

Transition Tennessee's Website for Students

www.transitiontn.org/student

Transition Tennessee and The Tennessee
Department of Human Services

Objectives

- What is Transition Tennessee's website for students?
- How can Transition Tennessee's website for students be used for Pre-Employment Transition Services and transition instruction?
- What resources and activities does the website offer?

What the Law Says....

Workforce Innovation Opportunity Act (2014) requires 15% of Vocational Rehabilitation funding to be allocated to eligible students to receive Pre-ETS:

- Job Exploration Counseling
- Workplace Readiness Training
- Counseling on Postsecondary Education
- Instruction in Self-Advocacy
- Work-Based Learning

Pre- Employment Transition Services

- Builds on what is already occurring in the classroom
- Supplements classroom services and does not duplicate
- Focuses on skills that students need for adulthood

Pre-ETS & Transition Domain Crosswalk

Pre-Employment Transition Services	Transition Domains
Job Exploration Counseling	Employment/Career Development
Work-Based Learning	Employment/Career Development Social/Interpersonal Skills
Postsecondary Education Counseling	Postsecondary Education
Workplace Readiness Training	Community Participation Financial/Money Management Functional Academics Health Independent Living Skills Personal Management Recreation and Leisure Social/Interpersonal Skills Technology Skills Transportation/Mobility
Instruction in Self-Advocacy	Quality of Life Self-Determination

Transition Tennessee's Website for Students

- Developed in partnership with the Tennessee Department of Human Services' Vocational Rehabilitation program
- Designed to guide students through activities for Pre-Employment Transition Services and transition instruction on their own or with the help of an instructor
- Offers two pathways tailored to students who have goals of either being employed after high school or continuing their education after high school

Website Structure and Development



PATH

I Want to
Go to Work

COURSES

How do I explore
my work options?

COMING
SOON

What are my
needs, rights, and
responsibilities at
work? ✓

What community
activities can I do
that will help me
get a job?

What resources
and services can
help me get a
job?

LESSONS

Rights and
Responsibilities
Change After
High School ✓

Disability
Disclosure in the
Workplace ✓

Communication
at Work ✓

Website Structure and Development



PATH

I Want to Continue My Education

COURSES

How do I explore my options for continuing my education?

What are my needs, rights, and responsibilities when I continue my education? ✓

What community activities can help me when I continue my education?

What resources and services can help me continue my education?

LESSONS

Rights and Responsibilities Change After High School ✓

Disability Disclosure in College

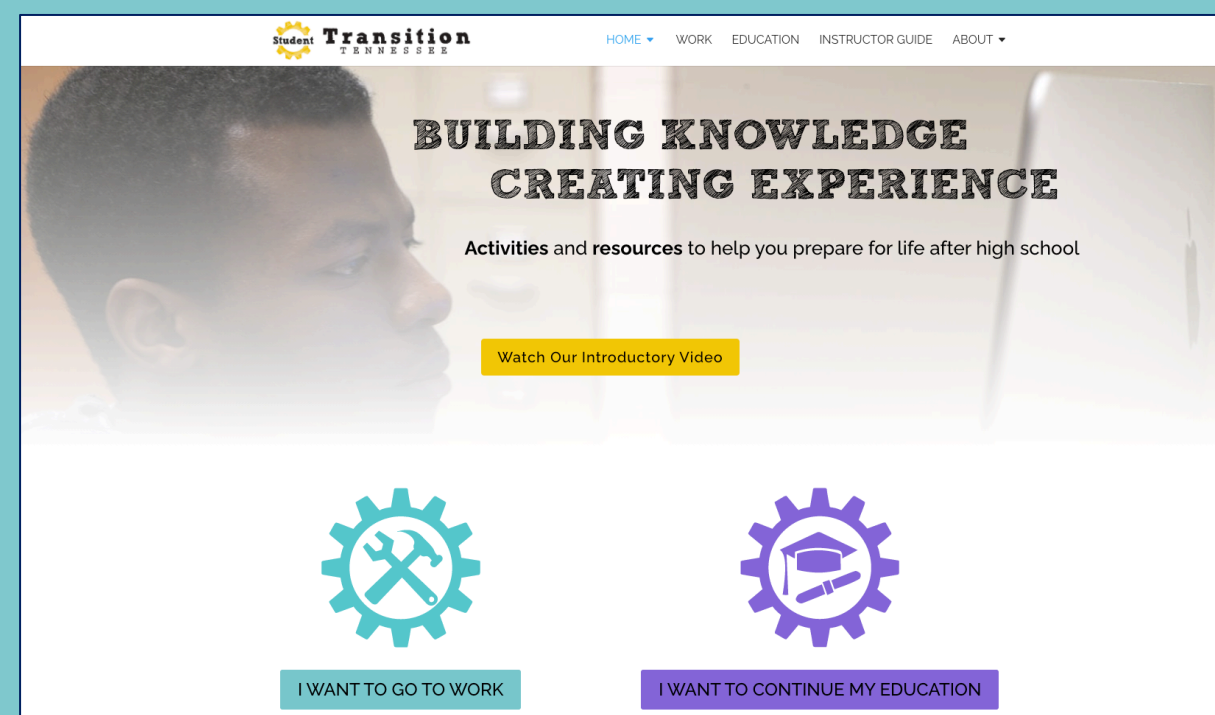
Communication in College

COMING SOON

COMING SOON

Lesson Activities

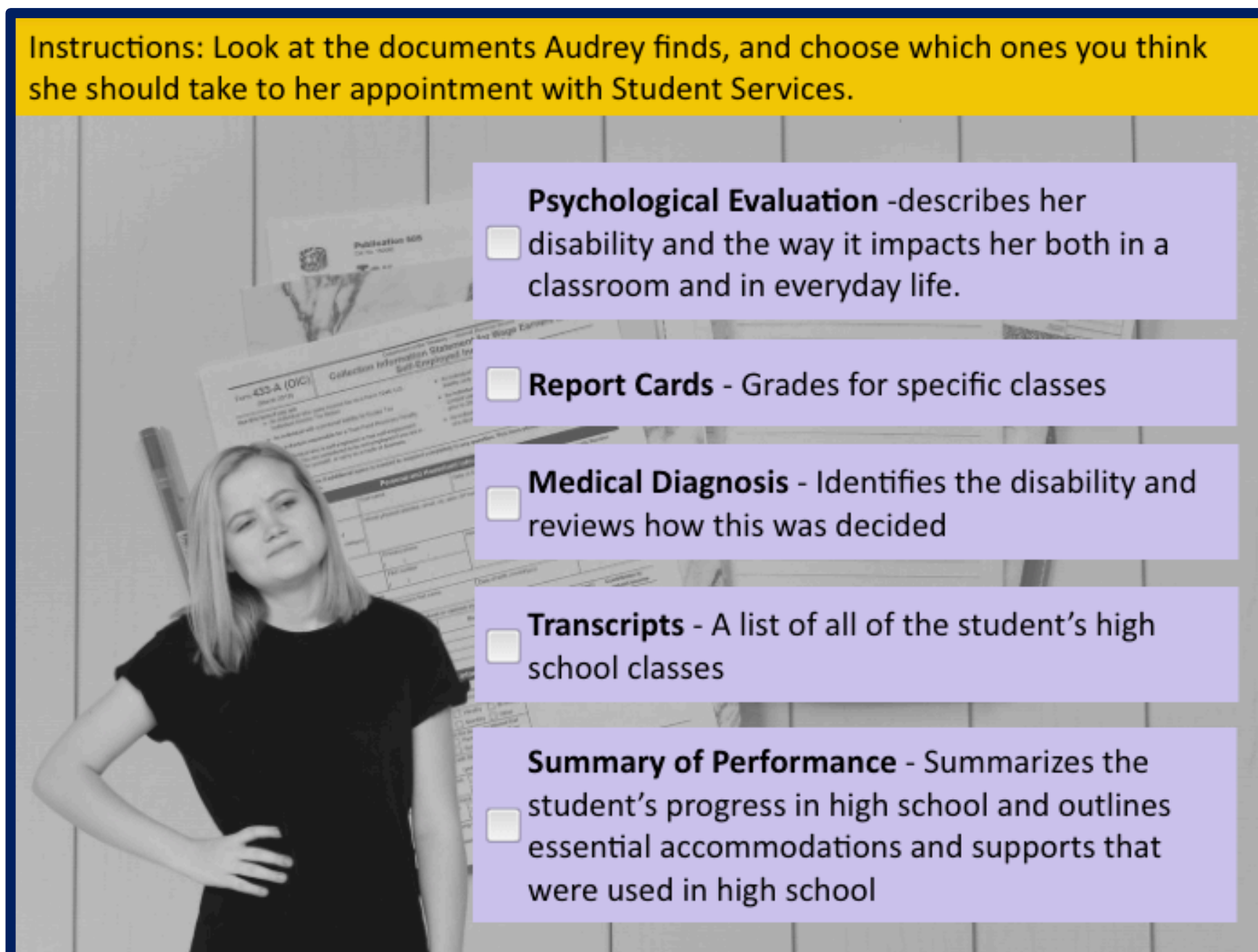
- Role-Play Scenario
- Get Involved Activity
 - School- Based and Community-
Based
 - Game
 - Vocabulary Cards
- My Portfolio Activity
- Quick Picks



Role-Play Scenario

- Students are presented with a character and a situation involving the lesson topic.
- Students practice making lifelike decisions
- Content is delivered as students experience the results of the choices they make for the character

Instructions: Look at the documents Audrey finds, and choose which ones you think she should take to her appointment with Student Services.

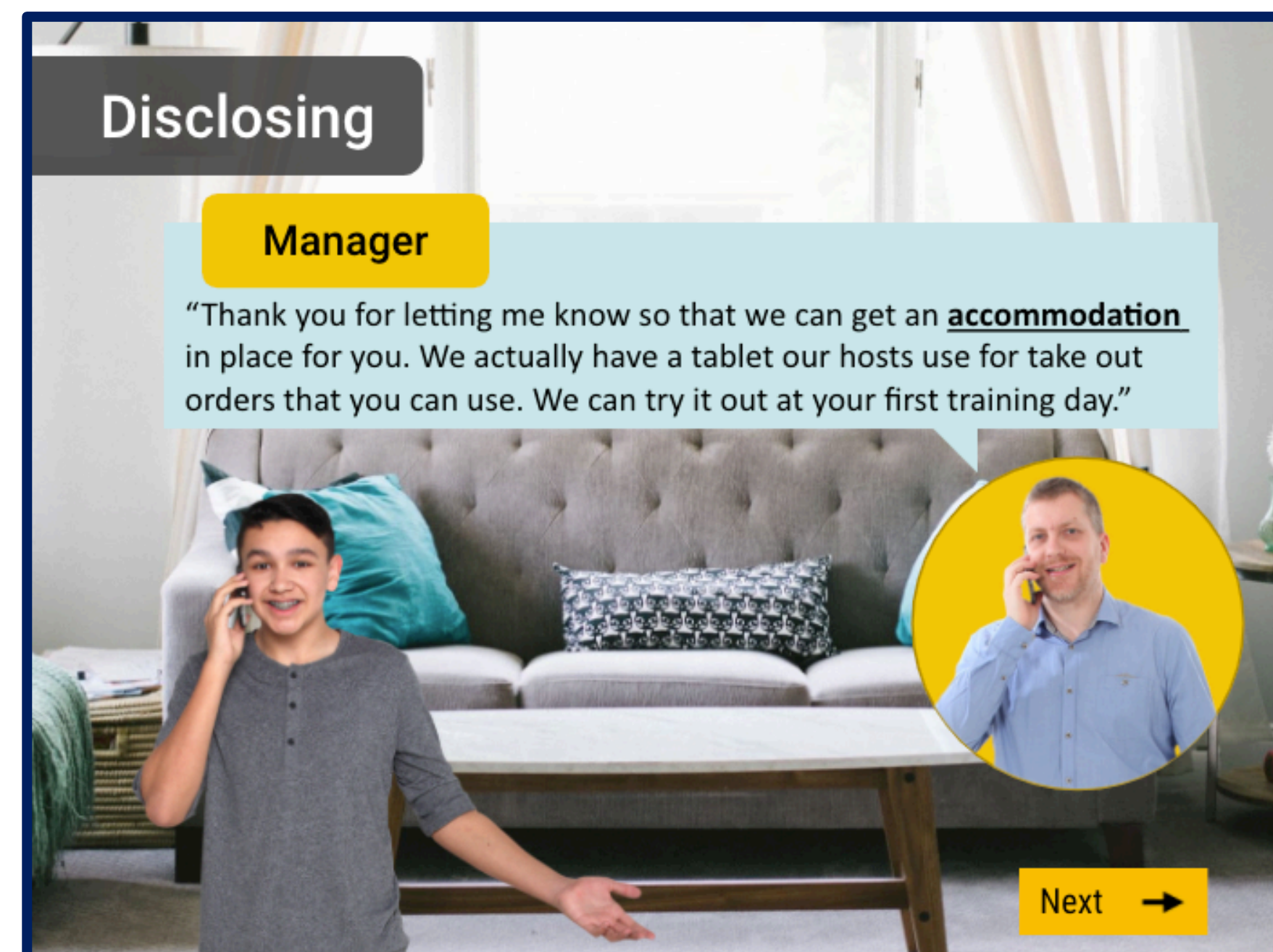


- Psychological Evaluation** -describes her disability and the way it impacts her both in a classroom and in everyday life.
- Report Cards** - Grades for specific classes
- Medical Diagnosis** - Identifies the disability and reviews how this was decided
- Transcripts** - A list of all of the student's high school classes
- Summary of Performance** - Summarizes the student's progress in high school and outlines essential accommodations and supports that were used in high school

Disclosing

Manager

"Thank you for letting me know so that we can get an accommodation in place for you. We actually have a tablet our hosts use for take out orders that you can use. We can try it out at your first training day."



Next →

Get Involved

- Students make real-world connections to the content and strategies included in the lesson
- Game allows students to independently practice and self-monitor their learning
- Vocabulary cards provide definitions, sentences, and an image for each term
- School-Based Activity allows students to practice using the lesson's content
- Community-Based activity allows students to interact with their community to apply the content to real situations

School-Based Activity

Review the Disability Disclosure in the Workplace Fact Sheet along with any other resources and complete the activity below.

Think about...

- What are your strengths and abilities that could help you be successful at this job?
- Do you understand your disability and what supports are helpful to you?
- Do you have examples of accommodations you have used and know how they help you?
- How can you make sure you fully understand and can meet the job requirements?
- Do you feel like you would need to disclose your disability to be able to meet the job requirements?


Downloads

- [Disability Disclosure in the Workplace Fact Sheet](#)
- [Game Cards](#)
- [My Game Card](#)
- [Dice Roller](#)

Lesson Downloads

- [Resource List](#)
- [Course Vocabulary Flashcards](#)
- [Printable Game](#)

Instructions



Making a decision about disclosing your disability is personal and can change depending on your situation. During this activity, you will experience how the combination of your strengths and needs, the workplace, and the job requirements can impact your decision of whether or not to disclose your disability.

- Select a game card
- Locate the workplace category on the game card and roll the die
- Match the number you roll to the workplace with the same number (Ex: You roll a 4, so use the workplace next to number 4)
- Roll again to get a job requirement
- Picture the employee on their first day of work. Would they need accommodations for this scenario? Do you think they would need to disclose their disability?
- Next, create a game card using your preferences, interests, needs, and strengths and play as if you are the employee

Student Transition TENNESSEE

FACT SHEET
Path: I Want to Continue My Education
Lesson: Rights and Responsibilities Change After High School

Laws that Protect Individuals with Disabilities


Individual with Disabilities Education Act (IDEA)

- The IDEA is a law that protects students with disabilities while they are in the public-school system
- The IDEA is a federal special education law that requires schools to provide a free and appropriate education to students with disabilities
- When students are eligible, an Individualized Education Program (IEP) is written by a team of people who work at the school, the student, and the student's family or other service providers
- Example: Latif's teachers met and decided that Latif needs a read aloud accommodation in all of his classes because his disability impacts his reading skills.
- IEP's may include the student receiving specific services in areas of need
- Example: Latif goes to a small group for reading instruction taught by a special education teacher three times a week.

Section 504 of the Rehabilitation Act (Section 504)

- Section 504 is a law that protects individuals with disabilities from discrimination in high school and college
- Section 504 is a law that protects the rights of individuals with disabilities from discrimination in a public program that receives money from the government, which includes public schools and colleges
- A 504 plan is developed in high school when a student needs certain accommodations or modifications in the learning environment
- Students who receive 504 plans do not need the support level of a special education program's specialized services or interventions
- Example: Kate has asthma which makes it difficult for her to breathe in physical activity outdoors. Her 504 allows her access to shortened activities in for Physical Education.
- Section 504 also protects students in college and makes sure that students are not rejected because they have a disability
- In college, Section 504 allows students to get the accommodations and supports needed to have equal access to the college experience
- Colleges determine if students are qualified in order to receive support
- A "qualified individual" is defined as:
 - o A student who meets the same admission requirements as students without disabilities
 - o Any student who has a physical or mental impairment which significantly limits one or more major life activities
- Example: Eliza earned a 3.5 GPA in high school and earned a 24 on her ACT and meets all of the college's admission requirements. Eliza has a disability that impacts her vision, so she needs access to preferred seating in classes and large print for classroom assignments and tests.

Review the vocabulary for this course by clicking flip to see the other side of the flashcards.



Certification

Documentation a person receives that shows they have the certain skills needed for a specific job


[Flip](#)

Card 9 of 55

Instructions: Drag the circles below to fill in the sentences. You will be able to move to the next scenario when the circles are placed correctly.

Scenario

Mark usually gets to class on time, but the only seats available are in the back of the room. His disability makes it hard for him to hear the professor. One of the accommodations he is approved to receive is preferred seating. He meets with his professor, and requests that a seat be reserved for him in the front row.

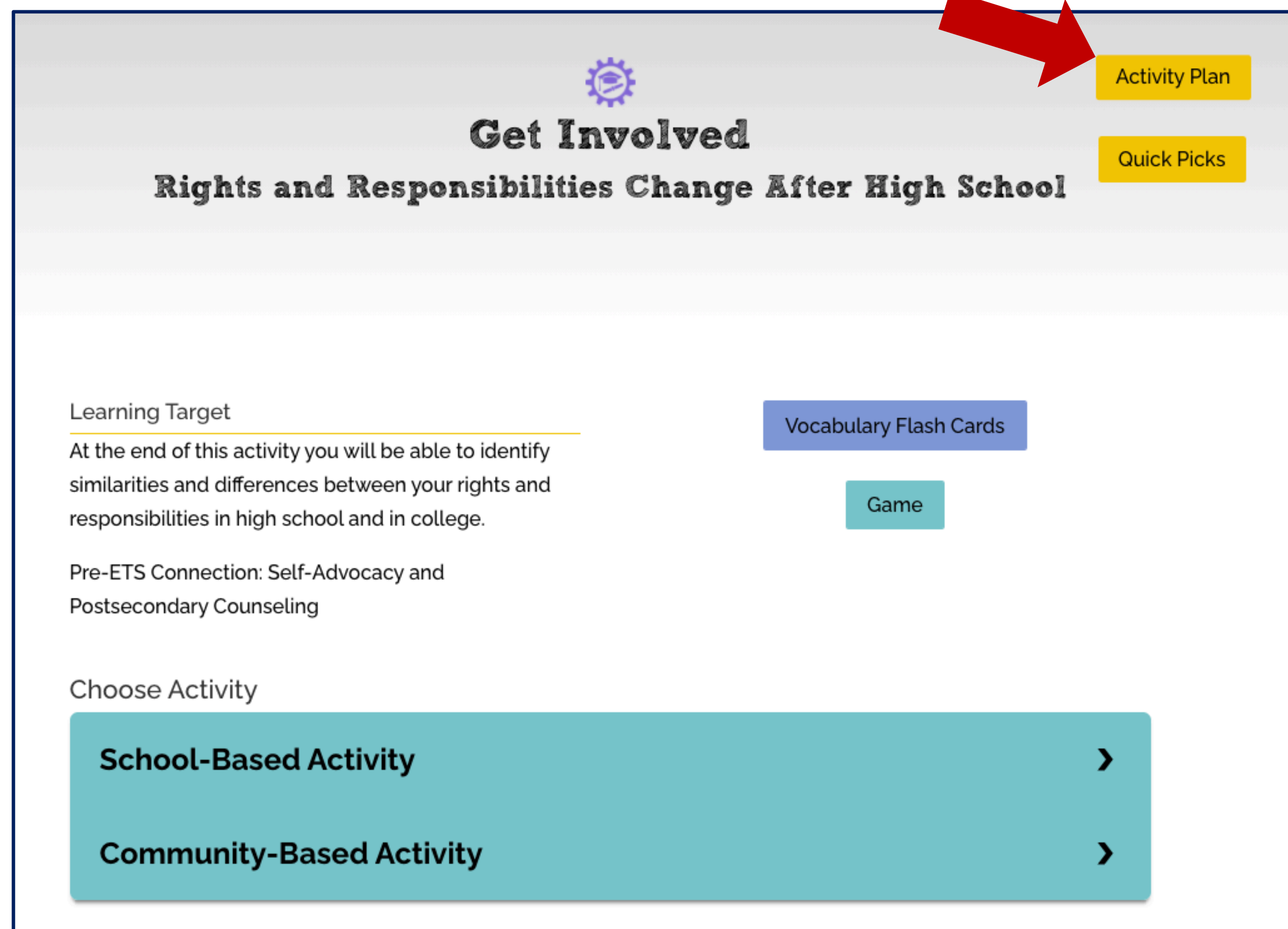


The student has the right to.. The student has the responsibility to.. This happens at the..

College Request accommodations Communicate about their needs

Get Involved- Activity Plan

- [Activity Plan Example](#)
- Instructional plan for specific lesson
- Additional resources for Instructors
- Materials
- Discussion questions
- Activity instructions
- Differentiation and accommodation suggestions



The screenshot shows the 'Get Involved' website interface. At the top, there is a logo of a gear with a graduation cap inside, followed by the text 'Get Involved' and 'Rights and Responsibilities Change After High School'. On the right side, there are two yellow buttons: 'Activity Plan' and 'Quick Picks'. A red arrow points to the 'Activity Plan' button. Below the header, there is a section for 'Learning Target' with the text: 'At the end of this activity you will be able to identify similarities and differences between your rights and responsibilities in high school and in college.' To the right of this text are two buttons: 'Vocabulary Flash Cards' and 'Game'. Below the learning target, there is a section for 'Pre-ETS Connection: Self-Advocacy and Postsecondary Counseling'. At the bottom, there is a section for 'Choose Activity' with two options: 'School-Based Activity' and 'Community-Based Activity', each with a right-pointing arrow.

My Portfolio

- Students apply the content to their own lives
- Students create a personalized document using the provided fillable form
- Once completed, the form can be added to their transition portfolios

Student **Transition** TENNESSEE

HOME WORK EDUCATION INSTRUCTOR GUIDE ABOUT

Name

First

Email *

School

At school, who can give me help when I need it? *

At school, what are some things that I need help with? *

At school, what accommodations could help me? *


Rights and Responsibilities Change After High School Portfolio for Jena

	At High School	At Work
Who could give me help when I need it?	Special Education Teacher General Education Teacher Friends Classroom assistants	Co-workers Boss
What are some things that I need help with?	Reading Staying focused	Understanding new tasks Staying focused and completing all of my work
What accommodations could help me?	Read aloud Frequent breaks to get up and move	A task list for each shift A verbal explanation of new jobs
What are ways that my family could help me?	My family helps me stay organized	My family can help me practice advocating for myself
Who could I consider to be part of my support team?	Special Education Teacher General Education Teacher Speech Therapist	VR Counselor

Student **Transition** TENNESSEE

Quick Pick

- Extend and supplement the activities
- Group or independent work
- Provide extra practice
- Consistent format across all lessons
- Quick Pick Templates



Quick Pick Activity Plan and Templates

These activities are designed to extend and supplement lessons as needed. Students can complete Quick Picks in 15-30 minutes independently or in a group setting for any of the lessons. The **Think About** questions and **Learning Targets** for each lesson serve as the prompts for each activity.

Role Play

Write a role play script

- Students may do this individually or in pairs
- Instructor prints out the Role Play template
- Instructor or student chooses a Think About question
- Students draft a script for a role play scenario that addresses the selected question
- Students fill in the template with the script
- Students may decide to do this in alternate formats, such as voice recording

Pros and Cons

Create a pros and cons chart

- Instructor prints out the Pros and Cons template
- Instructor or student chooses a Think About question
- Students and instructor brainstorm a decision they may have to make involving the topic of this question (Instructors can do this ahead of time as well)
- Students fill in the pros and cons chart according to the selected decision
- Students may decide to do this in alternate formats, such as voice recording

Tweet It

Answer the question in 140 characters or less

- Instructor prints out the Twitter template
- Instructor provides the question or learning target
- Students write a statement that answers the question or summarizes understanding of the learning target and has 140 characters or less
- Students may decide to do this in alternate formats, such as voice recording. Instructors can add a time limit rather than a word limit in this case.

ROLE PLAY

TITLE: _____

BY: _____

TOPIC/QUESTION: _____

CHARACTERS:
CHARACTER 1: _____
CHARACTER 2: _____

Name: _____ Date: _____

Pros and Cons
Pros and cons are the good and not so good outcomes that can happen when you make a decision. Thinking about pros and cons can help you decide if it is the right decision for you. Choose a question or topic from the current lesson you are working on and identify the pros and cons of a decision that may have to be made.

Topic: _____

+ Pros	- Cons

Name: _____ Date: _____

Twitter

Write a statement that answers the question in 140 characters or less.

QUESTION _____

QUESTION _____

Instructor Guide

- Requires login
- Site overview
- Lesson topics and activity descriptions
- Activity plans and resources
- Transition portfolio tip sheet
- Lesson trackers for instructors and students
- [Link to Instructor Guide](#)



Site Walk- Through



Instruction

- Identify learning target
- Accommodations
- Synchronous vs. Asynchronous
- Virtual vs. In-Person
- Use alongside other resources
- Build in choice
- Collaborate so that students can practice outside of your instructional time



Questions?

www.transitiontn.org/student