition Services (PT)</p> <ul style="list-style-type: none"> • Present the terms to the student(s). • Have them discuss what they know about each of these, assisting them to arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure key points are included in their definitions.

	<ul style="list-style-type: none"> • IPE PT-Assure students are aware of the various components for identifying student goals (interests, preferences, choices, personality, aptitudes, abilities, learning/performance requirements, previous experience, availability of jobs, assessments) and the 5 goal areas for development of the intermediate goals (job exploration counseling, work-based learning, post-secondary training options, workplace readiness skills, self-advocacy) • Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).
<p>Skill Lesson/Active Learning</p>	<p>(15 minutes)</p> <p><i>Note: It is important that the instructor become familiar with the resource documents regarding the IPE from the Resources/Materials section of this lesson. Utilize the questions in the Wisconsin RS document to assist student understanding of their role in the IPE process.</i></p> <ul style="list-style-type: none"> • Explain the purpose of the IPE. Tell students that they will be reflecting about various sections of the IPE and how they can have a more active role during the IPE meeting. • Using the blank IPE document, explain each part in brief detail, pausing to check student understanding. Focus particularly on the following IPE sections: work goal, intermediate goals, services needed and initial program explanation. Make note of areas that are unclear to the student. • Ask students to find and identify their specific IPE work goal from their most recent IPE document. • Guide students to find the “In choosing my goal, I considered:” section. Ask students to provide a brief explanation of how they arrived at their specific work goal, noting the items marked on each IPE that were considered. Try to determine if there is full understanding of these items. If not, suggest there are formal and informal assessments or activities that help individuals select a work goal. This part of the activity will provide insight regarding background knowledge the student possesses about developing a work goal. If the student merely indicates an interest (as many 9th and 10th graders do), they may not be selecting the best career option. Explain that many factors should be considered when making a significant decision about the kind of work one might select for their adult life. This “considerations” section guides the identification of intermediate goals, because there is still time to broaden the individual’s knowledge base for possible careers. • Guide students to locate the “Intermediate Goals” section and to read the goals listed. Guide students to understand that the intermediate

	<p>goals will ultimately assist in final work goal development. Help the student/client understand the statements in the intermediate goals.</p> <ul style="list-style-type: none"> • Guide students to locate the “Pre-Employment Transition Services (Pre-ETS)” section and to read the services that are selected in the most recent IPE. Present and discuss all 5 options for services. Review the first intermediate goal (previous IPE section) and locate which of the service options best matches the goal. Do this with each of the intermediate goals, matching the best option in the Pre-ETS Services section. Note: This activity may identify other Pre-ETS Services that may be necessary prompting a review of the current IPE. • Guide students to locate the Program Explanation-Initial section of the document. Read the information and discuss the purpose and information found in this section. Discuss assessment results and/or recommendations that have been completed. Respond to any student questions. • Explain other parts of the IPE document briefly. • Identify areas where additional guidance or coaching will be needed during future sessions to increase understanding and meaningful participation in the development of the IPE. • Schedule with your RS Counselor to revise and practice presenting identified sections of your IPE before the next meeting.
Reflection	<p>(2 minutes)</p> <p>Instructions to the student:</p> <ul style="list-style-type: none"> • Reflect on what you now know about your IPE. • Finish the following statements: <ul style="list-style-type: none"> ○ I need to know what is written in my IPE, because... ○ If I have a significant role in my IPE development and meeting, I will...
Post Instruction Notes/Reflections from Staff:	

Note: Shaded/Bold sections in column 1 require student action.

Education Resource Guide for Students and Families

DVR-18143-P

Created: May 2016

Reviewed: January 2018

<http://dwd.wisconsin.gov/dvr>

CONTENT QUICK GUIDE

Post-Secondary Steps ▶	Choosing an Employment (IPE) Goal ▶	Choosing an Educational or Training Program ▶	Choosing a School ▶	Getting Ready for an Educational or Training Program ▶	Paying for Your Educational or Training Program ▶	Making the Most of Your Education or Training Program ▶
Questions For Consideration and Exploration	What do you want to do? Will the goal meet your needs? Are there steps involved? Does this goal require education or training? What are the options for exploration for High School/GED/HSED students?	Is training required for your vocational goal? Is it a Business Recognized Credential? What questions should you ask when selecting or reevaluating a training program?	What is the location? What does the data tell you? What steps are necessary to go to school there? What supports are available?	What are prerequisites and requirements for ALL students? What do I need to do if I am a High School/GED/HSED student? What do I need to do if I am an older student?	How do I use financial aid/scholarships? How does the DVR training grant work? What do I need to know if I receive public benefits (Social Security, Workers' Compensation, VA)? Can I work while in school? What do I need to know about student debt?	How do I use an academic course schedule to stay on track? How do measure progress and identify roadblocks? How do I use educational/training resources for employment during my program?
Resources	Web links Supporting Documents/Guides	Web links Supporting Documents/Guides	Web links Supporting Documents/Guides	Web links Supporting Documents/Guides	Web links Supporting Documents/Guides Calculators	Web links Supporting Documents/Guides

[Resources for DVR Counselors](#)

Notes:

NOTES:

► Choosing an Employment (IPE) Goal

Choosing an employment goal is the first step. It may take a while for you to decide what kind of job you want. Most of the time people do a lot of exploration and try different kinds of jobs before they decide on and plan for a job. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you.

What do you want to do?

- How do you like spending your time?
- Is there a class you have taken where you did well?
- Are there some jobs you know you do not want?
- Are there hobbies that you like?
- Have other people told you that you would be good at a certain type of job?
- How have you explored different jobs?
- Do you know someone who does this type of job?
- Have you visited a workplace?
- Have you tried out the job?

Will the goal meet your needs?

- If you have chosen a job, how many hours will you be expected to work (full or part-time)?
- What is the typical hourly wage or salary?
- If you are getting public or other benefits, have you had a benefits analysis?
- Where are the expected job openings?
- Is there any part of the job that you think will be difficult?
- Do you think you will require accommodations to work in that job?
- How have you found out more information about the job in which you are interested?
- Have you visited a workplace?
- Have you tried out the job?
- Do you know what tasks make up the job? If so, are they a good fit for your skills, interests, and abilities?

Are there steps involved?

- Is there an expected training program or schooling required?
- How long will the training take?
- Are you willing to put in the time to reach the goal?
- Do you know what type of training is required?
- Do you know where the schools are for the training?
- Will you need to move?
- Have you completed a job shadow or informational interview?
- Have you talked to DVR? Do they agree that this is a good goal for you?

Does this goal require education or training?

- Do you have the skills now or can you learn the skills to do the job?
- Is the job market competitive?
- What is the training?
- Where is the training/school?

- How long will it take?
- Will it lead to an accepted certificate or credential?
- How much will it cost?

Other Assignments

- _____
- _____
- _____
- _____

RESOURCES

Web Links

- JobNet: <http://www.jobs.net/Wisconsin.htm>
- WorkNet: <https://worknet.wisconsin.gov/worknet/>
- Skill Explorer: <http://skillexplorer.wisconsin.gov/Search.aspx>
- My Next Move: <https://www.mynextmove.org/>

Supporting Documents/Guides

Printed Documents Available at all Wisconsin high schools can be ordered by WDA via DPI Publishing at <https://pubsales.dpi.wi.gov/contact-us/>.

- Opening Doors to Post-Secondary: Planning for Life after High School
- Opening Doors to Self Determination Skills
- Opening Doors: Transition Resources
- Opening Doors: A Guide to Adult Services

Guides from the Board for People with Developmental Disabilities can be ordered by topic (most are free of charge) at <http://wi-bpdd.org/index.php/bpdd-publications/>.

Options for Exploration High School/GED/HSED Students

- Career Cruising: <http://public.careercruising.com/en/>
- Academic and Career Plans: <http://dpi.wi.gov/acp>

***NOTE:** Some sites may require login/password.

Adult/Career Professional Level Resources

- Ten Tips on Starting a New Career: <http://www.dummies.com/how-to/content/ten-tips-on-how-to-start-a-new-career.html>
- How to Successfully Change Careers: <http://www.quintcareers.com/career-change/>

► Choosing an Educational/Training Program

Once you have selected a goal, it may be necessary for you to go to school or participate in a specific training program. It is important that you choose a program that will meet the requirements of your job goal. Not all programs are equal. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you and may suggest some ideas to help you find answers.

Is training required for your vocational goal?

- What is the expected academic or training requirement for people working in the job that you want?
- Have you researched required training by asking existing businesses?
- Have you talked to someone who is doing the job that you want?
- Have you researched required training by completing internet research or reviewed other written material?
- If you are a high school student, have you researched required training by asking high school personnel?

Is it a business-recognized credential?

- Does the training you are considering meet the requirements of your chosen job?
- How do you know?
- Is there a state licensing requirement?
- Is the program accredited/does it meet an expected standard?
- Is there going to be more than one training required to reach your chosen job?
- Is there going to be additional hours of practice required to reach your chosen job goal?
- Once you have reached your job goal, is there a requirement for continuing education?

What questions should you ask when selecting or reevaluating a training program? Below you will find listings of the academic, financial, and disability-related questions to consider when making your training program selection or reevaluating your current program:

Academic Considerations

- What are the job placement and graduate report statistics (from an independent source)?
- Is there online availability (communication accessibility, travel)?
- What are the internship rates?
- Is there an offering for a unique area of specialty to help with employment?
- Does your IPE goal require attendance in a specialized training program?
- Compared to in-state programs, are the admission requirements or academic rigor of the program lesser or greater?
- Is there a work experience component in the academic schedule?
- What are the real or expected time delays (i.e. waiting lists, course availability) for the program?
- Is there accreditation and ability for licensure for the IPE goal if this is necessary?

Financial Considerations (see also: [Paying For your Educational or Training Program](#))

- Are scholarships or other financial sources available?
- What living arrangements are allowed by the school?
- Are there academic scholarships to consider?
- Are there athletic or other scholarships (non-academic) to consider?

Disability Considerations

- What are the physical and mental demands of the training program?
- What accommodations can be made to assist you?
- Can some more difficult elements/courses be waived?
- Will you need to move and live on campus?
- Will you need accommodations to live on campus?

Other Assignments

- _____
- _____
- _____
- _____

RESOURCES

Web Links

- Wisconsin Department of Safety and Professional Services: <http://dsps.wi.gov/Home>
- College Navigator: <http://nces.ed.gov/collegenavigator/>

Federal Student Aid - Checklist for Educational and Financial Preparation:

- 9th Grade: <https://studentaid.ed.gov/sa/prepare-for-college/checklists/9th-grade>
- 10th Grade: <https://studentaid.ed.gov/sa/prepare-for-college/checklists/10th-grade>
- 11th Grade: <https://studentaid.ed.gov/sa/prepare-for-college/checklists/11th-grade>
- 12th Grade: <https://studentaid.ed.gov/sa/prepare-for-college/checklists/12th-grade>

Supporting Documents and Guides

- Federal Student Aid - Choosing a School:
<https://studentaid.ed.gov/sa/prepare-for-college/choosing-schools/types>

► Choosing a School

It is important for you to compare different schools and programs if there is more than one that will meet your goal. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you and may suggest activities and resources to help answer the questions.

What is the location?

- Will you need to move?
- Can you commute?
- Are the classes and activities in the same location? (multiple campuses/locations)
- Is the school out of state?
- Will there be increased costs because of the location?

What does the data tell you?

Financial:

- What does the financial aid package look like?
- Do you know what the DVR training grant amount will be?

Program/school data:

- Is the school approved and in good standing?
- Schools are required to report their program graduate success rates. Find out the following:
 - What is the completion rate?
 - What is the wage/salary of recent graduates?
 - How many of the graduates got jobs in the field/area of study?

What steps are necessary to go to school there?

- What is the application process?
- Are you qualified to be accepted?
- How do you know?
- What is your plan if you do not get accepted?
- What are your options?
- Will you need to change your employment goal if you do not get accepted?
- Are you applying to multiple schools?
- How did you decide which school(s) will meet your needs?
- What are the deadlines?
- How/when will you know you have been accepted into the program?
- Do you know the difference between school and program acceptance?
- Is there testing required?
- Do you know what the tests are?
- Will you need to arrange for accommodations to apply or for other admission requirements?
- Is there a waiting list for the program you want?
- What documents will you need to collect and send?
- Have you applied for financial aid?
- How do you connect with the office for students with disabilities?

What supports are available?

- Will you need accommodations to attend the program?
- Will you need accommodations to participate in activities outside of the classroom?
- Do you have the necessary disability records and know how to request them?
- Do you understand the process for requesting accommodations?
- Have you connected with the office for students with disabilities?
- Will you need specialized equipment related to your disability or other program requirement?

Other Assignments

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RESOURCES

Web links

- Educational Approval Program: <https://dsps.wi.gov/Pages/Programs/EducationalApproval/Default.aspx>
- Federal Student Aid - Taking Required Tests: <https://studentaid.ed.gov/sa/prepare-for-college/tests>

Supporting Documents /Guides

- Pathways 2 Positive Futures - Handout on Types of Schools: <http://www.pathwaysrtc.pdx.edu/pdf/pbForProfitCollegeFAQ.pdf>
- Federal Student Aid - Choosing a School: <https://studentaid.ed.gov/sa/prepare-for-college/choosing-schools/types>
- College Simply: <http://www.collegesimply.com/>
(Enter in GPA and test scores to get a listing of schools where you may gain acceptance)

▶ Getting Ready for an Educational/Training Program

It is important for you to be prepared for your school or training program. Ask yourself the questions below. You may move around between the questions and steps before you take further action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

What are prerequisites and requirements for ALL students?

- Have you been accepted into the academic program or the school for general education?
- Have you identified program length, requirements, and prerequisites?
- Have you talked with your identified academic program counselor/advisor?
- Have you registered with the office for students with disabilities?
- Have you completed all admission steps? **Confirm with the school.**
- Have you completed all admission steps? For financial aid, see [Paying for your Educational or Training Program](#).
- Do you know how to register for classes?
- Do you have your living situation/housing secured?
- Do you know and understand your available transportation options?
- Are you aware of all necessary deadlines?
- Do you know what books and supplies are required?

What do I need to do if I am a High School/GED/HSED student?

- Have you submitted your test scores (e.g., ACT, SAT, AP, or on-campus testing)?
- Have you sent in your final high school transcript?
- Did you get your diploma?
- Have you met with an academic advisor and verified your schedule and carry over credits (if applicable)?
- Is prerequisite or remedial course work needed? If so, what courses, and when do they need to be completed?
- Do you have advanced coursework to apply to your program (AP or college courses)?

What do I need to do if I am an older student?

- Have you submitted your test scores? (e.g., ACT, SAT, AP, or on-campus testing)?
- Have you sent in your final high school or other school transcript(s)?
- Have you met with an academic advisor and verified your schedule and carry over credits (if applicable)?
- Is prerequisite or remedial course work needed? If so, what courses, and when do they need to be completed?

Other Assignments

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RESOURCES

Web Links

- Department of Education FAFSA preparation checklists for students and adults: <https://studentaid.ed.gov/sa/prepare-for-college/checklists>
- UW System link: <https://www.wisconsin.edu/>
- Wisconsin Tech College System: <http://www.wtcsystem.edu/>
- WAICU (Wisconsin Association of Independent Colleges and Universities): <http://www.waicu.org/home/>
- Federal Student Aid - Estimating your Aid: <https://studentaid.ed.gov/sa/fafsa/estimate>

Supporting Documents and Guides

- 10 Things You Should Know Before You Start College: <https://www.thoughtco.com/what-you-need-to-know-before-starting-college-787027>

► Paying for your Educational/Training Program

It is important for you to understand how your program will be paid. It will likely be paid using multiple sources, each source with its own requirements and responsibilities. Ask yourself the questions below. You may move around between the questions and steps before taking action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

How do I use financial aid/scholarships?

- Have you applied as early as possible for financial aid each year (January 1)? Tax filing is not required.
- Have you reviewed what specialized scholarships you may be eligible for with the financial aid office and your program advisor? These can be based on ethnicity, school program, religion, GPA, gender, disability, income, etc.
- Have you agreed to accept work-study?
- Do you have an expected family contribution (EFC)?
- Will you be considered an emancipated student?
- Will your family be assisting you with educational costs? If so, how will your family be assisting with these costs?

How does the DVR training grant work?

- Do you know how to get a copy of the DVR training grant?
- Do you understand how it is completed?
- Do you know what DVR includes as the DVR cost of attendance budget?
- Do you understand what your responsibilities are?
- Do you know what you need to do if there is a problem?

What do I need to know if I receive public benefits (e.g., Social Security, Veteran Services, Workers' Compensation)?

- Have you had a benefits analysis to determine how to use work incentives?
- Do you know if you can accept work-study as a form of income while in school? If so, have you planned how you will use work incentives and report earnings to Social Security and others?
- Have you looked into all the benefits for which you may be entitled or eligible (e.g., housing, food assistance)?

Can I work while I'm in school?

- Can you hold a job while you are in school?
- How would a job affect your school progress? Your disability?
- Will working help you establish professional-level work skills, credentials, or references once your program is complete?
- Have you looked into employment options on and off campus?

What do I need to know about student debt?

- Are you attending a for-profit school?
- Have you calculated the costs of attendance for the whole program?

- What financial resources do you or your parents have to fund your program?
- Have you accepted student loans? If so, do you know what type of loans you took and when you need to begin to pay?
- Do you know how to pay?
- Do you need to ask for a loan deferment?

Other Assignments

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- _____
- _____
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RESOURCES

Web Links

- Wisconsin Higher Educational Aids Board: <http://www.heab.state.wi.us/>
- Federal Student Aid Website: <https://studentaid.ed.gov/sa/>
- ABLE Accounts: <http://529.wi.gov/section.asp?linkid=1848&locid=188>
- Wisconsin 529 Plans: <http://529.wi.gov/section.asp?linkid=1806&locid=188>

Supporting Documents /Guides

- Federal Student Aid - Adult Checklist for Educational and Financial Preparation: <https://studentaid.ed.gov/sa/prepare-for-college/checklists/adult-student>
- Federal Student Aid - Creating Your Budget: <https://studentaid.ed.gov/sa/prepare-for-college/budgeting/creating-your-budget>

Calculators

- Financial Aid Loan Calculator: <http://www.finaid.org/calculators/loanpayments.phtml>
- Mapping Your Future - Debt Wizard: <https://mappingyourfuture.org/paying/debtwizard/>
- Federal Student Aid-Repayment Estimator: <https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action>

► Making the Most of your Education/Training Program

While you are in school, it is important for you to use all options and resources available to help you become employed so that you can reach your goals. Ask yourself the questions below. You may move around between the questions and steps before you take further action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

How do I use an academic course schedule to stay on track?

- Do you have a copy of the suggested course of study for your program, often called an *academic course schedule*?
- Have you provided a copy of your academic course schedule to DVR?
- Have you reviewed your academic course schedule with DVR and your academic advisor?
- Does your progress match up? If not, why not?
- Do you need to take a course during the summer or other alternative term, like a *Winterim*, to get back on track?
- If there is a lack of progress, does it affect your financial aid status with your school?
- If there is a lack of progress, does it affect your DVR training grant?
- Stay current with the schedule/catalog in case of changes.
- Student should be encouraged to meet with the school academic advisor as needed and close to graduation.
- Have you taken courses outside of requirements? If so, why? (e.g., trying out a different area of interest, adding to employability skills)

How do measure progress and identify roadblocks?

- Are you having difficulty with a particular course or type of course?
- Would a tutor or other special assistance help you to complete the requirement?
- Have you had to drop classes during a semester because you have not done well in a class?
- Do you take advantage of study assistance provided by your school for all students?
- Have you requested accommodations or other assistance to address your disability in class?
- Have you talked to a program counselor or advisor when you have struggled?
- Are you still motivated to reach your employment goal?

How do I use educational/training resources for employment during my program?

- Are you aware of the built-in employment-related aspects of your training program?
- Have you sought out or taken advantage of the built-in employment-related aspects of your training program?
- Have you worked while in school and tried to build on previous experience?
- Have you done networking and received references that you can use professionally?
- Does your chosen occupation require specialized professional credentials (e.g., portfolios, CV, photos)?
- Does it make sense for someone in your program to take a semester abroad?
- Have you reached out to or participated in any of the following:
 - Job Centers?
 - Internship seminars?
 - Built-in programming or academic work-based opportunities (student teaching)?
 - Campus job/career fairs?

- Resume preparation mini courses?
- Networking with instructors and fellow students?
- On campus newspaper for posted job openings relevant to your goal?
- Work study with your school/school department through financial aid?
- Internships/fellowships offered by your school/school department?
- Licensure training by your school/school department?
- Related professional organizations that offer student participation?
- Volunteer work that offers skill building opportunity?
- Student organizations that offer skill building opportunities?
- On campus employment activities?

Other Assignments

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- _____
- _____
- _____

RESOURCES

Web links

- Money Crashers - What to Do in College to get the Most out of Your Experience:
<http://www.moneycrashers.com/getting-most-out-of-college-education/>

Supporting Documents /Guides

- Purdue Student Guide: <http://www.purdue.edu/checklist/BGR/>

DVR COUNSELOR RESOURCES

► Choosing an Employment (IPE) Goal

- [Rapid Engagement Tip Sheet](#)
- [Your Employment Plan](#) (Consumer Handout)
- [Use of Paid Work Options](#)
- Youth On-the-Job Training
- [DVR Youth Transition Services](#)
- [Career Exploration](#)

► Choosing an Educational or Training Program

- [Transition Action Guide](#)
- [Transition Action Guide: Short Version](#)
- [Text Law](#) (School Accommodations)
- [Wisconsin Disability Documentation](#) (School Accommodations)

► Choosing a School

► Getting Ready for an Educational or Training Program

► Paying For your Educational or Training Program

- [DVR Training Grant Webpage](#)
- [DVR Training Grant Checklist](#) (Consumer Handout)

► Making the Most of your Education or Training Program

- [Internship/Temporary Work Website](#)
- [Internship/Temporary Work Guidance](#)
- [Summer School Work Activities for Post-Secondary Students](#)

► General Resources

- Pathways 2 Positive Futures: <https://www.pathwaysrtc.pdx.edu/featured-products> (features multiple handouts related to transition, mental health, and self-advocacy)
- Department of Education – FAFSA: <https://studentaid.ed.gov/sa/>
- Department of Public Instruction: <https://dpi.wi.gov/>
- DVR School Liaison Counselors: https://dwd.wisconsin.gov/dvr/pdf_files/school_liaisons.pdf

