

## BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT

# **Special Education**

## Self - Determination and Transition Curriculum

September 2015



## BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT

# BOARD OF EDUCATION 2015-2016

George Haile, *President* Janet Goller, *Vice President* 

Marion Blane Dr. Nancy Kaplan

JoAnn DeLauter Nina Lanci Wendy Gargiulo Gina Piskin

## **CENTRAL ADMINISTRATION**

John DeTommaso Superintendent of Schools

Cynthia Strait Régal Deputy Superintendent

Dr. Mara Bollettieri
Assistant Superintendent for Personnel and Administration

David Seinfeld
Assistant Superintendent for Curriculum, Instruction & Assessment



# **Special Education**

# Self - Determination and Transition Curriculum

September 2015

**Curriculum Writers:** 

Jacqueline Frank Amanda Kavanagh Sheila Mullin

**Supervisor:** 

Helen Kanellopoulos

Assistant Director of Special Education and Pupil Personnel Services

### AIR Self-Determination Scale<sup>o</sup>

### STUDENT FORM

Student's Name			Date		
School Name			Your Grade		
Your Date of Birth					
	Month	Day	Year		

### HOW TO FILL OUT THIS FORM

Please answer these questions about how you go about getting what you want or need. This may occur at school, or after school, or it could be related to your friends, your family, or a job or hobby you have.

This is not a Test.

There are no right or wrong answers. The questions will help you learn about what you do well and where you may need help.

Goal

You may not be sure what some of the words in the questions mean. For example, the word **goal** is used a lot. A **goal** is **something you want to get or achieve**, either now or next week or in the distant future, like when you are an adult. You can have many different kinds of goals. You could have a goal that has to do with school (like getting a good grade on a test or graduating from high school). You could have a goal of saving money to buy something (a new iPod® or new sneakers), or doing better in sports (getting on the basketball team). Each person's goals are different because each person has different things that they want or need or that they are good at.

Plan

Another word that is used in some of the questions is plan. A plan is the way you decide to meet your goal, or the steps you need to take in order to get what you want or need. Like goals, you can have many different kinds of plans. An example of a plan to meet the goal of getting on the basketball team would be: to get better by shooting more baskets at home after school, to play basketball with friends on the weekend, to listen to the coach when the team practices, and to watch the pros play basketball on TV.

The AIR Self-Determination Scale was developed by the American Institutes for Research (AIR), in collaboration with Teachers College, Columbia University, with funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement HO23J200005

### HOW TO MARK YOUR ANSWERS

### **EXAMPLE QUESTION:**

I check for errors after completing a project.

### **EXAMPLE ANSWER:**

Circle the number of the answer which tells what you are most like: (Circle ONLY ONE number).

- 1 Never.....student never checks for errors.
- 2 Almost Never.....student almost never checks for errors.
- 3 Sometimes.....student sometimes checks for errors.
- 4 Almost Always.....student almost always checks for errors.
- 5 Always.....student always checks for errors.

### REMEMBER

There are NO right or wrong answers.

This will not affect your grade. So please think about each question carefully before you circle your answer.

### THINGS I DO

I know what I need, what I like, and what I'm good at.	Never	Almost Never	Sometimes	Almost Always	Always
	1	2	3	4	□ 5
I set goals to get what I want or need. I think about what I am	Never	Almost Never	Sometimes	Almost Always	Always
good at when I do this.	1	2	3	□ 4	□ 5
	Things I Do – Total Items 1 + 2				
3. I figure out how to meet my	Never	Almost Never	Sometimes	Almost Always	Always
goals. I make plans and decide what I should do.	1	2	3	4	<u> </u>
4. I begin working on my plans to	Never	Almost Never	Sometimes	Almost Always	Always
meet my goals as soon as possible.	1	2	3	□ 4	5
		Things I	Do – Total Item	s 3 + 4	
		Almost		Almost	
5. I check how I'm doing when I'm	Never	Never	Sometimes	Always	Always
working on my plan. If I need to, I ask others what they think of how I'm doing.	1	2	3	4	<u> </u>
6. If my plan doesn't work, I try	Never	Almost Never	Sometimes	Almost Always	Always
another one to meet my goals.		2	3	□ 4	□ 5
		Things I	Do – Total Item	ns 5 + 6	

## HOW I FEEL

1. I feel good about what I like,	Never	Almost Never	Sometimes	Almost Always	Always
what I want, and what I need to do.			□ 3		<u> </u>
	1	2	3	4	5
		Almost		Almost	
2. I believe that I can set goals to	Never	Never	Sometimes	Always	Always
get what I want.		□ 2	□ 3	□ 4	□ 5
	1	2	3	4	5
	L	How I F	eel – Total Items	s 1 + 2	
		Almost		Almost	
<ol><li>I like to make plans to meet my goals.</li></ol>	Never	Never	Sometimes	Always	Always
gomoi	1	□ 2	□ 3	□ 4	□ 5
	•				
		Almost		Almost	
<ol> <li>I like to begin working on my plans right away.</li> </ol>	Never	Never	Sometimes	Always	Always
pians right away.		□ 2	□ 3	□ 4	□ 5
		-	3	•	3
		How I F	cel – Total Items	s 3 + 4	
	Never	Almost	C	Almost	.,
<ol><li>I like to check on how well I'm doing in meeting my goals.</li></ol>	Never	Never	Sometimes	Always	Always
		□ 2	3		
		_			
		Almost		Almost	
<ol><li>I am willing to try another way if it helps me to meet my goals.</li></ol>	Never	Never	Sometimes	Always	Always
if it helps me to meet my goals.		□ 2	□ 3	□ 4	□ 5
	1	2	3	**	٥
		How I F	l Teel – Total Items	s 5 + 6	

Please go on to the next page ⇒

### WHAT HAPPENS AT SCHOOL

People at school listen to me when I talk	Never	Almost Never	Sometimes	Almost Always	Always
about what I want, what I need, or what I'm good at.	   1	□ 2	□ 3	□ 4	<u>П</u> 5
People at school let me know that I can set my own goals to get what I want or need.	Never	Almost Never	Sometimes  3	Almost Always	Always
	W	hat Happens a	t School - Total	Items $1+2$	
3. At school, I have learned how to make	Never	Almost Never	Sometimes	Almost Always	Always
plans to meet my goals and to feel good about them.	1	2	3	□ 4	<u>П</u> 5
People at school encourage me to start working on my plans right away.	Never	Almost Never	Sometimes  1 3	Almost Always	Always
	W	hat Happens a	t School – Total	Items 3 + 4	
5. I have someone at school who can tell me if	Never	Almost Never	Sometimes	Almost Always	Always
I am meeting my goals.	1	2	3	4	[] 5
6. People at school understand when I have to change my plan to meet my goals. They offer advice and encourage me when I'm doing this.	Never	Almost Never	Sometimes  3	Almost Always	Always
	W	hat Happens a	t School – Total	Items 5 + 6	

Please go on to the next page  $\Rightarrow$ 

### WHAT HAPPENS AT HOME

People at home listen to me when I talk about what I want, what I need, or what	Never	Almost Never	Sometimes	Almost Always	Always
I'm good at.	1	2	3	4	<u> </u>
People at home let me know that I can set my own goals to get what I want or need.	Never	Almost Never	Sometimes  1 3	Almost Always	Always
	lw	hat Hannens a	t Home – Total l	tems 1 ± 2	
3. At home, I have learned how to make plans	Never	Almost Never	Sometimes	Almost Always	Always
to meet my goals and to feel good about them.	1		3	□ 4	□ 5
		Almost		Almost	
4. People at home encourage me to start	Never	Never	Sometimes	Always	Always
working on my plans right away.		□ 2	□ 3	□ 4	□ 5
				3	
	W		t Home – Total I		
5. I have someone at home who can tell me if I	Never	Almost Never	Sometimes	Almost Always	Always
am meeting my goals.	1	2	3	4	<u> </u>
		Almost		Almost	
6. People at home understand when I have to	Never	Never	Sometimes	Always	Always
change my plan to meet my goals. They offer advice and encourage me when I'm doing this.	1		3		□ 5
	Lw	hat Happens a	 t Home – Total l	tems 5 + 6	

Please go on to the next page  $\Rightarrow$ 

PLEASE WRITE YOUR ANWERS TO THE FOLLOWING QUESTION
Give an example of a goal you are working on.
What are you doing to reach this goal?
How well are you doing in reaching this goal?

THANK YOU!

2001 %06 %08 20% %09 20% 40% 30% 20% 201 Determination (Write sum in box and mark in column) Level of Self-100 80 70 9 20 9 30 20 10 8 110 120  $\uparrow$ What Happens at Home Adjust 11 5-6 Think Do I-2 3-4 Opportunity 01 0 8 7 9 4 0 1 2 What Happens at School Adjust 5-6 Do 34 Think 1-2 08798787 10 Date Items Total + Adjust How I Feel 34 Do Think 1-2 01 0 8 7 Capacity 9 2 4 6 2 - 0 Do Adjust 3-4 5-6 Things I Do Think 1-2 Name 01 0 8 7 9 8 7 10 0 Items Total

The AIR Self-Determination Profile

Student Form

8 AIR Self-Determination Scale, Student Form

Transition Category: Education/Training

**Transition Assessment(s)** to be given (must give one transition assessment from this category in grade 9, 10, 11, or 12):

### 9th grade

Study Skills Questionnaire

Student CITE

A learning style survey for college

### 10th grade

http://www.educationplanner.org/students/career-planning/find-careers/carerr-clusters.s html

**Bobilator Career Activity** 

### 11th grade

Post Secondary Readiness Rubric-Student, teacher, parents, counselor

### 12th grade

Effective College planning Student Self Assessment

CITE

A learning style survey for college

**Target Population:** Alternate Day Support, Resource Room, Collaborative Inclusion Students

### Resources:

**Education/Training Resources** 

## **Lesson Topics**

- 1-Learning Styles
- 2-Accommodations
- 3-Study Skills-Time Management
- 4-Study Skills-General Strategies
- **5**-Test Taking Strategies
- **6**-Academic Strengths and Weaknesses
- **7**-Post Secondary Readiness

Transition Category: Employment and Training

**Transition Assessment(s)**: to be given (must give one transition assessment from this category in grade 9,10,11 OR 12):

Career Wonders Interest Survey:

https://drive.google.com/open?id=0BwOAeVTLdxXKSzYwNGZJd19ZTUE

Career Interest Survey

ISEEK | Minnesota's career, education, and job resource (online tool)

Career Zone profiler interests and work values

https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/index.jsf (online tool)

 Naviance Career Interest Profiler Naviance

**Target Population**: Alternate Day Support. Resource Room, Collaborative Inclusion Students **Resources**:

Career Wonders Interest Survey:

https://drive.google.com/open?id=0BwOAeVTLdxXKSzYwNGZJd19ZTUE

· Career Interest Survey:

ISEEK | Minnesota's career, education, and job resource (online tool)

Useful website

CareerZone Index (online tool)

 The Career Zone website is a place to explore careers related to the student's strengths, skills and talents

https://www.careerzone.ny.gov/views/careerzone/index.jsfhttps://www.careerzone.ny.gov/views/careerzone/portfolio/sr/index.jsf

Sample job application

https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDWHp3V3ZRY3dfSzA/view?usp=sharing

 Laws in New York State the govern employment of minors https://www.labor.ny.gov/youth/14-to-17.shtm

### Lesson 1: Begin Choosing a Career (Grade 9)

Aim: How can I get started on choosing a career?

### Objectives:

- To describe how interests relate to career choice
- To rate activities you enjoy, your personal qualities, and school subjects you like.
- To evaluate which career clusters are a match for your interests.

### Input:

- · Discussion of career vs job
- Teacher will discuss the components of the career survey and model how to complete.

#### Activities:

Students may take either career survey or interest inventory

### Materials:

- Career Wonders Interest Survey: https://drive.google.com/open?id=0BwOAeVTLdxXKSzYwNGZJd19ZTUE
- Career Interest Survey:
   ISEEK | Minnesota's career, education, and job resource (online tool)

# when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover

# interestsurvey

	- a Garvey	W	
town	☐ Taking care of pets in your neighborhood	have	☐ Repairing small appliances
	☐ Transplanting small trees	ž	☐ Painting houses or buildings☐ Using tools to make household
	☐ Planting and taking care of flowers & plants	m	repairs
	☐ Working in a garden & creating	ž	<ul> <li>Cutting and shaping wood to build structures</li> </ul>
444	landscapes  ☐ Nursing sick animals back to health	r	□ Volunteering for Habitat for Humanity
	Brushing or grooming dogs, cats,	}	☐ Drawing floor plans
	and/or horses	ž	☐ Building simple circuit boards
	☐ Hiking & watching wildlife	Ş	☐ Laying brick or cinder block
	☐ Chopping wood & replanting trees ☐ Identifying environmental hazards	3	<ul> <li>Landscaping and planting flower gardens</li> </ul>
		3	
•	& sick/dying plants	~	
	& sick/dying plants	3	Total diedie
,	& sick/dying plants  Total diedis	m	Totaldiedis_
1	Performing (music, drama,	much know	Using a cash register
2	Performing (music, drama, dance) for an audience  Creating graphic designs on a	much known	Using a cash register  Typing minutes of a school club meeting
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer	much twommen	☐ Typing minutes of a school club meeting ☐ Filing or sorting mail or other
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film	much brownwarm	☐ Typing minutes of a school club meeting
	Performing (music, drama, dance) for an audience   Creating graphic designs on a computer   Creating an original video or film   Sketching or painting pictures	renumeramental your	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> <li>□ Developing Web pages and creating</li> </ul>
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film	moreovernment from	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> </ul>
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film  Sketching or painting pictures  Taking photographs  Writing poems, stories or plays  Making jewelry, sculpture, ceramics	commencement amount of the	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> <li>□ Developing Web pages and creating print layouts using desktop publishing</li> <li>□ Managing tasks for a group</li> </ul>
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film  Sketching or painting pictures  Taking photographs  Writing poems, stories or plays  Making jewelry, sculpture, ceramics or stained glass  Designing a newspaper layout	amountermensummers with him	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> <li>□ Developing Web pages and creating print layouts using desktop publishing</li> <li>□ Managing tasks for a group</li> <li>□ Preparing reports and analyzing data</li> </ul>
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film  Sketching or painting pictures  Taking photographs  Writing poems, stories or plays  Making jewelry, sculpture, ceramics or stained glass  Designing a newspaper layout (artwork)  Being an announcer for an amateur	mountainmentainmentain him	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> <li>□ Developing Web pages and creating print layouts using desktop publishing</li> <li>□ Managing tasks for a group</li> <li>□ Preparing reports and analyzing data</li> <li>□ Typing documents for other people</li> </ul>
	Performing (music, drama, dance) for an audience  Creating graphic designs on a computer  Creating an original video or film  Sketching or painting pictures  Taking photographs  Writing poems, stories or plays  Making jewelry, sculpture, ceramics or stained glass  Designing a newspaper layout (artwork)	numerousement in the survey of the	<ul> <li>□ Typing minutes of a school club meeting</li> <li>□ Filing or sorting mail or other papers</li> <li>□ Running your own business</li> <li>□ Developing Web pages and creating print layouts using desktop publishing</li> <li>□ Managing tasks for a group</li> <li>□ Preparing reports and analyzing data</li> </ul>

# interestsurvev

	IIIICI 65 [survey	<b>/</b>	boxes. Add each column. Total your answers to discov which career clusters you may want to explore.	
mound	☐ Working as a kids' camp counselor or volunteer	men	Planning a mock stock market game	mer
ran	☐ Tutoring young children		☐ Investing money and studying investments	3
3	☐ Reading to elementary school students		☐ Balancing a checkbook	See Se
22	☐ Giving instructions for/or directing a play	$\begin{cases} \end{cases} $	<ul> <li>□ Opening a savings/checking account</li> <li>□ Being a treasurer for a school club</li> </ul>	3
ra a	☐ Baby-sitting young children		Organizing a fund-raiser	M
3	☐ Organizing and shelving library books		☐ Collecting money for a school or community event	arris
ş	Peer counseling or mediation		□ Developing a budget	Zar.
Server Server	<ul> <li>☐ Helping at Special Olympics events</li> <li>☐ Teaching young children in an after-school program</li> </ul>	rana	<ul> <li>Using spreadsheets and financial computer programs</li> </ul>	man
3	Totalidhedis		Total checks_	non
72	cohora garagere with toward the Kennetwood and a garage and and a few	12 5	be been as a second and a second as a second as the second as the second as a	Ž,
že-	na openna vere e paracelatanea in traca ance anno se ante e princip l'estant de la contra del la contra del la contra del la contra de la contra del la cont	}	the second second second second second contractions of the second	<b>3</b>
in convers	☐ Campaigning for a political candidate	h tenson	☐ Taking care of a sick relative	inner h
n concerna	Campaigning for a political	h havenman	reaction water that the second to the second	mound to
a consistences of	☐ Campaigning for a political candidate ☐ Making political speeches ☐ Volunteering as an urban planning	" was warm	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> </ul>	mountained to
n consumance of the	☐ Campaigning for a political candidate ☐ Making political speeches	" were were a work of	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> </ul>	mountaines to
a mouse man and a	☐ Campaigning for a political candidate ☐ Making political speeches ☐ Volunteering as an urban planning committee member	" warmanamanana "	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> <li>□ Volunteering as a hospital aide</li> </ul>	nemenantaria te
a the second of the second of the second	<ul> <li>□ Campaigning for a political candidate</li> <li>□ Making political speeches</li> <li>□ Volunteering as an urban planning committee member</li> <li>□ Running for class office</li> </ul>	" weremmenmen " "	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> </ul>	momentum and the
	<ul> <li>□ Campaigning for a political candidate</li> <li>□ Making political speeches</li> <li>□ Volunteering as an urban planning committee member</li> <li>□ Running for class office</li> <li>□ Planning and preparing budgets</li> <li>□ Participating in a debate</li> <li>□ Volunteering as a legislative aide</li> </ul>	minimum minimum y	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> <li>□ Volunteering as a hospital aide</li> <li>□ Using a stethoscope to listen to someone's heart</li> <li>□ Identifying human body parts from</li> </ul>	ensonmer more annual for
	<ul> <li>□ Campaigning for a political candidate</li> <li>□ Making political speeches</li> <li>□ Volunteering as an urban planning committee member</li> <li>□ Running for class office</li> <li>□ Planning and preparing budgets</li> <li>□ Participating in a debate</li> </ul>	A brownmannamannum A	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> <li>□ Volunteering as a hospital aide</li> <li>□ Using a stethoscope to listen to someone's heart</li> <li>□ Identifying human body parts from a diagram</li> <li>□ Bandaging sports injuries with a</li> </ul>	romannous management to
	<ul> <li>□ Campaigning for a political candidate</li> <li>□ Making political speeches</li> <li>□ Volunteering as an urban planning committee member</li> <li>□ Running for class office</li> <li>□ Planning and preparing budgets</li> <li>□ Participating in a debate</li> <li>□ Volunteering as a legislative aide</li> <li>□ Learning and speaking a foreign</li> </ul>	"A tomound management of the second	<ul> <li>□ Taking care of a sick relative</li> <li>□ Watching doctor/hospital shows on TV</li> <li>□ Learning first aid and CPR</li> <li>□ Volunteering at a retirement home</li> <li>□ Volunteering as a hospital aide</li> <li>□ Using a stethoscope to listen to someone's heart</li> <li>□ Identifying human body parts from a diagram</li> </ul>	new commencement and an analysis to

Check off the activities that interest you in each of the

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover

# interestsurvey

Sulvey	which career clusters you may want to explore.
<ul> <li>Working in a restaurant</li> <li>Planning vacations and other events</li> <li>Cooking, baking and serving meals</li> <li>Participating in sports or recreational activities</li> <li>Being a lifeguard</li> <li>Catering an event</li> <li>Working at a concession stand</li> <li>Exercising and working out</li> <li>Officiating a sporting event</li> </ul>	Making a family menu Working with the elderly Working at a shelter Shopping, comparing prices & consumer goods Listening & helping friends with problems Participating in youth groups or community groups Working as a dietetic aid Volunteering at a retirement home Volunteering to be a Big Brother/Big Sister
☐ Developing software programs	☐ Reading mystery novels ☐ Listening to a police
☐ Developing software programs ☐ Building computers	☐ Listening to a police scanner
☐ Developing software programs ☐ Building computers ☐ Playing video games	☐ Listening to a police scanner ☐ Watching mystery movies or courtroom dramas
<ul> <li>□ Developing software programs</li> <li>□ Building computers</li> <li>□ Playing video games</li> <li>□ Surfing the Internet</li> <li>□ Learning how to configure operating</li> </ul>	☐ Listening to a police scanner ☐ Watching mystery movies or
<ul> <li>□ Developing software programs</li> <li>□ Building computers</li> <li>□ Playing video games</li> <li>□ Surfing the Internet</li> <li>□ Learning how to configure operating systems</li> </ul>	☐ Listening to a police scanner  ☐ Watching mystery movies or courtroom dramas  ☐ Playing "Clue" or other mystery board games  ☐ Volunteering in a lawyer's office
<ul> <li>□ Developing software programs</li> <li>□ Building computers</li> <li>□ Playing video games</li> <li>□ Surfing the Internet</li> <li>□ Learning how to configure operating systems</li> </ul>	<ul> <li>□ Listening to a police scanner</li> <li>□ Watching mystery movies or courtroom dramas</li> <li>□ Playing "Clue" or other mystery board games</li> <li>□ Volunteering in a lawyer's office</li> <li>□ Following court cases in the news</li> </ul>
<ul> <li>□ Developing software programs</li> <li>□ Building computers</li> <li>□ Playing video games</li> <li>□ Surfing the Internet</li> <li>□ Learning how to configure operating systems</li> <li>□ Installing software</li> </ul>	☐ Listening to a police scanner  ☐ Watching mystery movies or courtroom dramas  ☐ Playing "Clue" or other mystery board games  ☐ Volunteering in a lawyer's office

# interest

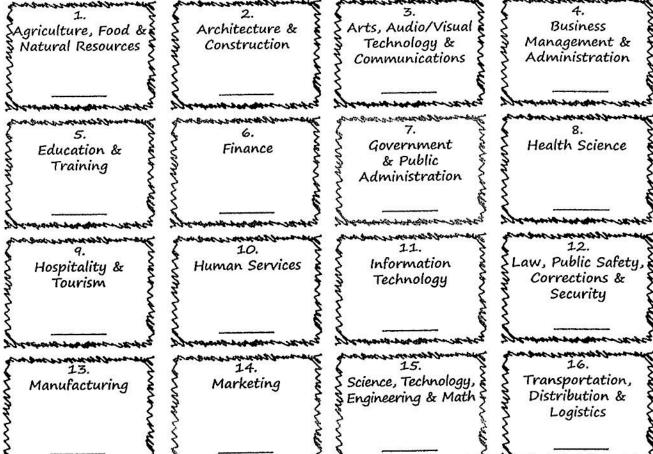
	Welding or working with	/ Sam	boxes. Add each column. Total your answers to discove which career clusters you may want to explore.  Cutting & styling hair
	metals    Repairing and upholstering furniture    Creating wood carvings   Taking machine shop classes   Making belts or other leather goods   Operating a printing press   Installing and repairing home electronics   Sewing, weaving, knitting or other needlework   Building cabinets, shelves and other simple woodworking	menterentamentaminerantamine	Selling products for a school fund-raiser  Taking tours of new houses for sale  Designing or modeling clothes  Giving people advice on products they should buy  Decorating your house and rearranging your furniture  Planning and having a yard sale  Arranging and selling flowers  Fixing watches and clocks
*****	Totalkhiedis		Total diedis
manne emen more management	<ul> <li>Visiting science museums</li> <li>□ Designing experiments</li> <li>□ Exploring caves and collecting rocks</li> <li>□ Watching the weather and tracking storms</li> <li>□ Using a computer to solve math problems and equations</li> <li>□ Identifying plants, animals and/or marine life</li> <li>□ Developing solutions to environmental problems</li> <li>□ Building model aircraft/boats/trains</li> <li>□ Learning about different cultures</li> </ul>	mano em mon monde and	☐ Flying airplanes ☐ Repairing vehicles, bikes and engines ☐ Working in a warehouse or taking inventory ☐ Operating motorized machines or equipment ☐ Visiting space camps ☐ Building and repairing boats ☐ Operating a CB or ham radio ☐ Reading mechanical and automotive magazines/blogs ☐ Having a paper route
1.	Source: Adapted from "Who R U" interest sur	rvey wi	th permission from Virginia Career View.
14		55.	194D REE

Check off the activities that interest you in each of the

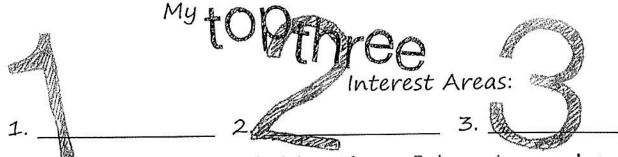
# interestsurvey



Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.



Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.



As you can see, the interest survey is divided into 16 groups. Each group is a career cluster. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

### Lesson 2: Using the Naviance Website (Grade 10)

Aim: What is Naviance and what tools does it offer me?

### Objectives:

- To utilize and navigate Naviance and its features
- To complete a Naviance Career interest Profiler

### Input:

- Teacher will showcase the Naviance website and its features
- Teacher will guide students in signing in and completing the Naviance assessment

### Activities:

- Students will create an online Naviance account
- Students will complete the Naviance Career Interest Profiler

### Materials:

Naviance

### Lesson 3: Using the Career Zone Website (Grade 10-12)

Aim: What careers are suited for me?

### Objectives:

- To set up Career Zone account
- To participate in the Career Zone career profiler on the Career Zone website
- To complete the portfolio at the Career Zone site

#### Input:

- Teacher will showcase the Career Zone website and its features.
- Teacher will guide students in creating Career Zone accounts.

#### Activities:

- · Students will set up a career zone account
- Students will complete the career profiler
- At "my portfolio" have students fill in relevant information such as after school activities, volunteer work, work experience, and educational accomplishments. They will update this information every year to have a complete brag sheet.

### Materials:

- CareerZone Index (online tool)
- https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/index.jsf

### Lesson 4: Job Seeking Skills (Grade 10-12)

Aim: What steps are necessary for obtaining a part-time job?

### Objectives:

- To create a resume
- To role-play interviewing by asking and answering questions in pairs
- To complete a sample application
- To understand the rules that govern minors and part-time jobs

### Input:

- Discussion of importance of being prepared for an interview
- Discussion of filling out an application that is complete, honest, and puts your "best foot forward"
- Brainstorm typical interview questions that potential employers may ask
- Discussion of the rules that govern students while they work at a part-time job

#### Activity:

- Using the Career Zone students will create a resume
- Students will brainstorm and write down 5 interview questions.
- · Students will pair up and roleplay interviewing for a part-time job
- Students will fill out a sample job application
- Review rules at website that explain working papers, work hours, and interview tips

### Materials:

- https://www.careerzone.ny.gov/views/careerzone/index.jsf
- https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDWHp3V3ZRY3dfSzA/view?us p=sharing
- https://www.labor.ny.gov/youth/14-to-17.shtm

## SAMPLE JOB APPLICATION

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

			Name an	d Address			
Name (First,	MI, Last)			Social Securi	ity Number		
Mailing Add	lress						
City, State, a	nd Zip Code						
Telephone				Alternate Ph	ione		
If under 18,	please list age			Email			
			Job '	Type			
			Days/hours av	ailable to worl	k		
☐ I have no preference.	□ Mon.	□ Tues.	□ Wed.	☐ Thurs.	□ Fri.	□ Sat.	□ Sun.
I am seeking	; a:	☐ Full-time j	ob	☐ Part-time jo	ob	☐ Full- or Pa	ırt-time
		work weekly?		Can you work nights?		Date available to begin	
			Additional	Information			
Have you ev	er been emplo	oyed by this or	ganization in t	he past?		□ Yes	□ No
		tizen, permane ne United State		a foreign natio	nal with	□ Yes	□ No
,	er been convi		ered a plea of g	uilty, no conte	st, or had a	□ Yes	□ No
If Yes, pleas	e explain:						
Do you have	e a driver's lice	ense? □ Yes	□ No	Driver's lice	nse number	Issued in w	hat state?
Have you ha	ad any accider	nts during the j	past three year	s?		How many	?
Have you ha	ad any moving	g violations du	ring the past t	hree years?	277	How many	?

	Ed	ucation			
School	Location (mailing	address)	Years Completed	Major	Degree or Diploma
High School					
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		_ =_9		
				y g	
					ı Z
				(c) (i) -1	
<u> </u>					
2.00					
College or Business/Trade	e School				
			i		
	0				
					2
	I	lilitary			
Have you even been in the		□ Yes	□ No	Date entered	
Thave you even been in the					
Ara vou nove a mambar at	the National Cuard?	□ Yes	□ No	Discharge dat	0
Are you now a member of	the Ivational Guarus	Lies	I INO	Discharge dat	C
0 . 1					
Specialty					

	Work Experience	
Please list ALL work experience beginning with	h your most recent job held. Attach additio	onal sheets if necessary.
Company	Name of last supervisor	r Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
at this company.		
May we contact this employer? ☐ Yes	□No	
Company	Name of last superviso	r Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, s at this company.	kills used or learned, advancements or	promotions while you worked
May we contact this employer? ☐ Yes	□No	

Work Experie	nce (continued)		
Company	Name of last supervisor		Hrs/week
•			1000 400 200 400 400 400 400 400 400 400
Address	Start Date	Starting Sala	ry
		(8000)	s observed.
City, State, and Zip Code	End Date	Final Salary	
Phone number	Your last job title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or	learned, advancements or pro	motions while	you worked
at this company.			
May we contact this employer? $\square$ Yes $\square$ No			1193
	rences		lavana
Please include name, phone number, and circumstances of 1.	your acquaintance. Exclude relative	s una jormer emp	ioyers.
1.			
2.			
3.			
- 3. 			
4.			
4.			
I certify that all answers and statements on this appli		150	N. C.
I certify that all answers and statements on this appli knowledge. I understand that, should this application	contain any false or mislead	150	N. C.
I certify that all answers and statements on this appli	contain any false or mislead	150	N. C.

Transition Category: Independent Living

**Transition Assessment(s)** to be given (must give one transition assessment from this category in grade 9,10,11 OR 12):

- Casey Life Skills Assessment (Grade 9-12)
- Casey Life Skills Assessment Youth Form

**Target Population**: Alternate Day support, Resource Room, Collaborative Inclusion students **Resources**:

- Bellmore-Merrick website http://www.bellmore-merrick.k12.ny.us/
- Problem Solving Worksheet
   https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDZ0Y3ZDVMUIQ2bzA/view?usp=sharing
- Goals Worksheet
   <a href="https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDSU5tQUIvNUdNUXM/view?us">https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDSU5tQUIvNUdNUXM/view?us</a>
   p=sharing
- Activity on money beliefs: https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDRIE0QjFCbjl3Rlk/view?usp=s
   haring
- Budgeting tools for practice <a href="https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/budget/budget.jsf">https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/budget/budget.jsf</a>
   (online tool)

### Lesson 1: Introduction to high school (Grade 9)

Aim: How can I become involved in school activities?

### Objectives:

- To research clubs/sports/activities through school website
- To learn about ways to become involved
- To identify ways to problem solve

### Input:

- Show students ways to access District website
- · Discuss ways to get involved and choose school interests
- Discuss why utilizing a formal 4 square may be a helpful tool in learning to problem solve

### Activity:

- log on to district website and list ways to be involved
- look at club lists to determine when they meet

### Alternate Activity:

· Role play problem solving with Four Square worksheet

### Materials:

- http://www.bellmore-merrick.k12.ny.us/
- https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDZ0Y3ZDVMUIQ2bzA/view?usp=sharing

# Problem Solving Four Square

### Identified Problem:\_\_\_\_\_

What are some possible solutions?	What are the positive consequences for each solution?
What are the negative	Which solution is the best choice for
consequences for each solution?	you? For others?

### Lesson 2: High School and Transition Behaviors (Grade 10-11)

Aim: What skills do I have and what skills do I still need for after high school? Objectives:

- To assess the behaviors and competencies youth need to achieve their long term goals utilizing the Casey Life Skills Assessment
- To assess skills, knowledge, and awareness in seven areas (daily living, self care, relationships and communication, housing and money management, relationships and communication, career and education planning, and looking forward)
- To create meaningful goals based on weak areas of Casey Life Skills Assessment
   Input:
  - Discuss with students the importance of preparing for after high school while still in high school
  - Go over the categories in the assessment and model completing the form
  - Explain that the Casey Life Skills Assessment is a tool that aims to set youth on their way toward developing healthy, productive lives through learning about themselves
  - . Model taking an area of weakness from the assessment and forming a goal for it

### Activity:

- Students participate in the Casey Life Skills Assessment
- Develop goals for the weaknesses from the assessment

#### Materials:

- Casey Life Skills Assessment Youth Form
- Goals Worksheet
   https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDSU5tQUIvNUdNUXM/view?us
   p=sharing

Name	Date	
		_

Daily Living

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know where to go to get on the Internet.					
I can find what I need on the Internet.					
I know how to use my email account.					
I can create, save, print and send computer documents.					
I know the risks of meeting someone in person that I met online.					
I would not post pictures or messages if I thought it would hurt someone's feelings.					
If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.					
I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.					
An adult I trust, other than my worker, checks in with me regularly.					
When I shop for food, I take a list and I compare prices.					
I can make meals with or without using a recipe.					
I think about what I eat and how it impacts my health.					
I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has.					
I know how to do my own laundry.					
I keep my living space clean.					
I know the products to use when cleaning the bathroom and kitchen.					
I know how to use a fire extinguisher.					

### Self Care

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can take care of my own minor injuries and illnesses.					
I can get medical and dental care when I need it.					
I know how to make my own medical and dental appointments.					
know when I should go to the emergency room instead of the doctor's office.					
know my family medical history.					
know how to get health insurance when I am older than 18.					
I have at least one trusted adult who would visit me if I were in the hospital.					
There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself.					
I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).					
I bathe (wash up) daily.		131.011			
I brush my teeth daily.					
I know how to get myself away from harmful situations.					
I have a place to go when I feel unsafe.					
I can turn down a sexual advance.					
I know ways to protect myself from sexually transmitted diseases (STDs).					
know how to prevent getting pregnant or getting someone else pregnant.					
I know where to go to get information on sex or pregnancy.					

Relationships and Communication

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can speak up for myself.					
I know how to act in social or professional situations.					
I know how to show respect to people with different beliefs, opinions, and cultures.					
I can describe my racial and ethnic identity.					
I can explain the difference between sexual orientation and gender identity.					
I have friends I like to be with who help me feel valued and worthwhile.					
I am a part of a family and we care about each other.					der der
I can get in touch with at least one family member when I want to.					
I have friends or family to spend time with on holidays and special occasions.					
I know at least one adult I can depend on when I exit care.					
I know an adult who could be a grandparent, aunt or uncle to my children now or my future children.					
My relationships are free from hitting, slapping, shoving, being made fun of, or name calling.					
I know the signs of an abusive relationship.					
I know what my legal permanency goal is.					
I have information about my family members.					
I think about how my choices impact others.					
I can deal with anger without hurting others or damaging things.					
I show others that I care about them.					

Housing & Money Management

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I understand how interest rates work on loans or credit purchases.					
I understand the disadvantages of making purchases with my credit card.			76-13 77		
I know the importance of a good credit score.					
I know how to balance my bank account.					
I put money in my savings account when I can.					
I know an adult who would help me if I had a financial emergency.					
I use online banking to keep track of my money.					
I know the advantages and disadvantages of using a check cashing or payday loan store.					
I know how to find safe and affordable housing.					
I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture.					
I know how to fill out an apartment rental application.					
I know how to get emergency help to pay for water, electricity, and gas bills.					
I know what can happen if I break my rental lease.					
I can explain why people need renter's or homeowner's insurance.					
I know an adult I could live with for a few days or weeks if I needed to.					
There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing.	•				
I know an adult I can go to for financial advice.				0.22	
I plan for the expenses that I must pay each month.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I keep records of the money I am paid and the bills I pay.					
I know what happens in my state if I am caught driving without car insurance or a driver's license.					
I can explain how to get and renew a driver's license or state ID card.					
I can figure out all the costs of car ownership, such as registration, repairs, insurance, and gas.					
I know how to use public transportation to get where I need to go.					

# Work and Study Life

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
know how to develop a resume.					
know how to fill out a job application.					
know how to prepare for a job interview.					
I know what the information on a pay stub means.					
I can fill out a W-4 payroll exemption form when I get a job.					
I know what employee benefits are.					
l know what sexual harassment and discrimination are.					
I know the reasons why my personal contacts are important for finding a job.					
I know how to get the documents I need for work, such as my Social Security card and birth certificate.					
I know how and when I can see my child welfare or juvenile justice records.					7149,540
I know an adult who will go with me if I need to change schools.					18 4 2 5 18 4 4 4 4

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to get help from my school's mental health services.					
I know where I can get help with an income tax form.					
I have an adult in my life who cares about how I am doing at school or work.					
I can take criticism and direction at school or work without losing my temper.					
I know how to prepare for exams and/or presentations.					
I know where I can get tutoring or other help with school work.					
I look over my work for mistakes.					
I get to school or work on time.					
I get my work done and turned in on time.					

# Career and Education Planning

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find work-related internships.					
I know where to find information about job training.					
I can explain the benefits of doing volunteer work.					
I have recently talked to an adult who works in a job I would like to have.					
I know what type (college, trade school) education I need for the work I want to do.					
I know how to get into the school, training, or job I want after high school.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find financial aid to help pay for my education or training.			7.		
I have talked about my education plans with an adult who cares about me.					
I know an adult who will help me apply for training or education after high school.					

Looking Forward

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I believe I can influence how my life will turn out.					
I can describe my vision for myself as a successful adult.					
I have a good relationship with a trusted adult I like and respect.					
I would like to use my experience to help other youth.					
I believe my relationships with others will help me succeed.					
I feel I am ready for the next phase of my life.				and the second	
Most days, I am proud of the way I am living my life.					
Most days, I feel I have control of how my life will turn out.					

# My Goals

My goal:
Steps I need to take to reach my goal:
government of the state of the
XVII. at I and a support of a support of weaking year goal.
What I can expect as a result of reaching my goal:
When will I begin to work toward my goal:
How will I know when I reach my goal?

# Lesson 3: My Money Personality (Grade 11-12)

Aim: What does money mean to you?

# Objectives:

• To understand money beliefs and values

## Input:

- Discussion of what it means to be a saver vs spender
- · Define fact vs fiction
- · Discussion of importance of money managing skills

## Activity:

- Students will read the introduction on money beliefs
- Students will take the money value survey

#### Materials:

 https://drive.google.com/a/bmchsd.org/file/d/0B8I9jbann7dDRIE0QjFCbjl3Rlk/view?usp=s haring



Should I Be Listening?



What does money mean to you? Independence? Power? Fame?

Discover your Money Personality inside.



**Surprise Gift** 

Money Beliefs

Common Money Beliefs— Fact or Fiction

**Your Values** 

**Money Value Survey** 





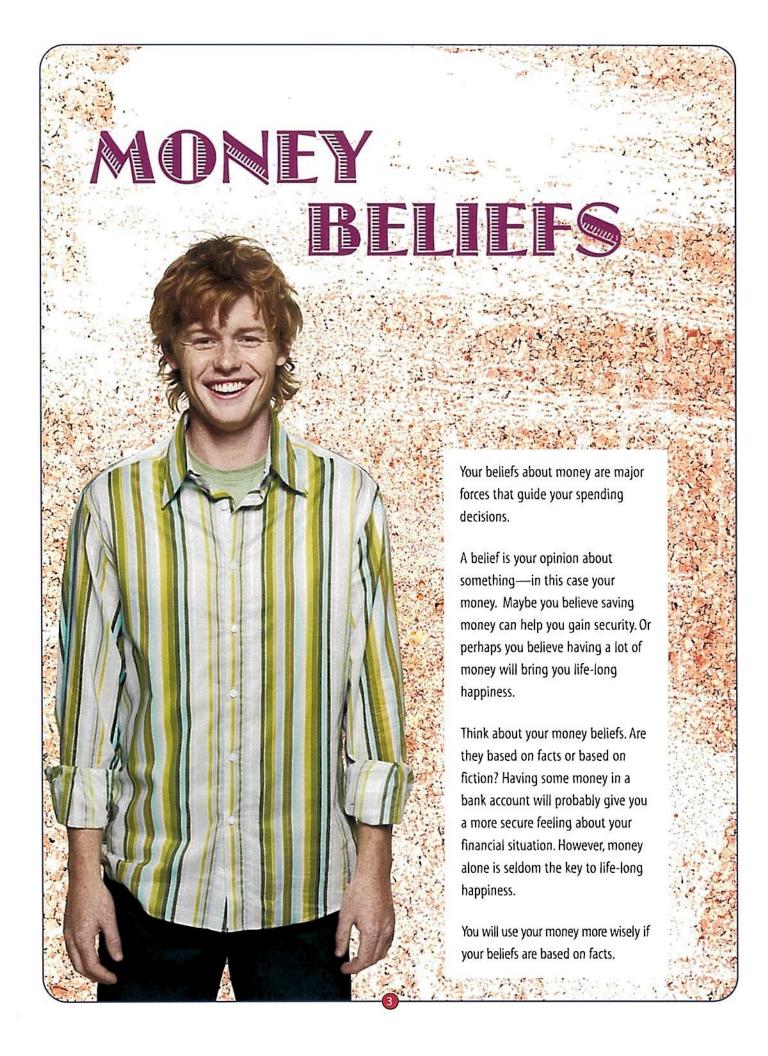
# You just got a surprise gift. \$100!

What will you do with it?

- ☐ Spend it right away for something I want— "A shirt in that new shade of blue will look great on me!"
- Spend it right away for something I need— "My running shoes are falling apart. Now I can get a new pair to break in before track season starts!"
- ☐ Use it to get more money out of Mom or Dad—"That MP3 player I've been wanting is \$200. I wonder if Mom or Dad will give me the extra \$100?"
- ☐ **Spend some/save some** "College is in my future, so I want to be sure to have some money to get me started. But it also is important to have a little fun, like taking in a movie and having dinner with my friend."
- ☐ Help someone out— "Our rent went up \$50 a month. Mom doesn't know how she's going to pay for it. This money could help her out for a couple of months."
- ☐ **Save it all** "A penny saved is a penny earned. If I put this into my bank account it will earn interest and I'll have money when I really need it. My car insurance is due in a few weeks."

Why did you make that choice? Could it have something to do with your **Money Personality**?

The first step in understanding why you spend money the way you do is to learn about your money personality. Your money personality is a combination of your *Money Beliefs* and *Your Values*. To learn more about your money personality, read on.



# Common Money Beliefs—

# Fact Fiction

The following are some common beliefs about money. Are they based on fact or fiction?

- 1. There are checks in the checkbook, so there must be money in the checking account.
- 2. Paying the minimum on a credit card bill is a good money management practice.
- 3. Having lots of credit cards show that you are an important person.
- 4. Almost everyone can find at least one easy way to save money.
- 5. Car insurance usually costs less for female teens than male teens.
- 6. In the grocery store, the food displays at the end of aisles are the best buys.

	FACT	FICTION	SURE
1	TO SEE		
SME			
S Phil			
Negati Negati			
STEEL			
	M. L.		

A value is something that is very important to you. Maybe you value freedom, security, being popular, education, family, or friends. A value is not good or bad, it's just something that is important to you.

Most people will value more than one thing in life. For instance, maybe you value being popular and getting a good education. Or maybe you value freedom and having a close family. What's important to remember is that:

- · Your values are formed from life experiences.
- · Whatever you value will influence how you spend or save your money.
- · Your values will change during your life.

See back page for correct answers.

# Money Value Survey

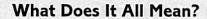


This survey will help you learn what you value about money. Read the following value statements. Circle the symbol at the end of the statement if you definitely agree. Circle as many statements as you agree with.

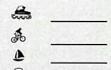
#### **Value Statements**

- 1. It's a good feeling to have money in my pocket.
- 2. No one can ever really have enough money or things. **A**
- 3. Clothing should look expensive.
- 4. You can't live without credit.
- 6. Keeping track of every dollar would drive me crazy.
- 7. It's important to record every dollar you spend. 🚓
- 8. Money and prestige go hand in hand. 💰
- 9. A person can get along without a savings account.
- It would be wonderful to be a millionaire—all that money to spend. ▲
- It's easy to have fun with simple things that do not cost much money.
- 12. Money should only be spent for necessities.
- 13. I want nothing but the very best.
- 14. If I just wait, my money problems will either go away or take care of themselves. 

  ■
- 15. Money doesn't buy happiness.
- 16. Nothing is too good for me. 36
- 17. It would be easy to spend \$5,000 in just a couple of days.
- 18. It's nice to make gifts, even if I can afford to buy them.
- 19. I shop around to find the best price.
- 20. If I need money, it will come from somewhere.
- 21. I won't buy anything unless I have enough money for it.
- 22. Buying at the best stores is important.
- 23. Happiness is buying something brand new.
- 24. A lot of money would be nice, but I don't really need it.
- 25. I don't even try to make plans about money.



Add up the number of each symbol you circled and write that number below:





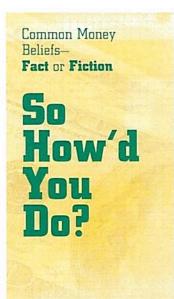


# Use the following information to find out how you value money:

- If you mostly circled 🚓: you value money for the security it gives you.
- If you mostly circled .: you use money to make you feel important.
- If you mostly circled : you want a lot of stuff and you want it now.
- If you mostly circled : money itself is unimportant to you—the importance is how it helps you get the things you need and want.
- If you mostly circled **1**: you are not concerned with money; there is no reason to worry about it. Did you have a tie in the top two or more categories? If yes, it's not surprising. Many people will find that they have several values about money.

**Money Value Tip:** Save this survey and repeat it every 6 months to see how your values regarding money have changed. Also, share the survey with your family members to learn how your values are similar or different from other family members.

Make a Note: Knowing how you feel about money is the key to understanding why you spend or don't spend money the way you do. Congratulations! You've already taken the first step in learning about how you spend money by completing the Money Values Survey.



- Fiction. The number of checks in a checkbook does not correspond with how much money is in the account. The amount of money in your account is determined by how much money you deposited in the account and the total value of cash withdrawals and checks written.
- Fiction. Paying the minimum balance on credit card accounts is a very costly way to pay your bills. Only a very small amount of the minimum payment is used to actually pay off your bill. The rest goes to paying interest on the money you borrowed.
- Fiction. Having lots of credit cards does not relate to being important. Receiving a credit card means you have simply met the minimum requirements set by the company that offers the credit card.

- Fact. Almost everyone can find a simple way to save money. The trick is to find a simple way that works for you.
- Fact. Teenage girls usually have lower car insurance rates than teenage boys. Why? Girls, as a group, have fewer accidents than boys. However, individual insurance rates vary. Your rate will be based on several factors such as the type of car you drive, the distance you drive daily, and your driving record.
- 6. Fiction. Just because something is displayed at the end of the aisle does not mean it's a good buy. Grocery stores have found that most products sell better if they are displayed at the end of the aisle-whether or not they are the best buy.

Money Talks...Should I Be Listening? Is a series of teen guides designed for teenagers. The topics and subject matter content are based on the results of a survey completed by teens. The goals of these teen guides are to assist teens in 1) identifying their money spending and saving habits; 2) understanding the importance of long-term savings, and 3) developing savings plans that meet their lifestyles. Comments regarding these newsletters can be addressed to: Consumer Economics Department, University of California Cooperative Extension (UCCE), 135 Building C, Highlander Hall, Riverside, CA 92521. Author: Shirley Peterson, Margaret Johns, Charles Go, Susan Cortz; Development Team: the UCCE Money Talks Workgroup; Graphic Designer: Kerry Decker, UC Riverside. 2007

This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Youth Development.

To samplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is crinicism implied of similar products that are not mentioned or illustrated

ANR Publication 8272

@2007 by the Regents of the University of California

Division of Agriculture and Natural Resources

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the written permission of the publisher and the authors.

The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childberth, and medical conditions related to pregnancy or childberth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) in any of its programs or activities.

University policy also prohibits reprisal or retaliation against any person in any of its programs or activities for making a complaint of discrimination or sexual harassment or for using or participating in the investigation or resolution process of any such complaint University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Equal Opportunity Director, University of California, Agriculture and Natural Resources, 1111 Franklin Street, 6th Floor, Oakland, CA 94607, [510) 987-0096

# Lesson 4: Budgeting (Grade 12)

Aim: What money managing skills do I have and what skills do I need to be a success after high school?

## Objectives:

- To learn budgeting skills by completing a sample budget
- To understand the difficulty of planning a budget and why it's important

## Input:

· Define budget, earnings, fixed expenses and discretionary expenses

## Activity:

Students will use the budgeting tool at Career Zone

## Materials:

<a href="https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/budget/budget.jsf">https://www.careerzone.ny.gov/views/careerzone/portfolio/sr/budget/budget.jsf</a>
 (online tool)

Lesson 1: Understanding Self Determination (Grade 9-12) \*See sample lesson plan HERE

Aim: What is self determination and why is it important?

Objectives:

- To define and understand the term self-determination and associated terms
- To understand the characteristics of a student with self –determination
- To describe a self-determined action

# Input

- Defining accommodation, informed choice, self-determination, goals (long and short-term), respect, values
- Discussion of self-determination reading with definitions
- Umbrella of self-determination

## Activity:

- Activity-what do you know about yourself and your disability?
- Activity-short-term goals
- Activity-Parts of the IEP (I am Determined Worksheet)
- Follow-up activity: What are my current goals (creation of goals tracker)?-this applies for all grades each year

Materials: The 411 on Disability Disclosure, Unit 1

# ACTIVITY:

## SELF-DETERMINED SHORT-TERM GOALS



reas of need can be turned into areas of strength if you make a conscious effort and understand that this transformation won't happen overnight. Look over the results on the questionnaire and determine the areas you need to work on. Then develop three short-term goals that address these areas of need. Read the example below before completing the activity.

Remember, the only goal you can't achieve is the one you don't attempt!

# **Example:**

If you answered NO to Question #1 ("Do you know what you do well (what your strengths are) in school?"), you may need to reflect on your areas of strengths and get input about your strengths from others who are familiar with you, such as your friends, parents, coaches, teachers, and employers. Make a list of the strengths they mention and select three of these strengths to develop goals around.

For example, Mira has identified her strengths in the areas of math, computers, and art. She has also identified her area of need as explaining her disability.

Now, keeping these strengths in mind (for example, math, computers, and art) answer the following questions:

# Question 1: How can I use my strengths to improve my areas of need?

Answer #1: Mira has difficulty describing her disability in writing or words (area of need), but she can use her artistic abilities to explain her disability through images. This would also show people that while she has a disability in some

areas, she still excels in other areas such as art.

# Question #2: What short-term goals can I develop to highlight these strengths?

Answer #2: Mira can join an extracurricular activity, such as the school newspaper or volunteer to maintain the school website, or design sets for school plays.

# Question #3: How can I use these strengths to reach my employment goals?

Answer #3: She can research which careers need people with strong skills in math, computers, and art. She may look into the graphic arts career field that interests her and highlights her skills. Maybe she can find a part-time job or internship in an art store or information technology firm.

# Question #4: How can I use these strengths to reach my social goals?

Answer #4: Mira would like to broaden her circle of friends, but she finds it difficult to meet new people. She will try to meet a few new people in her extracurricular activities and at her part-time job who have similar interests. She could also invite someone to an art exhibit.

# Question #5: How can I use these strengths to reach my academic/educational goals?

Answer #5: Mira wants to improve her grades in English class this semester. She could improve her grade by talking to her teacher about using her artistic or technical skills to supplement her writing assignments or using these skills to aid in writing her final assignment.

Now, you try:

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 <u>YES</u> 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 <u>SOMETIMES</u> 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 <u>NO</u> 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	
5	
0	
·	

# **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?		C allowers and a second	
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?			

goals are steps you take to get to your longterm 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. Selfdetermination empowers people to seek assistance when needed.

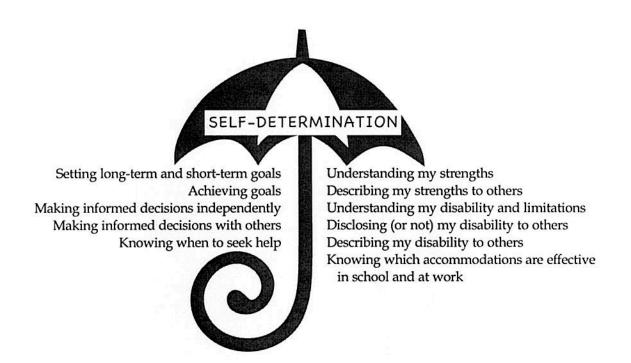
One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should definitely be an informed choice. If you have a disability, 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.



# DISCUSSION



ne 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 longterm personal **goals**. Sometimes short-term

JNIT 1: Self-Determinationthe BIG Picture	
Informed choice	
Respect	
ş	
Self-determination	
Values	
NOTES	
5 <del></del>	

# Unit 1:

# Self-Determination... the BIG Picture

# **PURPOSE**



he 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**



ou 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

Informed choice

(long-term and short-term)

Self-determination

Respect

Values

Accommodation	
Goals (long-term and short-term)	

## Aim:

What is self-determination and why is it important?

#### Motivation:

3 teachers' responses to student trying a book report

Read first 2 scenarios, ask what did teacher do right or wrong to support student. Read last scenario, ask what did teacher do right or wrong to support student. (Attachment)

#### Objectives:

To define and understand the term self-determination
To understand the characteristics of a student with self –determination
To describe a self-determined action

#### Teacher information:

Self-determination is the right to control your life.

- 1. Students can express their needs, interests, abilities and weaknesses.
- 2. Students can set appropriate goals and expectations
- 3. Students can make choices and plans in pursuit of their goals
- 4. Students can change or adjust and evaluate plans
- 5. Students can act independently and free of influence

#### An act is self-determined if:

- 1. The student acted autonomously
- 2. The student self-regulated their behaviors
- 3. The student initiated and responded to the events in a psychologically empowered manner
- 4. Acted in a self-realizing manner

#### Activity:

AIR- completed and scored

#### Resources:

- 1. Teacher scenerio
- 2. AIR (student and teacher version)
- **3.** <a href="http://www.witc.edu/stusvcscontent/docs/accommodations/Opening-Doors-self-determination.pdf">http://www.witc.edu/stusvcscontent/docs/accommodations/Opening-Doors-self-determination.pdf</a>
- 4. http://www.starwars.com/video/do-or-do-not
- 5. <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html">http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html</a>

## 6. When to Advocate for Yourself

You may need to advocate for yourself in many situations. Here are some times when you might need to stand up for your rights or make sure your voice is heard. Choose a partner and act out the following scenarios:

- A substitute teacher hands out a test. You have an accommodation to take your tests in a quiet room, but the substitute does not know this. How do you respond?
- Your bus arrives and someone you don't know offers to help you go up the steps. You don't want to be rude, but you would rather not have help, even if it takes you a few minutes longer to board and take your seat. How do you respond?
- You have a reading tutor who works with you in the library's learning center. The tutor has been late three times and is late again. How do you respond?

## 2. Lesson: Accommodations (Grade 9-12)

Aim: How can your accommodations contribute to your learning?

## Objectives:

- To define and understand the term modification and associated terms.
- To identify the types of accommodations and their purpose.
- To specifically identify the accommodations of each individual student.
- To describe the types of accommodations that exist in the workplace (depending on grade and level).

#### Input:

- Define: accommodation, barrier, modification
- Discussion reading with definitions

#### Activity

- Focus for grades 9/10=Educational Accommodations
- Focus for grades 11/12 (depending on ability level)=Workplace accommodations

#### **Materials**

■ The 411 on Disability Disclosure, Unit 5

speaking in front of his co-workers at business meetings.				
Potential accommodation solutions:				
Situation#8: A student in medical school who has a reading disability is also a poor speller. She has difficulty reading and spelling the medical terminology and prescription names.				
Potential accommodation solutions:				
NOTES				

5: Accommodations	
	raphic artist for a small employer is deaf and needs to be alerted to the le emergency alarm system.
Potential accomm	nodation solutions:
	udent with depression writes for her school newspaper. When she has a e she misses article deadlines.
Potential accomm	nodation solutions:
<del>2 </del>	
3	
	ef with dyscalculia (a math learning disability) is having trouble redients for recipes.
neusuring the mg	realents for recipes.
Potential accomm	nodation solutions:
<u> </u>	
-	

# GROUP ACTIVITY:

# SITUATIONS AND SOLUTIONS AT SCHOOL AND AT WORK



eview the accommodation examples below. Your job is to figure out the obstacle (or barrier) for each young person. Use your creativity, the JAN website, and the broad categories of accommodations presented previously to create a list of possible accommodation solutions. Be prepared to discuss your solutions with the group.

**Situation #1:** A student with Muscular Dystrophy is taking an SAT prep class at night. He has trouble filling in the bubbles on the answer sheets during practice drills.

Potential accommodation solutions:				
Situation #2: A teenager could not shop with her friends at the local mall because her wheelchair did not fit between many of the clothes aisles in the major department stores.				
wheelchair did not no between many of the clothes alsies in the major department stores.				
Potential accommodation solutions:				
Situation#3: A student with dyslexia is taking a literature class. He reads more slowly and				
with more difficulty than the other students. Every student is required to read aloud from				
he texts in class.				
Potential accommodation solutions:				

# **ACTIVITY:**

# THE JOB ACCOMMODATION NETWORK (JAN)



he Job Accommodation Network (JAN) is a free service of the Office of Disability Employment Policy (ODEP), in the US Department of Labor. JAN provides information about disability and accommodation and receives questions concerning students with disabilities in classroom environments such as public schools, colleges, technical schools, continuing education, internships, and employment, and about adults with disabilities.

To begin this activity, log on to the JAN website (http://www.jan.wvu.edu/). Click "Individuals
with Disabilities" on the left-hand toolbar. Take some time to explore what information and
resources JAN has to offer. Make a list of those that you find particularly useful. If you do not have
access to the World Wide Web, there is a toll-free phone number that you can call. Someone will
be able to answer your questions and send you information. The phone number for JAN is 1-800-
JAN-7234 V/TTY.

Next, use the Searchable Online Accommodation Resource (SOAR) to research ideas about accommodations both on the job and in school. Make a list of those accommodations that you currently use, and those accommodations that you might try.

Accommodations I use	Accommodations to try

- · Educational accommodations;
- · Workplace accommodations; and
- Community accessibility that serves to accommodate.

Some common examples of these various types of accommodations available to people with disabilities are listed below:

#### Educational Accommodations

- Accessible classrooms.
- Modified instruction (for example, use of small groups).
- Modified curricula (for example, different learning outcomes or different materials from those for other students).
- Modified class schedules (for example, block schedules.
- Providing supervised breaks or allowing extra response and processing time during testing sessions, and administering the test at best time for the individual.
- Providing special seating in a general education classroom (for example, seating in the front of the room or in a study carrel), a small group setting, or special education support.
- Providing large print materials, Braille materials, calculators, computers with spelling and grammar checkers, and electronic dictionaries.
- Providing written copies of orally presented materials found in examiner's manual, closed-caption of video materials, or sign language interpreters.
- Allowing individuals to answer by pointing rather than marking in a test

booklet, by dictating responses to examiners for verbatim transcription, or by responding to an interpreter for transcription.

## Workplace Accommodations

- Changing an employee's workstation arrangement.
- Modifying equipment or devices (for example, computer software).
- Reassigning non-essential functions through job restructuring.
- Providing qualified readers and interpreters.
- Providing part-time or modified work schedules.
- Telecommuting options.
- · Personal assistance services.
- Adjusting or modifying examinations, training materials, and policies.

## Community Accessibility

- Providing ramps and reserved parking spaces (increasing physical accessibility).
- Providing assistive technology (for example, readers, calculators, spell checkers, or communication devices).
- Providing interpreters.
- Providing accessible bathrooms.
- Providing accessible drinking fountains.
- Providing accessible equipment (for example, computers, desks, or copiers).
- Providing wide aisles and doorways.

Modification	 			

# 2.23

# DISCUSSION

hat is an accommodation? An accommodation is essentially any strategy that gets rid of or lessens the effect of a specific barrier. A barrier is an obstacle which may exist in school, at the workplace, in the community, or in your own home. An accommodation is any change or adjustment to an environment that makes it possible for an individual with a disability to enjoy an equal opportunity. Accommodations are used to help individuals with disabilities learn or demonstrate what they have learned; work as independently and efficiently as possible; and live comfortably within their communities and home, among other things. Sometimes accomodations can be modifications to existing equipment or materials to make them usable for people with disabilities (such as lowering a countertop for a register at a store, or changing the software on a computer to read school assignments aloud.) Reasonable accommodations like these allow a person with a disability to participate in the application process (job or college, for example), perform the essential functions of a particular job (yes, being a college student is considered a job!), and enjoy the benefits and privleges of employment and education equal to those enjoyed by those individuals without disabilities.



An accommodation is essentially any strategy that gets rid of or lessens the effect of a specific barrier.



Accommodations are NOT intended to justify or compensate for a lack of knowledge, skills, or abilities necessary to succeed. Whenever possible, accommodations should be based on the use and further development of existing skills and capabilities.

One easy way to think about reasonable accommodations is to think of them in three basic categories:

- Changes to facilities and equipment (such as putting in ramps and parking spaces, making materials available in large print, or providing low- and high-tech assistive technology);
- The provision of special services (such as sign language interpreters or qualified readers); and
- 3. Creative thinking and problem solving!

There are many types of accommodations, including *but not limited to* the following:

# Unit 5:

# Accommodations

PURPOSE	
he purpose of Unit 5 is to introduce you to the concept of accommodations identify the accommodations you may need. Terminology provided in this ubetter understand this topic. We strongly suggest that you read the discussi	ınit will help you
TERMINOLOGY	E-3
ou may know some of these words already, or you may just have heard them define these words as you understand them. Then check your definitions ag that is located in the back of this workbook. The following terms are used in	ainst the glossary
Accommodation	
Barrier	
Modification	
Accommodation	
Barrier	

## 3. Lesson 3: Disclosure...What is it and why is it so important? (Grade 9-12)

Aim: How can effective disclosure assist students with special needs? Objectives:

- To define disclosure and associated terms.
- To identify situations where disclosure is necessary.
- To identify individuals with whom disclosure is necessary.

#### Input:

- Define confidential, disclosure and sensitive information-all grades
- Discussion reading with definitions-all grades

## Activity:

- Grade-tiered Activity: Describe your disability-related needs, describe your skills and abilities, scenario
  and what about your disability would be important to reveal to certain people (college professor-grade
  11/12, potential employer grade 10/11, new friend-grade 9, community member-grade-11/12, family
  member-grade 9-12, disability support service worker or coordinator-grade 11/12)
- Follow-up activity: Famous People Matching (Unit 3, pg 7-411) (all grades)

#### Materials:

The 411 on Disability Disclosure, Unit 2, 3

NOTES	b
	<del>aanen suuriaristeralleta</del>
210 <sup>2</sup> 220 E	
	A.A.
x 1	

	UNIT 2: DisclosureWhat Is It and Why Is It So Important?
New friend:	
d. Community member (store owner, bank teller, J	police officer, etc.):
e. Family member:	
Disability support service worker or coordinator:	
NOTES	
2, 11 P	
CHIE FEETHERS)	

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**



ffective 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
ccommodated in order for you to be successful? For example, Sally needs all the written
naterial at school and work to be in large print to accommodate her visual disability.

<del>*************************************</del>	 	 	
<del>-</del>		 	
9.1			

## DISCUSSION



hen 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 insulindependent diabetes and might need the

## Unit 2: Disclosure... What Is It and Why Is It So Important?

PURPOSE		THE RESERVE TO THE RESERVE THE PARTY OF THE	No.
provided in th		e you to the concept of disclosure. The better understand this topic. We stopage 2-2.	0,
TERMINOLO	OGY	0	<u></u>
First, define th	ese words, as you un	s already, or you may have just heanderstand them. Then check your do workbook. The following terms ar	efinitions against the
	Confidential	Sensitive information	
	Disclosure		
Sensitive informatio	n		
Confidential			

## FAMOUS PEOPLE MATCHING



omplete the matching activity below and reflect on how these famous people have surpassed the expectations of others to become leaders in their fields. The following famous people are individuals diagnosed with specific learning and other disabilities. Match each paragraph to the person it best describes. Write the letter of the correct person's name in the blank to the left of the paragraph. The answers are provided at the end.

	a. Thomas Edison	f. Cher	k. Harriet Tubman	
	b. Agatha Christie	g. Tom Cruise	l. Marlee Matlin	
	c. Albert Einstein	h. Ann Bancroft	m. Chris Burke	
	d. Whoopi Goldberg	i. Walt Disney	n. Lucille Ball	
	e. James Earl Jones	j. Leonardo Da Vinci	o. Carrie Fisher	
	"Top Gun," and "The Last		ovies I have starred in are "Jerry by listening to a tape because I	
			novies "The Color Purple" and earning disability all my life.	
3 I was slow in school and had a hard time doing my work. I didn't do anything well until I realized a real strength of mine was drawing. I became a well-known cartoonist and movie producer. Some famous amusement parks have my name.				
4 I have always had to deal with my disability. My weakest area has always been math. However, even though I cannot balance a checkbook, I have become a movie star and won an Oscar for my lead in "Moonstruck." My daughter, Chastity, has learning disabilities, too.				
			ractured my skull causing me to laves through the Underground	
6 As a boy, I had such a severe stutter that, for eight years, I refused to talk and was functionally mute. Today, I am the voice of CNN and Bell Atlantic. I am also known for being the voice of Darth Vader in the original "Star Wars" movie.				
My learni	7 I love to write mystery stories and plays. One of my favorite plays is "The Mousetrap." My learning disability is in the area of writing. My disability is so severe that I dictate my stories for others to type for me.			
	8 I am the first hearing-impaired actress to win an Oscar. I won a 1987 Academy Award for Best Actress in "Children of a Lesser God."			

	a. Thomas Edison b. Agatha Christie c. Albert Einstein	f. Cher g. Tom Cruise h. Ann Bancroft	k. Harriet Tubman l. Marlee Matlin m. Chris Burke
	d. Whoopi Goldberg e. James Earl Jones	i. Walt Disney j. Leonardo Da Vinci	n. Lucille Ball o. Carrie Fisher
talent." I	During my lifetime, my ar		s "obnoxious" and had "artistic through architecture, painting, the Mona Lisa.
	I had to struggle in school irst woman to reach the No		f a polar expedition in 1986 and
couldn't			t learn to read until I was nine. I ration. After many failed jobs, I
	out of school and taught		ght I was abnormal. My mother the electric light bulb and the
young wo	13 I was known as the "Queen" of physical comedy. I had severe rheumatoid arthritis as a young woman while working as a model. I went on to star and produce a hit comedy on television with my husband Desi Arnaz.		
placed in	an institution. My parents		old my parents that I should be and I grew up to be a television Goes On."
	15 I was known for playing Princess Leia in the Star Wars series. I have a mental illness called manic depression and now take daily medication to help me.		

Adapted from Tools for Transition (1991). AGS American Guidance Service, Inc. Circle Pines, Minnesota 55014-1796.

Permission to reproduce this form is hereby granted by the publisher.

## **Answers:**

1. g	6. e	11. c
2. d	7. b	12. a
3. i	8. 1	13. n
4. f	9. j	14. m
5. k	10. h	15. o

## Lesson 5: Post-Secondary Disclosure (Grade 11/12)

Aim: When and why to disclose at the postsecondary level?

## Objectives:

- To define access, disability support services and associated terms.
- To determine how to access disability services at the postsecondary level.
- To describe the rights and responsibilities of individuals with disabilities.

## Input:

- Define access, assistive technology, disability support services (DSS), disclosure script, postsecondary, responsibility, rights
- Discussion reading with definitions

## Activity:

- Rights and Responsibilities chart
- Activity: Exploring Disability Support Services

## Materials:

■ The 411 on Disability Disclosure, Unit 6

## Unit 6:

## Postsecondary Disclosure... Why, When, What, to Whom, and How?

## GOAL



he purpose of Unit 6 is to reiterate the need to disclose in order to get reasonable accommodations in college, at a university, in a career and technical school, or in an adult education center. In addition, this unit clearly answers five specific disclosure questions: Why, when, what, to whom, and how to disclose a disability in postsecondary settings. Terminology provided in this unit will help you better understand these questions. We strongly suggest that you read the discussion focusing on "why to disclose" on page 6-3.

## **TERMINOLOGY**



ou may know some of these words already, or you may just have heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 6:

Access

Disclosure script

Assistive technology

Postsecondary

Disability Support Services (DSS)

Responsibility

Rights

Access

NIT 6: Postsecondary DisclosureWhy, When, What, to Whom, and How?	
Assistive technology	
Disability Support Services (DSS)	
Disclosure script	
Postsecondary	
Responsibility	
Rights	
NOTES	

## WHY TO DISCLOSE IN POSTSECONDARY EDUCATION



he process of choosing a postsecondary institution of learning is quite challenging. There are many decisions you will need to make: where to study, what to study, how to study, whether to attend full-time or part-time, whether to live at home or on campus, and whether to commute from a distance or enroll in online study are just a few.

If you have a disability, you must also consider the supports and services that you may need to be successful in the postsecondary setting of your choice. Are these supports and services available to you if you require an accommodation? Remember, accommodations at the postsecondary level (after you exit high school) are provided only when a student discloses his or her disability and requests accommodations. Faculty and staff are not required to provide accommodations to students who have chosen not to disclose their disabilities.

Learning to disclose your disability-related needs effectively and developing an accommodation plan are extremely valuable skills. Effective disclosure skills require that you share information regarding your disability-related needs and also provide creative, practical suggestions for accommodations. Open communication with your professors and the disability services staff can facilitate the process of evaluating the effectiveness of your accommodations, and of making changes when efforts are not working.

Good planning is always important, but early planning is essential.

Again, this is where **informed decision-making** is critical. The more enlightened you are before you graduate from high school, the more questions you ask, and the more you talk with people in the post-secondary world, the more likely it is that you will be confident that the decisions you make are right for you.

Some reasons why you may choose to disclose your disability in a postsecondary setting include, but are not limited to, the following:

- Obtaining information about available supports and services;
- Discussing specific needs in order to identify adjustments necessary to the study environment;
- Discussing academic requirements and practical components of your chosen course of study, in addition to possible professional requirements;
- Receiving any necessary assistance with the transition from high school to postsecondary education;
- Ensuring that Disability Support Service professionals provide any needed training or awareness for faculty members and other staff to help you receive the best accommodations; and
- Ensuring that faculty members are familiar with and implement the accommodations you require to be successful in their classes.

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 study effectively, and 2) the environment, supports, and services you'll need in order to access, participate in, and

excel in your area of study. Although confidentiality is protected under both the ADA and Section 504, as a student with a disability you must determine your own personal privacy boundaries. YOU must decide what and how much information it is necessary to reveal in order to obtain the needed accommodations.

## WHEN TO DISCLOSE IN POSTSECONDARY EDUCATION



t is important to think about the most appropriate time and place in which to disclose your disability in the post-secondary setting. The timing of your disclosure is important and can potentially have an impact on how you are perceived by others and what accommodations can be provided. There are four options for "when" you choose to disclose:

## · Prior to enrollment

Usually you will meet with your instructors or disability support services coordinators prior to enrolling in class. At this time, be prepared to disclose your disability as well as plan for needed accommodations or begin to explore strategies for accommodations that will work for them and the instructors.

## At the time of enrollment

It is usually recommended that you inform your instructors of your needed accommodations at the beginning of a semester, or as soon as your disability is interfering with your progress in class.

## During your course of study

If you wait to disclose your disability until after classes have started, there may be additional considerations. For example, if you decide to disclose your disability and make a request for accommodations the day before an exam (an example of poor timing), the disclosure is stressful and accommodations are more difficult to arrange. If, on the other hand, you approach the instructor before the first class session to voice your concerns and propose potential accommodation strategies, then accommodations can be arranged in an organized, thorough manner with sufficient time to implement them. Everyone is more comfortable with this arrangement.

## Never

It is important to remember that if no accommodations are needed, or if you have made a decision to accommodate your potential needs personally (for example, by using a spell-check feature for English papers), then there is no need to disclose your disability.

## WHAT INFORMATION TO DISCLOSE IN POSTSECONDARY EDUCATION



emember that preparation is essential when planning to disclose your disability. Don't forget that it is unnecessary to disclose very detailed medical or personal information.

You may wish to present the following information to the disability services professionals, faculty members, and staff:

- · General information about your disability;
- Why you've chosen to disclose your disability (i.e., its impact on your academic performance);

- The type of academic accommodations that have worked for you in the past (in high school);
- The type of academic accommodations you anticipate needing in the postsecondary setting;
- How your disability and other life experiences can affect your course of study positively.

Most importantly, keep the disclosure conversation focused on your abilities, not on your disability.

## TO WHOM TO DISCLOSE IN POSTSECONDARY EDUCATION



t is essential that you disclose your disability only to those individuals who need to know. Sometimes, the person you choose to disclose your disability to, is determined by when you choose to disclose. The following list gives you examples of the people you might disclose your disability to at different times.

- Prior to enrollment, you might choose to disclose to the Disability Support Services staff, directly to faculty, or to an admissions officer.
- At the time of enrollment, you might choose to disclose directly on your application form or contact the Disability Support Services office.

- During your course of study, you might choose to contact your academic advisor or counselor, your professor, other teaching staff, or the Disability Support Services office.
- When in doubt, contact the trained professionals in the Disability Support Services office for guidance.

Throughout the process of disclosure and accommodation development, it is very important that you work closely and cooperatively with those individuals (such as faculty, counselors, Disability Support Service staff, and higher education administration) who can provide the supports and services. When requesting accommodations, try to be

## assertive rather than aggressive and forthright rather than confrontational.

There are differences between assertive and aggressive communication and behavior. Assertive communication and behavior is preferable. Being assertive means that you (a) stand up for your personal rights; (b) express your thoughts, feelings, and beliefs in a direct, honest, and appropriate way; (c) show respect for yourself and others; and (d) leave room for compromise. It is important for you to

maintain good eye contact, express yourself clearly, stay on topic, and avoid apologizing or losing your temper.

Remember that it's important to select a private, confidential, comfortable place to disclose and to allow enough time to discuss the impact of your disability. The person(s) you are disclosing to may have questions, suggestions, or concerns that may require extra time for discussion.

NOTES	
92	

## RIGHTS AND RESPONSIBILITIES

Adapted from <a href="http://sites.uws.edu.au/rdlo/disclosure/education/prior.htm">http://sites.uws.edu.au/rdlo/disclosure/education/prior.htm</a>.



e've talked a great deal about the **rights** afforded to you as a person with a disability. It is also important to understand that, as a person with a disability, you have significant responsibilities to yourself, your instructors, and the Disability Support Services staff. Some of these rights and responsibilities are outlined in the chart below:

## You have the right to

- Be treated fairly and in a nondiscriminatory fashion.
- Discuss your academic needs, supports, and accommodations in a non-judgmental setting.
- Have information about your disability treated confidentially and respectfully.
- Know what happens to personal information you choose to share with counselors, faculty, or staff.
- Work collaboratively with staff to identify necessary supports for your success.
- Obtain information about disability support services as well as physical and programmatic access at the institution of your choosing.
- Be self-determined and practical.

## You have the responsibility to

- Investigate and fully understand the academic and practical requirements of your chosen course of study, including determining that this option matches your skills and abilities.
- Recognize that disclosing on an application form or prior to enrollment does not eliminate your responsibility to contact Disability Support Services after you are enrolled or contact your professors for any needed accommodations.
- Find out about options for accessing the institution of your choice.
- Advise faculty and staff in a timely manner of your needs in relation to your disability, including accommodation, support, and information.
- Understand that Disability Support
   Services staff or faculty may not be able to
   address your needs effectively if you do
   not disclose them in a timely manner.
- Be self-determined and practical.

## COURSE FOR DISCLOSURE EXAMPLES



ead the following examples and determine each student's course for disclosure. First determine whether or not it is necessary for the student to disclose his or her disability. Then think about the "why," "when," "what," "to whom," and "how" questions. Write your answers on the lines provided. If possible, share your answers with a group of your peers or classmates. Remember: there are no "right" or "wrong" answers, because choosing to disclose is a personal and individual decision!

1. Yvonne is considering a course of study in elementary education at a university in her city.

	he is sure it is the right course for her, and now needs to find out about the accessibility of ne buildings on the campus she would like to attend.
Γ	Disclose?
	Vhy?
	Vhen?
V	Vhat?
Т	To whom?
H	How?
fc	Matthew has decided to study part-time for the first year of his coursework because he has bund it very demanding to manage both his ongoing medical condition and full-time study the same time.
Ε	Disclose?
V	Vhy?
V	Vhen?
V	Vhat?
T	o whom?
	Jow?

3. Denise has been attending college for three weeks, and is already beginning to feel stressed. She has been unable to attend all of her lectures or labs due to difficulties with her medication. She has three large projects due in the next month and is fearful she won't be able to complete them.
Disclose?
Why?
When?
What?
To whom?
How?
4. Antonio uses CART (a word-for-word speech-to-text interpreting service). He's been accepted to a small university with limited knowledge of assistive technology.
Disclose?
Why?
When?
What?
To whom?
How?

## EXPLORING DISABILITY SUPPORT SERVICES



isit your local community college or university and make an appointment with the counseling support services (or Disability Support Services) office to find out what supports and services are available to students with and without disabilities. Be prepared to discuss what your accommodation needs are, including what supports have typically helped you in the past. There are counselors available to discuss specific issues with you, answer your questions, and offer support. In addition, tutoring and assistive technology supports might be available.

What supports and services are available at this location? Remember to make a note of the name of the person you met with and his or her contact information (address, telephone number, and email). You might want to contact this person again or send a thank-you note.		

## MY PRACTICE SCRIPT



esearch shows that having a disclosure "script" and practicing it with friends, teachers, relatives, and mentors can be of great benefit to you when the time actually comes to disclose. Most people find that it is easier to talk about the impact of having a disability rather than offering a formal or clinical definition.



For example, someone explaining that they have cerebral palsy could say,

"I have difficulty with fine motor skills. I write more slowly and with more difficulty than other people and become fatigued more easily. Consequently, I will need to use a computer to type essay tests or any other written assignments."

It is also helpful to include some information relating to areas of strength.

Here is one example:

"I am able to use my strong verbal skills to contribute and share my ideas during class while I tape record the entire lecture. If I took notes during the lecture instead of participating in discussion, I would find it difficult to keep up with the discussion."



To help you practice explaining your disability, write your explanation down. You may have to do this several times before it truly describes what you want to say, in a way that someone who knows very little about disabilities will understand. Use additional paper if needed.

Here are some questions and hints to think about while preparing your disclosure practice script:

 Write about your positive attributes or strengths first.

- Identify the limitations or challenges you face in school because of your disability.
- Identify which accommodations have worked best for you in the past and why.
- Consider how your disclosing can help the faculty or staff member help you (that is, try to put yourself in their shoes).
- End the script with positive points.

Write your script on the following page.



NIT 6: Postsecondary DisclosureWhy, When, What, to Whom, and	How?
My script:	
8	
**************************************	

## Lesson 6: Self Directed IEPs

**Aim**: What information do I need to know about myself to participate and plan for my annual review meeting? **Objectives**:

- To review the components of the IEP by referring to the components from Lesson 1 and the completed assessments.
- To create a presentation to be shown at the annual review meeting that outlines the specific areas of the IEP

## Input:

- Review the contents of each student's transition folder including Present Levels section of the IEP, a copy of your current grades, transcript of credits (see Guidance counselors) and learning styles survey.
- · Provide students with sample project and discuss the components of the presentation.

## Activity:

- Complete the activities in the "Understanding and Preparing for My IEP" packet.
- Students will create a presentation in Google Drive that contains the following information:
  - What is my disability and how does it affect me?
  - What are my strengths and my limitations?
  - Reflect on this years goals and levels of performance.
  - What are my goals for the following school year?
  - Are my current modifications and accommodations being utilized? Is there anything to add/take off?
  - o What are my plans for the future?
  - o School/Community activities and accomplishments (academic, athletic, etc.)

## Materials:

- Sample Student Presentation:
  - https://drive.google.com/a/bmchsd.org/file/d/0BwOAeVTLdxXKWHpqMFNtcTVZcIU/view?usp=sharing
- · Understanding and Preparing for My IEP:
  - http://www.imdetermined.org/files\_resources/105/im\_determined\_understanding\_and\_preparing\_for\_m y\_iep.pdf

## Example 1:

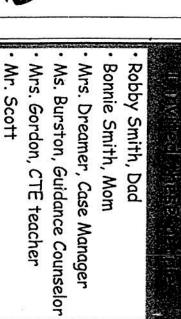
## Project

# Welcome to My IEP Meeting



Kathy May 10





# My strengths include...

have an intellectua

Making choices.

Writing stories

&Hanging out with friends and going places.

>It's hard for me to read

the books that some of my

peers are reading.

addition and subtraction.

>I have difficulty doing math other than

This means..

♦My terrific family!



## I'm here because...

- I want to learn more about my IEP.
- I want to learn more about myself.
- I need help reaching some of my goals.



## My limitations are...

- I can't sit still for very long.
- Sometimes I blurt things out and distract others.
- Sometimes I try to do too much at once.



# Example 1 continued

## My plans for the future...

>I want to graduate from high school with good grades

>I want to work at a store as a fitting room attendant.





# My education goals are..

- To take keyboarding and marketing.
- To learn how to keep myself focused and politely ask for help when I need it.
- To get involved in the student organization, DECA.





## You can help me by...

- ✓ Allowing me to use a calculator.
- ✓Prompting me when I forget a word.
- ✓Providing audio books for me.
- √Pair me with a strong lab partner so I can share a copy of his/her notes.







I learn best in a quiet, structured classroom.

My Learning Style

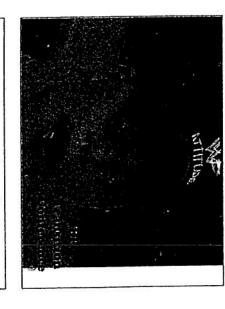
I am a visual learner and like hands on

activities.

I may need prompts to help me read

I feel great when I get positive comments from my teachers.

## Example 2:



## Things I do well

- I'm friendly and work well with
- I read well.
- I use the computer.
- I am good at throwing pots on the I am good at sports.
- I keep my things tidy.
   I help customers well.



## McDonalds is my favorite restaurant · I like to watch the weather channel · I like to watch WWE Raw. I like to swim and play basketball at the

At City Hall

- I like to get videos and games from the Movie Gallery.
- I like to mow lawns.

I like to make people laugh

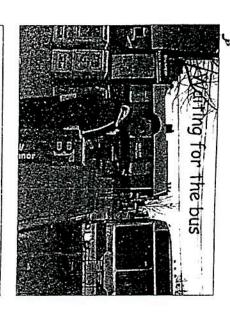
## Need Help With...

- Deciding healthy things to eat
- Talking with others.
- Making new friends.
- Managing my money.
- Reading better
- Making good choices.
- · Telling people how I feel.
- Understanding about my disability.

## Schedule

- Mornings Work 9:00 am 1:00pm
- · Afternoons:
- · Monday -Class at the YMCA
- Tuesday Adult Ed Class
- · Wednesday Class at the YMCA
- Thursday Adult Ed Class
- Friday Volunteer at City Hall

# Example 2 continued





- I moved into my own apartment.
- I do things like cooking, laundry, vacuuming, and mopping the floors by myself without anyone telling me.
- I like my job and get great evaluations. I can walk places like the library and City Hall by myself after work.
- I check my mail, my email and phone messages every day.



# lopes and Dreams

- Have friends to hang out with and maybe a girl
- volunteering. I will help people in the community by
- Have a job that I like where I can be I am a good reader independent and people respect me and like me.
- I will be living in an apartment with a good friend and people to help me. the bus or a taxi.)

Go places in Bloomington by myself. (I will use

- I can talk to people without stuttering.
- I am confident and sure about myself.



- IEP Transition Planning Conference
- February 9

## Accomplishments

Sid tribet.

Û

I love my family and my dog

I love to swim.

Some things I like...

I like to visit family in

Florida

I like to play with my

cousins.

- I like elementary school
- We traveled to Florida to visit my aunt
- I use my picture communication board

 I love my dog. I like to draw pictures  I like things to be the I like "telling" people what I want.

## I joined a brownie scout troop I learned to ride a bike and uncle and my cousins

# Some things I need help with...

- Riding the bus.
- Paying attention in
- Trying new things.

I let people know how I feel.

I work hard at using my communication board.

I try hard.

I am happy.
 I am a good friend

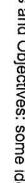
Some things I do well...

 Writing Letting people know unhappy. what is making me

Math



- I want to learn to use money to



- I want to use my communication board better
- I want to increase the pictures on my communication board
- make purchases



# Goals and Objectives: some ideas...

- I want to learn to organize my work

## Example 4

Address: 9812 Smith Lane Name: Kathy

## My Interests

Reading books

Typing on my computer

Helping my teacher

Going to the library



Learning Styles

I can answer questions when the teacher ask. or with groups of people. I like to work by myself

and I like projects. I like to participate in dassroom discussions,

Accommodations that Work

assignments Calculator for math Laptop for writing

assignment. understanding of the work to assure that I Teacher to check my have a full

You're Invited (IEP Meeting)
Date: 2/10

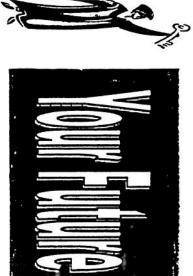
Want You to Know Time: 3 p.m.

I want to find a job at the I finish school. library or go to school when

and I can get sad when I am very friendly to others, others pick on me. My favorite class is English.

		oles:





Please complete this with adult who is important to your parent or another you.

**DISCUSS YOUR FUTURE!** Bring it with you to your CSE meeting to help you

CSE Meeting Information:

Location:	Time:	Date:
r:-		

Adapted from Clinton-Essex BOCES

Matthew Jurgens—Suffolk

cpanteli@esboces.org

mjurgens@esboces.org

contact your Transition Specialist at the For more information, do not hesitate to

Assistance Support Center (RSE-TASC) Regional Special Education—Technical

Cathy Pantelides—Nassau

TI. J. L. J. L.. M T...... ... CIONITO

## **Decision Making** うしんりに ファうこ

By Age 15, be prepared to talk about the types of diplomas:

- Regents
- Local
- Commencement Credential Skills & Achievement
- Occupational Studies Commencement Career Development and

Credential

Before you decide, know the requirements and what the degree will mean after you finish high school.

Ask yourself, "Will I be able to do what I want with this diploma?

## by knowing the answers to Prepare for your meeting these questions:

What are my strengths, preferences, and interests?

‡	
What <b>obstacles or challenges</b> might need to overcome?	
Jes	
Sue	
all	
C. C	
<b>5</b> 0	
ا کا ا	
ove	
op of	
ू <del>व</del>	
What <b>obstacles or c</b> need to overcome?	

school (**college, trade school**)? In what perience would I like to have after high ield would I like to earn a degree/certificate?

	affer
	ke to have
	would!
	What <b>job(s)</b> would I like to have after

finishing high school?

Ξ.≅	
e after High Schoo h family, etc.)?	
uld I like to live partment, with	
low would I	

You may invite these people to your IEP VR, feachers, adult services providers). List the people who will support you as guardians, school counselors, ACCESyou plan for Transition (parents, meeting.

successiul and	
need to learn	
OD SHINE IDILL	

need upon exiting High School. For ex-	ample, Do you need help with housing?	Recreation/leisure? Medical services?	Self advocacy? Transportation?

-1	١	1	-

What agencies provide these services?

@ ....

Parents/Guardians; Please answer these questions:

What are your goals for your child as an adult?

			that skills do you think your child will	eed to learn in order to be a	Ctl. Log tachagachai han li tagana
	14 S	ı	-	•	- 5

ı ıraepenaenı adollik

# Why is it important for you to participate in your IEP meeting?

- The meeting is about you.
- You need to have a voice and help to make decisions that affect your education and your life.
- The meeting gives you a chance to practice social, advocacy and communication skills that you will need in the future.
- Being a part of developing your goals helps you to reach your goals.

## Web sites

www.studentledieps.org
www.youthhood.org
www.ttaconline.org
www.iidc.indiana.edu/cedir/kidsweb



My plan for participating in my IEP:

Before the meeting:

During the meeting:

After the meeting:



© 2007 Commonwealth of Virginia
Department of Education
Training and Technical Assistance Centers
James Madison University, Radford University,
Virginia Commonwealth University

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex age, or disability in employment or provisions of service.

Important information for students



Suggestions for Your Participation in the IEP Process

A Self-Determination Project

Virginia Department of Education

## m

efore the meeting	During the meeting
Learn about IEP meetings, their purpose and how to participate Suggest people to invite to your	Attend the meeting Introduce participants at the meeting
meeting Participate in discussion before the IEP meeting	Share samples of your work from your classes
Participate in student IEP interviews Make a list of strengths, challenges, likes, dislikes and interests	<ul> <li>Present specific information for your IEP (information about your Present Level of Performance, accommodations, etc.)</li> </ul>
Write or assist with writing part of the IEP	Share ideas about what works well for you and your plans
Take an interest inventory or vocational assessment	Present information from your notebook or PowerPoint about
Role play ways to participate and what to say	yourself  Review your previous IEP goals
Ask for accommodations and	and progress toward those goals
equipment you need to participate in your meeting	Lead the discussion of transitional plans (your future)

# After the meeting

Recommend new IEP goals and

Lead the IEP meeting

| Prepare a PowerPoint about you

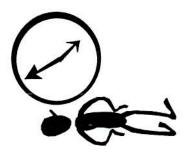
Call/send reminders of meeting

Create a welcome sign

Photocopy materials

Prepare notebook/portfolio

accommodations



## Helpful Items from imdetermined.org

Secondary IEP Meeting Template

http://www.imdetermined.org/resources/detail/i4 secondary iep template

Elementary IEP Meeting Template

http://www.imdetermined.org/resources/detail/i4 elementary iep template

Good Day Plan Template

http://www.imdetermined.org/resources/detail/i2 good day plan template

Goal Plan

http://www.imdetermined.org/resources/detail/9th grade goal plan 11 x 17

IEP Participation Brochure - Student

http://www.imdetermined.org/resources/detail/iep participation brochure

Self-Determination Brochure – Parent

http://parent brochure.pdf resources/376/parent brochure.pdf

IMDETERMINED Teaching Poster

http://www.imdetermined.org/resources/detail/im determined poster

It's All About Me: Understanding My IEP

http://www.imdetermined.org/files images/general/ltsAllAboutMe-UnderstandingMyIEP.pdf

I'm Determined! Understanding and Preparing for My IEP

http://www.imdetermined.org/files.images/general/Im-Determined-Understa

http://www.imdetermined.org/files images/general/lm-Determined-Understanding-Preparing-my-IEP.pdf

Understanding My IEP (Differentiated/Modified)

http://www.imdetermined.org/resources/detail/understanding my iep differentiated

IEP Participation Student Rubric

http://www.imdetermined.org/resources/detail/i4 iep participation student rubric

Teaching Strategies for Preparing Student for Participating in IEP http://www.imdetermined.org/quick links/modules/module four

IEP PowerPoint Development FAQ's

http://www.imdetermined.org/resources/detail/02 iep involvement tool

Why Is This Cake On Fire?

http://www.nssed.org/wp-content/uploads/2012/04/Why-is-this-cake-on-fire.pdf





## Self-Determination Checklist Student Self-Assessment

ב מבונים ביו אינו אונו אוני מווי מבונים וויים ליווים אינו אונים אינו אינו אינו אינו אינו אינו אינו אינו	т	7			
I believe that working hard in school will help me to get a good job.	Ţ	2	3		
I make good choices.	I	2	3		
I make friends with others my age.	I	2	3		
I take care of my personal needs (clothes, chores, meals, grooming).	I	2	3		
I believe I have control to direct my life.	I	2	3		
I can describe my learning difficulties to others.	I	2	3		
accommodations that I need in school.					
I help to make choices about the supports (educational services) and	I	2	3		
I tell others what I need, what I like and what I enjoy doing.	ī	2	3		
I know what I need, what I like and what I enjoy doing.	I	2	3		
I ask for help when I need it.	I	2	3		
I have others in my life who help me to accomplish my goals.	I	2	3		
At home, my parents listen to me when I talk about what I want or need.	I	2	3		
At school, educators listen to me when I talk about what I want or need.	I	2	3		
I know the goals listed in my IEP.	I	2	3		
I participate in my IEP Meetings.	I	2	3		
I attend my IEP Meetings.	I	2	3		
I check my progress on how I am doing toward my goals.	I	2	3		
I make plans for reaching my goals.	I	2	ε		
I set goals to get what I want or need.	ī	2	3		
	1	guit.	Вa		
1 = rarely or never					
z = sometimes					
s = almays/most of the time					
following scale to rate the statements below:	5H1	, as	'n		
a supports you need to reach your goals					
Sour goals □					
Ji∍suno√ □					
Self-Determination skills help you to know					
Name:	tns	nq	S		



## Self-Determination Checklist Student Self-Assessment

1. What is one (1) goal that you have for yourself?

2. List three (3) things you can do to reach this goal.

3. How can people around you (teachers, family, friends, etc.) help you to build your self-determination skills?

4. List three (3) of your rights under the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

Comfortable - explain:	<ol> <li>How did it feel to have my student attend and /or participate in his/her own IEP Meeting?</li> <li>Uncomfortable - explain:</li> </ol>		Student: Date:	Teacher Exit Survey
		our		i'm

2. How did my student participate in the development of-his/her IEP?	s/her IEP?
□ Listened and learned what the meeting was about.	☐ Prepared a notebook/portfolio.
Made invitations for the meeting.	Prepared a PowerPoint about myself.
<ul> <li>Delivered invitations to the meeting.</li> </ul>	☐ Introduced participants at the meeting.
<ul> <li>Participated in discussions or interviews before the</li> </ul>	Shared samples of my work from classes.
IEP Meeting.	
<ul> <li>Made a list of strengths, challenges, likes, dislikes</li> </ul>	<ul> <li>Presented specific information for my IEP (i.e.,</li> </ul>
and interests.	information about my Present Level of Performance,
	accommodations, etc.).
Wrote or assisted with writing part of the IEP.	Shared ideas about what works well for me and my plans
	☐ Presented information from my notebook or PowerPoint
	about myself.
<ul> <li>Role played ways to participate and what to say.</li> </ul>	□ Reviewed my previous IEP goals and progress toward
	those goals.
Set up the room for meeting.	□ Led the discussion of transitional plans (my future).
□ Prepared snacks.	□ Recommended new IEP goals and accommodations.
<ul> <li>Photocopied materials.</li> </ul>	☐ Led the IEP Meeting.

_	leacher Exit Survey	i <b>'</b> m
Ś	Student:Da	detel
ω		participating in his/her IEP Meeting?
	☐ I think my student learned that it is important for him/her to attend and people care about his/her - explain:	ner to attend and people care about his/her - explain:
4.	4. What would I like my student to do differently at next year's IEP Meeting? □ I want my student to listen and learn what the meeting □ I want my stude is about.	year's IEP Meeting? □ I want my student to prepare a notebook/portfolio.
		□ I want my student to prepare a PowerPoint about myself.
	<ul> <li>I want my student to participate in discussions or</li> </ul>	I want my student to introduce participants at the meeting.
	interviews before the IEP Meeting.	
	☐ I want my student to make a list of strengths,	I want my student to present specific information for my
	challenges, likes, dislikes and interests.	IEP (i.e., information about my Present Level of
	☐ I want my student to write or assist with writing part of ☐	
		me and my plans.
	assessment.	<ul> <li>I want my student to present information from my notebook or PowerPoint about myself</li> </ul>
	□ I want my student to role play ways to participate and	☐ I want my student to review my previous IEP goals and
		progress toward those goals.
	I want my student to set up the room for meeting.	<ul> <li>I want my student to lead the discussion of transitional plans (my future)</li> </ul>
	☐ I want my student to prepare snacks.	I want my student to recommended new IEP goals and
		accommodations.
); <b>•</b>	L want my student to photocopy materials.	I want my student to lead the IEP Meeting.

## S

Student:	Student Exit Survey
Date:	
- acted	im

	<ol> <li>How did it feel to attend and /or participate in my IEP Meeting?</li> <li>Uncomfortable - I wish I would not have come.</li> <li>Comfortable - I'm glad I came.</li> </ol>	Meet	ing?
.00	2. How did I participate in the development of my IEP?		
	☐ I listened and learned what the meeting was about.		I prepared a notebook/portfolio.
	<ul> <li>I made invitations for the meeting.</li> </ul>		I prepared a PowerPoint about myself.
	<ul> <li>I delivered invitations to the meeting.</li> </ul>		I introduced participants at the meeting.
	<ul> <li>I participated in discussions or interviews before the</li> </ul>		I shared samples of my work from classes.
	IEP Meeting		
	<ul> <li>I made a list of strengths, challenges, likes, dislikes</li> </ul>		I presented specific information for my IEP (i.e.,
	and interests.		information about my Present Level of Performance,
			accommodations, etc.).
	I wrote or assisted with writing part of the IEP.		I shared ideas about what works well for me and my
			plans.
	□ I took an interest/vocational assessment.		I presented information from my notebook or
			PowerPoint about myself.
	I role played ways to participate and what to say.		I reviewed my previous IEP goals and progress toward
			those goals.
	I set up the room for meeting.		I led the discussion of transitional plans (my future).
	<ul> <li>I prepared snacks.</li> </ul>		I recommended new IEP goals and accommodations.
	☐ I photocopied materials.		I led the IEP Meeting.

### Stu

3. What did I learn by attending and/or participating in my IEP Meeting?  □ I didn't learn anything.	Student: Date:	Student Exit Survey
ļ	mined	į i'm

		П		П	П	0		4, ≥ □	
	I want to prepare snacks and/or photocopy materials.	say. □ I want to set up the room for meeting.	I want to role play ways to participate and what to	□ I want to take an interest/vocational assessment.	$\square$ I want to write or assist with writing part of the IEP.	Š.	I want to make and deliver invitations to the meeting. I want to participate in discussions or interviews hefore the TEP Meeting	70	<ul><li>□ I learned that it is important for me to attend and people care about my opinions.</li><li>□ Other</li></ul>
accommodations.								Meeting?	ole co
accommodations.	future). I want to recommended new IEP goals and	toward those goals.  I want to lead the discussion of transitional plans (my	PowerPoint about myself.  I want to review my previous IEP goals and progress	my plans.  I want to present information from my notebook or	accommodations, etc.)  I want to share ideas about what works well for me and	I want to present specific information for my IEP (i.e., information about my Present Level of Performance,	I want to introduce participants at the meeting. I want to share samples of my work from classes.	eting? I want to prepare a PowerPoint about myself.	re about my opinions.

2008 Commonwealth of Virginia Department of Education Training and Technical Assistance Centers - I'm Determined Project Student Exit Survey

### Parent Exit Survey

Student: Date:	mined
. How did it feel to have my child attend and /or participate in his/her own IEP Meeting?	
□ Uncomfortable - explain:	

	☐ Comfortable - explain:	
		55.0
2	2. How did my child participate in the development of his/her IEP?	of his/her IEP?
	Listened and learned what the meeting was about.	ut.   Prepared a notebook/portfolio.
	Made invitations for the meeting.	Prepared a PowerPoint about myself.
	<ul> <li>Delivered invitations to the meeting.</li> </ul>	Introduced participants at the meeting.
	<ul> <li>Participated in discussions or interviews before the</li> </ul>	the Shared samples of my work from classes.
	IEP Meeting.	
	<ul> <li>Made a list of strengths, challenges, likes, dislikes</li> </ul>	
	and interests.	information about my Present Level of Performance,
		accommodations, etc.).
	<ul> <li>Wrote or assisted with writing part of the IEP.</li> </ul>	Shared ideas about what works well for me and my plans.
	<ul> <li>Took an interest/vocational assessment.</li> </ul>	<ul> <li>Presented information from my notebook or PowerPoint</li> </ul>
		about myself.
	<ul> <li>Role played ways to participate and what to say.</li> </ul>	√.  □ Reviewed my previous IEP goals and progress toward
		those goals.
	Set up the room for meeting.	Led the discussion of transitional plans (my future).
	□ Prepared snacks.	Recommended new IEP goals and accommodations.
	<ul> <li>Photocopied materials.</li> </ul>	☐ Led the IEP Meeting.

								4.
								□ ≦
I want my child to photocopy materials.	I want my child to prepare snacks.	what to say.  I want my child to set up the room for meeting.	assessment.  I want my child to role play ways to participate and	I want my child to take an interest/ vocational	I want my child to write or assist with writing part of	I want my child to make a list of strengths, challenges, likes, dislikes and interests.	I want my child to make invitations for the meeting. I want my child to deliver invitations to the meeting. I want my child to participate in discussions or interviews before the IEP Meeting.	4. What would I like my child to do differently at next year's IEP Meeting?  □ I want my child to listen and learn what the meeting □ I want my child is about.
							000	□ eαr
	plans (my future).  I want my child to recommended new IEP goals and	progress toward those goals.  I want my child to lead the discussion of transitional	notebook or PowerPoint about myself.  I want my child to review my previous IEP goals and	me and my plans.  I want my child to present information from my	Performance, accommodations, etc.) I want my child to share ideas about what works well for	I want my child to present specific information for my IEP (i.e., information about my Present Level of	I want my child to prepare a PowerPoint about myself. I want my child to introduce participants at the meeting. I want my child to share samples of my work from classes	ar's IEP Meeting? □ I want my child to prepare a notebook/portfolio.

# Self-Determined Learning Model of Instruction (SDLMI)

## Phase 1: What is my goal?

Set a Goal

2) What do I know about it now?	1) What do I want to learn?
4) What can I do to make this happen?	3) What must change for me to learn what I don't know?

# Self-Determined Learning Model of Instruction (SDLMI)

Phase 2: What is my plan?

3) What can I do to overcome these barriers?	4) When will I take action?
1) What can I do to learn what I don't know?	2) What could keep me from taking action?

# Self-Determined Learning Model of Instruction (SDLMI)

Phase 3: What have I learned?

Adjust Goal or Plan

4) Do I know what I want to know?	2) What barriers have been removed?
3) What has changed about what I didn't know?	1) What actions have I taken?

					G.		
						9	

Name:
Address:
DOB:

My Strengths

i'm deted

Date:

My Interests

My Needs

My Preferences

şi.		



## My Good Day Plan

What happens on a Good Day?

Now

Does it happen now?

What needs to happen to make it a Good Day? Action

Who can help me?"

			7	
	38			

### Self-Determination Checklist Educator Assessment



Student Name:	Date:
Self-Determination skills help you to know	
□ yourself	
☐ your goals	
supports you need to reach your goals	
Use the following scale to rate the statements below:	
3 = almost always/most of the time	1 = rarely or never
2 = sometimes	0 = not observed

	Rai	ting		
3	2	1	0	My student sets goals to get what he/she wants or need.
3	2	1	0	My student makes plans for reaching his/her goals.
3	2	1	0	My student checks his/her progress when working toward his/her goals.
3	2	1	0	My student attends his/her IEP Meetings.
3	2	1	0	My student participates in his/her IEP Meetings.
3	2	1	0	My student knows the goals listed in his/her IEP.
3	2	1	0	At school, educators listen to my student when he/she talks about what he/she wants or needs.
3	2	1	0	At home, my student's parents listen when he/she talks about what he/she wants or needs.
3	2	1	0	My student has others in his/her life who help him/her to accomplish goals.
3	2	1	0	My student asks for help when he/she needs it.
3	2	1	0	My student knows what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	0	My student tells others what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	0	My student helps to make choices about the supports (educational services) and accommodations that he/she needs in school.
3	2	1	0	My student can describe his/her learning difficulties to others.
3	2	1	0	My student believes he/she has control to direct his/her life.
3	2	1	0	My student takes care of his/her personal needs (clothes, chores, meals, grooming).
3	2	1	0	My student makes friends with others his/her age.
3	2	1	0	My student can make good choices.
3	2	1	0	My student believes that working hard in school will help him/her to get a good job.

### Self-Determination Checklist Educator Assessment



1.	What	is one	(1)	goal	that	your	student	has	for	himself/	herself?
----	------	--------	-----	------	------	------	---------	-----	-----	----------	----------

2. List three (3) things that your student is doing to reach this goal.

3. How can people around your student (teachers, family, friends, etc.) help to build his/her self-determination skills?

### Self-Determination Checklist Student Self-Assessment

1 = rarely or never



Student Name:	Date:	
Self-Determination skills help you to know		
□ yourself		
□ your goals		
supports you need to reach your goals		
Use the following scale to rate the statements below:		
3 = almost always/most of the time		
2 = sometimes		

Ro	iting	9	
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

### Self-Determination Checklist Student Self-Assessment



1.	What is one (1) goal that you have for yourself?
2.	List three (3) things you can do to reach this goal.
3.	How can people around you (teachers, family, friends, etc.) help you to build your self-determination skills?
4.	List three (3) of your rights under the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

### Student Rubric for IEP Participation



Student Name:	Date:
Ordaem Name.	

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP Meeting.	I attend a pre- conference IEP Meeting and/ or my IEP Meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a Pre-Conference or at the actual IEP Meeting.	I lead parts or my entire IEP Meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't know what they are nor do I have a voice in developing them.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

### Student Rubric for IEP Participation



Student Name:	Date:
Cracin ranie	

	Level I	Level II	Level III	Level IV
Abilities and Disabilities Awareness	I am not sure of what my disability is and how it affects me.	I have knowledge of my abilities and disabilities, but I do not share it with others.	I can describe my abilities and disabilities to others in my IEP Meeting.	I describe my abilities and disabilities to others outside of my IEP Meeting.
Knowledge of Rights and Responsibilities	I don't know my rights under IDEA.	I have knowledge of my rights.	I know my rights and can negotiate with others who I know to ensure that I receive those rights.	I know my rights and can negotiate with others who I don't know to ensure that I receive those rights.
Social and Communication Skills	I don't know how to interact with others in my IEP Meeting.	I know the social and communication skills I need to use in an IEP Meeting, but I have not used them in an IEP Meeting at this time.	I know and practice good social and communication skills in my IEP Meeting.	I use good social and communication skills to get my needs meet in meetings and interactions other than IEP Meetings.

### The Self-Directed IEP Self-Assessment

Name	e:	r.	]	Date:			
	Step	Hov	v did I	do?	3.5000	d I hav	
1	Begin the meeting by stating its purpose.	1	2	3	1	2	3
2	Introduce everyone I invited.	1	2	3	1	2	3
3	Review my past goals and performance.	1	2	3	1	2	3
4	Ask for others' feedback.	1	2	3	1	2	3
5	State my school and transitional goals.	1	2	3	1	2	3
6	Ask questions if I did not understand.	1	2	3	1	2	3
7	Address differences in opinion.	1	2	3	1	2	3
8	State what supports I'll need.	1	2	3	1	2	3
9	Summarize my goals.	1	2	3	1	2	3
10	Close the meeting by thanking everyone.	1	2	3	1	2	3
11	Work on my IEP goals all year.	1	2	3	1	2	3
		1 Di	dn't do	o it	1 No	ot at all	ı
		<b>2</b> So	-so		2 So	-so	
		<b>3</b> Gr	eat!!!		3 Ye	es!!!	

Form 8.3. The Self-Directed IEP. (From Martin, J.E., Huber Marshall, L., Maxson, L.L., & Jerman, P.A. [1996]. Self-directed IEP. Longmont, CO: Sopris West; adapted by permission.)

The Transition Handbook: Strategies High School Teachers Use that Work! by Carolyn Hughes, Ph.D., and Erik W. Carter, M.Ed. © 2000 by Paul H. Brookes Publishing Co., Baltimore

Teacher Exit Survey	
Student: Date:	mine ine
<ol> <li>How did it feel to have my student attend and /or participate in his/her own IEP Meeting?</li> <li>Uncomfortable - explain:</li> </ol>	

	□ Comfortable - explain:	
<u>ن</u>	<ol><li>How did my student participate in the development of his/her IEP?</li></ol>	his/her IEP?
	☐ Listened and learned what the meeting was about.	☐ Prepared a notebook/portfolio.
	□ Made invitations for the meeting.	☐ Prepared a PowerPoint about myself.
	<ul> <li>Delivered invitations to the meeting.</li> </ul>	☐ Introduced participants at the meeting.
	□ Participated in discussions or interviews before the	☐ Shared samples of my work from classes.
	LEP Meeting.	
	□ Made a list of strengths, challenges, likes, dislikes	Presented specific information for my LEP (i.e.,
	and interests.	information about my Present Level of Performance, accommodations, etc.).
	□ Wrote or assisted with writing part of the IEP.	Shared ideas about what works well for me and my plans.
	□ Took an interest/vocational assessment.	<ul> <li>Presented information from my notebook or PowerPoint about myself.</li> </ul>
	□ Role played ways to participate and what to say.	<ul> <li>Reviewed my previous IEP goals and progress toward those goals.</li> </ul>
	☐ Set up the room for meeting.	☐ Led the discussion of transitional plans (my future).
	□ Prepared snacks.	Recommended new IEP goals and accommodations.
	□ Photocopied materials.	☐ Led the IEP Meeting.

<ul> <li>I think my student learned that it is important for him/her to attend and peo</li> </ul>	3. What do I think my student learned by attending and/or participating in his/	Student:_	Teacher Exit Survey
7 +6:51	What do I think my student learned by attending	nt:_	her
	I thin		Ë
110/ 311	k my		Surv
0 1001	studer		ey
וכט עוו	nt lear		
7	ned by		
2	y atte		
	nding o		
1 1 1	and/or	ן ס	
	· parti	Date:_	
	cipatir		
	ni er		
2	ıis/heı		
	H		
	/her IEP Meeting?		
hie/ho	'ng?		
ale care about his/her = explain	þ	70	7
5.5.	inc		m
	П	OF	4

 	4. What would I like my student to do differently at next year's IEP Meeting? □ I want my student to listen and learn what the meeting □ I want my stude is about.	ear's IEP Meeting?  I want my student to prepare a notebook/portfolio.
_	I want my student to make invitations for the meeting.	☐ I want my student to prepare a PowerPoint about myself.
	I want my student to deliver invitations to the meeting.	□ I want my student to introduce participants at the meeting
_	I want my student to participate in discussions or	☐ I want my student to share samples of my work from
	interviews before the IEP Meeting.	classes.
	<ul> <li>I want my student to make a list of strengths,</li> </ul>	□ I want my student to present specific information for my
		Performance, accommodations, etc.)
	□ I want my student to write or assist with writing part of □	☐ I want my student to share ideas about what works well for
	the IEP.	me and my plans.
_	□ I want my student to take an interest/vocational	□ I want my student to present information from my
	assessment.	notebook or PowerPoint about myself.
_	☐ I want my student to role play ways to participate and	□ I want my student to review my previous IEP goals and
	what to say.	progress toward those goals.
	□ I want my student to set up the room for meeting.	☐ I want my student to lead the discussion of transitional
		plans (my future).
	□ I want my student to prepare snacks.	☐ I want my student to recommended new IEP goals and
		accommodations.
_	□ I want my student to photocopy materials.	□ I want my student to lead the IEP Meeting.

## S

1. How did it feel to attend and /or participate in my IEP Meeting?	Student:	Student Exit Survey
articipate in my IEP Meeting?	Date:	
	mine	

00	<ul><li>Uncomfortable - I wish I would not have come.</li><li>Comfortable - I'm glad I came.</li></ul>	
Į.	2. How did I participate in the development of my IEP?	
	☐ I listened and learned what the meeting was about.	I prepared a notebook/portfolio.
	I made invitations for the meeting.	I prepared a PowerPoint about myself.
	.I delivered invitations to the meeting.	I introduced participants at the meeting.
	I participated in discussions or interviews before the	□ I shared samples of my work from classes.
	I made a list of strengths, challenges, likes, dislikes	I presented specific information for my IEP (i.e.,
	and interests.	information about my Present Level of Performance, accommodations, etc.).
	□ I wrote or assisted with writing part of the IEP.	□ I shared ideas about what works well for me and my
		plans.
	I took an interest/vocational assessment.	I presented information from my notebook or PowerPoint about myself.
	□ I role played ways to participate and what to say.	I reviewed my previous IEP goals and progress toward those goals.
	I set up the room for meeting.	I led the discussion of transitional plans (my future).
	I prepared snacks.	I recommended new IEP goals and accommodations.
	I photocopied materials.	I led the IEP Meeting.

## (1)

5	Student Exit Survey		i'm
St	Student:D	Date:	i determine
ω	What did I learn by attending and/or participating in my IEP Meeting?  I didn't learn anything.	Ϋ́	EP Meeting?
	☐ I learned that it is important for me to attend and people care about my opinions.☐ Other	) be	are about my opinions.
4.	What would I like to do differently at next year's IEP Meeting?	Me	zting?
	<ul> <li>I want to listen and learn what the meeting is about.</li> <li>I want to make and deliver invitations to the meeting.</li> </ul>	00	I want to prepare a PowerPoint about myself.  I want to introduce participants at the meeting.
	□ I want to participate in discussions or interviews hefore the TEP Meeting		I want to share samples of my work from classes.
	□ I want to make a list of strengths, challenges, likes, dislikes and interests.		I want to present specific information for my IEP (i.e., information about my Present Level of Performance,
			accommodations, etc.)
	□ I want to write or assist with writing part of the IEP.		I want to share ideas about what works well for me and my plans.
	□ I want to take an interest/vocational assessment.		I want to present information from my notebook or PowerPoint about myself.
	<ul> <li>I want to role play ways to participate and what to say.</li> </ul>		I want to review my previous IEP goals and progress toward those goals.
	□ I want to set up the room for meeting.		I want to lead the discussion of transitional plans (my future).
	□ I want to prepare snacks and/or photocopy materials.		I want to recommended new IEP goals and accommodations.
	□ I want to prepare a notebook/portfolio.		I want to lead the IEP Meeting.

Parent Exit Survey		i'm
Student:	Date:	
		aultri
1. How did it feel to have my chi	1. How did it feel to have my child attend and /or participate in his/her own IEP Meeting?	
Uncomfortable - explain:		
☐ Comfortable - explain:		

																5
Photocopied materials.	Prepared snacks.	Set up the room for meeting.		Role played ways to participate and what to say.		Took an interest/vocational assessment.	Wrote or assisted with writing part of the IEP.		and interests.	Made a list of strengths, challenges, likes, dislikes	IEP Meeting.	Participated in discussions or interviews before the	Delivered invitations to the meeting.	Made invitations for the meeting.	Listened and learned what the meeting was about.	2. How did my child participate in the development of his/her IEP?
																her
□ Led the IEP Meeting.	Recommended new IEP goals and accommodations.	Led the discussion of transitional plans (my future).	those goals.	Reviewed my previous IEP goals and progress toward	about myself.	<ul> <li>Presented information from my notebook or PowerPoint</li> </ul>	☐ Shared ideas about what works well for me and my plans.	accommodations, etc.).	information about my Present Level of Performance,	Presented specific information for my IEP (i.e.,		Shared samples of my work from classes.	Introduced participants at the meeting.	Prepared a PowerPoint about myself.	Prepared a notebook/portfolio.	IEP?

### Pa

☐ I think my child learned that it is important for him/her to attend and people care about his/her - explain:	□ I don't think he/she learned anything - explain:	3. What do I think my child learned by attending and/or participating in his/her IEP Meeting?	Student: Date:	Parent Exit Survey
xplain:		TIT		

.− ≤	. What would I like my child to do differently at next year's IEP Meeting?	ar's	IEP Meeting?
	$\square$ I want my child to listen and learn what the meeting		□ I want my child to prepare a notebook/portfolio.
	is about.		
	I want my child to make invitations for the meeting.		I want my child to prepare a PowerPoint about myself.
	I want my child to deliver invitations to the meeting.		I want my child to introduce participants at the meeting.
	isno.		I want my child to share samples of my work from
	interviews before the IEP Meeting.	^	classes.
	<ul> <li>I want my child to make a list of strengths,</li> </ul>		I want my child to present specific information for my
	challenges, likes, dislikes and interests.	نب	IEP (i.e., information about my Present Level of
			Performance, accommodations, etc.)
	I want my child to write or assist with writing part of		I want my child to share ideas about what works well for
	the IEP.	-	me and my plans.
	I want my child to take an interest/ vocational		I want my child to present information from my
	assessment.	~	notebook or PowerPoint about myself.
			I want my child to review my previous IEP goals and
	what to say.	_	progress toward those goals.
			I want my child to lead the discussion of transitional
	A DOMESTICAL DOCUMENTS OF THE PROPERTY OF THE		plans (my future).
	I want my child to prepare snacks.		I want my child to recommended new IEP goals and
			accommodations.
	I want my child to photocopy materials.		I want my child to lead the IEP Meeting.

Transition Category: Self-Determination

**Transition Assessment(s)** to be given (must give one transition assessment from this category in grade 9,10,11 OR 12):

- AIR Self-Determination Assessment (Grade 10-12): http://www.deldhub.com/pdf/AIR%20Self%20Determination%20Scale.pdf
- ARC Self-Determination Scale: <a href="http://www.thearc.org/document.doc?id=3670">http://www.thearc.org/document.doc?id=3670</a>

**Target Population:** Alternate Day Support. Resource Room, Collaborative Inclusion Students **Resources**:

- The 411 on Disability Disclosure:
  - http://www.ncwd-youth.info/assets/guides/411/411 Disability Disclosure unit1.pdf https://heath.gwu.edu/files/downloads/411 disability disclosure complete.pdf
- I am Determined
  - Worksheet (Lesson 1):
    - https://docs.google.com/a/bmchsd.org/document/d/1RqgEwvGpHnKoxdNa7vpyE\_SFxFGiaHPt MNcpGf
    - http://www.imdetermined.org/files\_resources/83/itsallaboutme-understandingmyiep.pdf
  - Self-Assessment Checklist:
    - http://www.imdetermined.org/files\_resources/109/selfdeterminationcheckliststudentself-assessment.pdf
  - Educator Checklist:
    - http://www.imdetermined.org/files\_resources/93/selfdeterminationchecklisteducatorassessment.pdf
  - Student Rubric for IEP Participation:
    - http://www.imdetermined.org/files\_resources/99/studentrubricforiepparticipation.pdf
  - o Teacher Exit Summary: http://www.imdetermined.org/files\_resources/89/exitsurveyteacher.pdf
  - o Student Exit Summary: http://www.imdetermined.org/files\_resources/88/exitsurveystudent.pdf
  - o Parent Exit Summary: http://www.imdetermined.org/files\_resources/87/exitsurveyparent.pdf
  - Self-Directed IEP Assessment for Students:
    - http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TuesTips/Self\_Directed\_IEP.pdf
- "Its My Life" Student Workbook (for creating self-directed IEP):
  - http://www.nssed.org/wp-content/uploads/2012/04/Its-My-Life-Student-Workbook.pdf http://www.isbe.net/spec-ed/pdfs/TOTAL\_module3\_instructor\_quide.pdf
- <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons">http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons</a>
  -for-teaching-self-awareness-and-self-advocacy.html
- Understanding and Preparing for My IEP:
  - http://www.imdetermined.org/files\_resources/105/im\_determined\_understanding\_and\_preparing\_for\_m y\_iep.pdf

Self-accommodate — To provide accommodations for oneself rather than requesting accommodations from employers, professors, or other persons in the community.

### UNIT 8

Community — A group of people living together within a larger society; often described in terms of particular environments (such as stores, banks, parks, or churches).

**Frustration** — Sense of insecurity and dissatisfaction brought about by problems that are not fixed or needs that are not met.

**Role model** — A person whose behavior in a particular position (for example, a student or an employee) is regarded highly or is imitated or looked up to by others.

**Trust** — Assured reliance on the character, ability, strength, or truth of someone or something.

NOTES	
<u></u>	
12	

### UNIT 5

**Accommodation** — Any strategy that gets rid of or lessens the effect of a specific barrier.

Barriers — Something immaterial that impedes or separates; could be described as an obstacle.

Modification — An alteration in an object, environment, or activity that results in increased usability. The making of a limited change in something; the result of such a change.

### UNIT 6

Access — Access implies the ability to find, manipulate, and use information, an object, a place, a service or a program in an efficient and comprehensive manner. Access can be programmatic or physical.

Assistive technology — According to the Americans with Disabilities Act, assistive technology is "any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities." Assistive technology helps people with disabilities to complete daily living tasks independently, assists them in communicating with other individuals, and provides access to education, employment, and recreation.

Disability support services — An office in a postsecondary institution that provides necessary information to students who need accommodations. In addition, these offices provide training to faculty and staff on disability issues.

**Disclosure script** — Something that is followed or read from that will outline the sensitive information you are revealing.

Postsecondary — Term used to describe settings that follow high school (such as trade school, college, or employment).

**Responsibility** — Moral, legal, or mental accountability; may also be reliability or trustworthiness.

**Rights** — The power or privilege to which one is justly entitled.

### UNIT 7

Essential functions — Tasks that are fundamental and necessary to the performance of a given job.

Job accommodations — Modification or adjustments specific to the work environment, or to the manner of circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that job.

**Mentor** — Someone whom you trust, and who can serve as an advocate or guide.

One-Stop Career Center — Centers designed to provide a full range of assistance to job seekers under one roof. One-Stops were created under the Workforce Investment Act and offer training referrals, career counseling, job listings, and similar employment-related services.

- **Disclosure** The act of opening up, revealing or telling.
- Sensitive information Information that may be sensitive or confidential to someone. Often, sensitive information may concern your personal business (for example, finances, family, health, or work).

### UNIT 3

- **Advantages** Benefits resulting from a particular course of action.
- **Disadvantages** Unfavorable, inferior, or prejudicial conditions that result from a particular course of action.
- Impact To impinge upon or have consequences because of involvement or release.
- Self-image One's conception of oneself or of one's role; self-image may be positive or negative.
- Self -advocacy The process by which someone supports his or her ideals, beliefs or oneself.

### UNIT 4

- Accessible Providing access to or capable of being reached or used; may also be used to describe architecture that can be reached or utilized by everyone, including those who use a wheelchair, a walker, or a cane.
- Adult services Services needed for people when they reach adulthood; these services often include (but are not limited to) assistance in finding a job, assistance in the

- home, assistance at work, and provision of various therapies or medications.
- Compensatory Strategies Actions one may take in order to offset difficulties a person may experience.
- Disability (under the 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.
- Discrimination Prejudiced or prejudicial outlook, action, or treatment against other persons, ideas, or ethics.
- **Eligibility** Criteria or requirements which determine a right to participate in a particular activity, service or program.
- Entitlement A right to benefits specified especially by law or contract; a government program providing benefits to members of a specified group; funds supporting or distributed by such a program.
- Free appropriate public education (FAPE) The services to which every person ages three to 21 who is receiving special education services is entitled during their years in school.
- Hidden disabilities Disabilities that are invisible on the outside but that may limit an individual's ability to function effectively.
- **Visible disabilities** Disabilities that are more apparent to someone else because of exterior appearance.



### Disclosure GLOSSARY

### UNIT 1

Accommodation — Modifications or adjustments to the work environment or to the circumstances under which a particular task is customarily performed that enable a qualified individual with a disability to perform the essential functions of that position (including jobs, education, and community involvement).

Goals (short-term and long-term) — The end toward which effort is directed; oftentimes, goals are constructed for short-term time periods or long-term time periods.

Informed choice — The process by which an individual arrives at a decision. It is a process that is based upon access to, and full understanding of, all necessary information from the individual's perspective. The process should result in a free and informed decision by the individual about what he or she needs.

Respect — A feeling of high regard, felt toward people, ideas or things that are important to you; this includes a proper respect for oneself as a human being. Self-determination — The right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices. Some of the skills that make someone self-determined or a successful self-advocate are the following:

- knowledge of one's strengths and limitations
- · belief in one's ability to achieve goals
- · ability to start and complete tasks
- ability to assertively assert one's wants, needs, and concerns
- ability to make decisions and see other options.

**Values** — Those items we highly regard or rate in usefulness, importance, or general worth.

### UNIT 2

**Confidential** — Information that is private or secret to oneself.

### The Self-Determined Learning Model of Instruction (SDLMI): Student Questions - <u>Phase 1- Set a Goal</u>

Name:	Date:
School:	(Date Phase 1 Began)
What is my goal? What class do you want O English O Math O Social studies O Science O Other:	to improve?
Please answer to below questions	3
1. What do I want to learn or improve on in (	) class?
Π	
2. What do I know about it now in (	) class?
3. What must change for me to learn what I do	lon't know in ( ) class?
	on t know in ( ) cluss.
4. What can I do to make this happen?	
	9
I have listed a specific, measurable activity f class, the activity I will	for student question 4. This is my goal in Il be working on during Phase 2 and Phase3.
End of Phase 1	Go on to Phase ?

### The Self-Determined Learning Model of Instruction (SDLMI): Student Questions - <u>Phase 3- Adjust Goal or Plan</u>

Name:	Date:	
School:	(Date Phase 3 Began)	
		31
What have I learned? - Let's think about w	hether you achieve the goal or not.	
Please answer to below questions		
9: What actions have I taken?		
	-	
1	Ţ	_
10. What barriers have been removed?		_
		_
		_
ĺ	]	
11. What has changed about what I don't kn	now?	
		-
	1	_
12. Do I know what I want to know?	۶	_
		<del>-</del>
		_
<b>◆ Did I finish my goal?</b> Please mark on the b	whhle O Ves O No	
I Yes, how do I feel about the results?		

Now I will go to Phase1 and set a new goal.

If No, I will look at Phase 1 again. If the goal is still a good one for me, I will move on to Phase 2 to revise my plan. Or I can rewrite my same goal or change it to a new goal.



**Topic One: Learning Styles** 

Aim: What is my learning style?

### Objectives:

Students will be able to identify their learning styles.

 Students will be able to understand how personal learning styles affect them academically.

### Input

- Defining "learning style."
- Discussion of visual, auditory and kinesthetic learning styles with definitions.
- Discussion of why it is important to understand your personal learning style.

### **Guided Practice:**

- Activity-Read over each list of learning style characteristics with the class. Ask
  "Now that you know about the behaviors that go with each learning style, did you
  find a learning style that seems to describe you?" Have students guess whether
  their learning style is visual, auditory, or kinesthetic. They can guess out loud,
  one at a time, or raise hands when you ask "Who thinks they may be a visual
  learner? An auditory learner? A kinesthetic learner?" (Refer to visual, auditory
  and kinesthetic learner handouts).
- Activity-Hand out the learning styles assessments. Ask students to complete and score them. The class can read aloud if it speeds things up. All students should write results of the assessment at the bottom of the second page. Explain that this assessment was only one opinion of what their learning style is and that the class will do other assessments to get additional information. (Refer to Learning Styles Assessment Worksheet)
- Activity-How will knowing your learning style help you academically? Now that students understand each learning style, have them reflect on the question above and then brainstorm answers in small groups. Have class come together as a whole to share and compare answers.

### Materials/resources

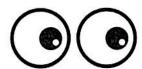
The Visual Learner

The Auditory Learner

The Kinesthetic Learner

Learning Style Assessment

### The Visual Learner



### The Visual Learner learns through seeing...

These learners can either process information randomly or absorb what unfolds in sequence before their eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

### DO YOU...

- · Have a strong sense of color
- Follow written directions well
- Process what you hear slowly
- "Translate" word messages into pictures or images
- Closely watch a speaker's body language and facial expression.
- · Get very distracted by noise or people talking in the background
- Use mental pictures to remember things
- Use visual representations to understand ideas, e.g. graphs, organizers, pictures, slides, videos, diagrams, demonstrations, overheads, flip charts, handouts etc.
- Know something by seeing it.
- · Conjure up the image of a form by seeing it in your "mind's eye"
- Have a vivid imagination
- Often stare, need something to watch
- Not talk at length
- Become impatient or lose focus when extensive listening is required
- · Prefer the visual arts and media
- Often prefer to take notes or draw pictures to absorb information.
- Like to write on the blackboard
- · Remember quickly and easily what is read
- · Learn better after seeing or writing something
- Get called a "bookworm"
- Grasp important concepts on first reading of material
- Love to read books, journals, magazines
- · Perform hands-on tasks well.
- · Read well from picture clues

### The Auditory Learner



### The Auditory Learner learns through listening...

The auditory learner needs to be able to focus on what is being said, and may find taking in information through the other senses at the same time distracting. The Auditory learner processes new information in the order in which it is presented, but also benefits from verbal discussion following the presentation. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.

### DO YOU...

- Tend to remember and repeat ideas that are spoken
- · Learn well through lectures
- · Get described as an excellent listener
- Find it easy to reproduce symbols, letters or words by hearing them
- Like to talk
- · Enjoy play, dialogues, and dramas
- Learn concepts by listening to tapes
- Enjoy music
- · Find it easy to repeat or fulfill verbal instructions
- Think out loud
- Often hum or talk to yourself or to others
- · Rarely stay quiet for great lengths of time
- · Often talk at length
- · Like to use other people as a sounding board
- Enjoy question/answer sessions
- Like small group discussions
- · Prefer to discuss things with others
- Like to participate in class discussions or debates
- Like to make speeches and presentations
- Do well at telling the difference between sounds, musical notes and tones
- Memorize by listening to something over and over
- Have difficulty copying from the blackboard

### Tactile/Kinesthetic Learners



### Tactile/Kinesthetic Learners learn through moving, doing, and touching...

These students like a "hands-on" approach to learning. They learn best by doing, by being directly or emotionally involved in their learning. They process information as their body moves. Because the entire body is involved, this type of student takes longer to process new information.

### DO YOU...

- Involve the sense of touch in learning
- Like to do artwork
- · Like to piece things together
- · Like to doodle
- · Like to trace words and pictures
- Succeed with tasks requiring manipulation
- Like to chew gum while studying
- · Often fidget or finds reasons to move
- · Have a hard time paying attention to visual or auditory presentations
- Want to be "doing" something
- Try things out
- · Talk with your hands
- · Get accused of being a poor listener
- Have a hard time being still when music is playing
- Learn better when able to move during learning
- Like to move hands (doodling, tapping) while learning
- · Use movement to help concentrate
- · Like to take frequent study breaks
- · Like to work standing up
- · Use bright colors to highlight reading material
- · Like to listen to music while studying.
- Like to skim through reading material to get a rough idea what it is about before settling down to read it in detail
- · Have good fine and gross motor skills

's	Learning	Styles	Assessmen	t
----	----------	--------	-----------	---

Your first and last name

Everyone has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. Through identifying your learning style, you will be able to capitalize on your strengths and become a more self-confident empowered learner. Here is one way to help you get started:

Directions: Place a check in all the blanks that describe you. The list with the greatest number of checks is your dominant learning style.

visual Learning Style			
<ul> <li></li></ul>			
Auditory Learning Style			
<ul> <li>1. Follows spoken directions better than written ones</li> <li>_2. Would rather listen to a lecture than read the material in a textbook</li> <li>_3. Understands better when reads aloud</li> <li>_4. Likes words (puns, plays on words, rhymes)</li> <li>_5. Prefers to listen to the radio than to read a newspaper</li> <li>_6. Frequently sings, hums or whistles to themselves.</li> <li>_7. Dislikes reading from a computer screen</li> <li>_8. When presented with two similar sounds, can tell if sounds are the same or different</li> <li>_9. Requires extra explanations of diagrams, graphs, or maps</li> <li>_10. Enjoys talking to others</li> <li>_11. Talks to self</li> <li>_12. Can repeat whole conversations, sometimes even with inflections</li> </ul>			

<ul> <li>13. Would rather listen to music than view a piece of art work</li> <li>14. Uses finger as a pointer when reading</li> <li>15. Likes to tell jokes, stories and makes verbal analogies</li> </ul>
Tactile/Kinesthetic Learning Style
<ul> <li></li></ul>
Score:
Count the number of checks you have in each category. The category with the highest number of checks is your preferred learning style. Remember that learning styles aren't mutually inclusive. You may learn best through one style or a combination of two styles. Or you may be a multi-sensory learner who uses all three modalities.
This assessmentVisualAuditory Kinesthetic Your initial opinionVisualAuditory Kinesthetic
What is your "best" learning style?Your second best?
Now that you know your learning styles, how might you improve your study habits?
1.
2
3
4

**Topic Two: Accommodations** 

Aim: What are accommodations and why do I have them?

### Objectives:

- Students will be able to list all of the accommodations on their IEP.
- Students will be able to express the purpose of each accommodation.
- Students will understand the concept that they can help the IEP team decide what accommodations are useful to them.

#### Input:

- Defining the term accommodation
- · Discuss each accommodation and their purpose from reading

#### **Guided Practice:**

- Activity: Have Students locate and identify accommodations on their IEP and write down the purpose for each. (Copy of students' IEP;s and accommodation list with definitions).
- Activity: Understanding my accommodations and using them effectively? (Refer to Accommodation Worksheet)

#### **Materials**

Copy of students' IEP's

Accommodations Worksheet

List of Accommodations

Section 504 of the Rehabilitation Act of 1973 is an important federal law for people with disabilities. This law states that reasonable accommodations must be made.

#### What are reasonable accommodations?

Reasonable accommodations are things the school or your teacher can do to make it easier for you to learn adapting or adjusting what you're learning or how they're teaching. Some examples of common accommodations schools make for students with disabilities are listed below.

# **Note-taking Accommodations**

- Use a recorder in the classroom
- Use another student's notes
- Copy of teachers' notes
- · Use of computer/word processor

# **Test Taking Accommodations**

- Extended time on test
- Take test in quiet area/separate location
- · Test read to you
- · Directions read to you
- · Directions simplified
- · Use of computer/word processor
- Scribe

### **Additional Accommodations**

- Use textbooks-on-tape
- · Have extra set of books for home and school
- · Use of adaptive equipment/furniture
- · Use a calculator or dictionary in class
- · Have seating in front of class/preferential seating
- · Braille or large print for visually impaired students

Name:	
Date:_	
-	ne should have a copy of their accommodations in front of them. he accommodation section of your current IEP and answer the following questions;
1.	Do you understand the purpose of each accommodation on your IEP? NoYes(If no, please list them below)
2.	Are there any accommodations listed that you think you may not need?  No Yes (if yes, please list them below)
3.	Are there any accommodations that you think need to be added? NoYes(If yes, please list them below). In order to best answer this question, you should think about your strengths and needs in school.
4.	Are there any accommodations that you were not aware that you had?  NoYes(If yes, please list them below)
5.	What should you do if you are not receiving your accommodations?
6.	What should you do if you think an accommodation should be added?

**Topic Three: Study Skills: Time Management** 

Aim: Are you using your time effectively?

#### Objectives:

- Students will understand the importance of time management in relation to success.
- Students will understand and express the benefits of "to do lists"
- Students will understand the negative impacts of procrastination

#### Input:

- Define Time Management
- Define and discuss procrastination
- · Define and discuss prioritizing

#### **Guided Practice:**

- Activity- Using a daily calendar, record a day's activities from morning to evening and answer the reflection questions (daily calendar worksheet).
- Activity-How to avoid procrastination (avoiding procrastination worksheet)
- Activity-How to prioritize by creating "to do lists" (To do list worksheet)

#### **Materials:**

Daily Schedule Worksheet

The What, Why and How of "To do lists"

**Avoiding Procrastination Activity** 

Determine how you spend a "typical" 24-hour day:	
Daily Activities:	Hours spen
Sleeping:	
Personal care/grooming:	
Eating:	Г
Texting/Talking on phone:	
Socializing/Entertainment/Social Media (with friends):	
Relaxing/TV/video games, etc. (alone):	
Exercise/sports:	
Transportation (school, work, etc):	ſ
Classes:	
Homework:	
Studying:	
Other:	
You may be surprised by what you learn from your dain close look at the results. Then reflect on the questions	
On which activity did you spend the most time	
. How much time did you spend on studying?	
. What time do you usually go to sleep?	
. Are you sleeping at least eight hours each night?	
. Which activities did you plan ahead of time?	
. Willion doublice and you plan alledd of time.	
Which activities were unplanned?	

9. What is the most important thing you learned about the way you spend your time?

# The what, why and how of to-do lists

# Developing time management skills is a journey

#### What:

Listing!

A simple presentation of three to five tasks that enables you to identify and visualize a core group of tasks in one place for easy reference

- It grows and shortens as you work through items
- Posted
   on a bulletin board, refrigerator or space
   readily reminds you of what you prioritize to do and when you need to do it (deadlines)
- Organize!
   It is an organizational tool that can be used for scheduling with electronic calendaring, strategic post-it notes, email, instant messenger, SMS and other communication services, etc.
- May help you develop timelines, sub-tasks, etc. to get the job done!

#### Why:

Reduce stress

You can reduce stress by itemizing and prioritizing tasks and giving them a place in your life.

Remind yourself

A list displayed in a prominent place can remind you of what you consider important to do.

Strategize completion

When reminded, you also are thinking about the task, as well as what resources, strategies and options for completing the task!

#### How:

- Use the simple exercise above to identify tasks that need to be completed using paper and pencil/pen (keep the list where you will see it daily on a daily basis)
- Enter items into electronic calendar or your agenda book indicating specific due dates
- Share

With friends, family and teachers for assistance and insights to communicate what you are working on and where you are

- Cross off items and celebrate their completion
- Apply the to do list to your daily life

### **CREATE A PLAN**

This simple plan will help you identify tasks, the reason for doing them, a timeline for getting them done, and then posting it for reminders.

# Develop your plan, list

#### Major, realistic steps

A project is easier when it is built in stages;

Start small;

Add detail and complexity as you achieve and grow

#### · How much time each will take

A schedule helps you keep a progress chart and reinforce that there are way-stations on your path

· What time of day, week, etc. you dedicate yourself

# to work. This helps you

develop a new habit of working,

build a good work environment, and

distance distractions (It is much easier to enjoy your project when distractions are set aside.)

# · Rewards you will have for achievement

#### · Build in time for review

Find a friend, parent, or expert to help you motivate yourself or monitor progress

#### Admit to:

### False starts and mistakes as learning experiences

They can be more important than successes, and give meaning to "experience"

# · Distractions and escapes

Do not deny they exist, but deny their temptation

#### Emotion

Admit to frustration when things don't seem to be going right Admit that you have had a problem, but also that you are doing something about it

#### Visualize

See yourself succeeding

#### Finally, if procrastination is a habit of yours:

Focus on the immediate task and project, and build up from there. Each journey begins with one step.

Name:	

# <u>Project Plan</u>

Name of Project:
Due Date:
Details of
Project:
Steps:
1
2
3
4
5
Resources/Materials needed:
How much time will this project take?
What days and times can you commit to working on this project?
Is there anything standing in your way?
What have you done so far?
What is your biggest motivation?
Date completed:

# **Avoiding Procrastination**

# Is your procrastination related to a project? Or, is it a habit?

### To remedy procrastination:

- Begin with one project
- 2. Answer these basic questions
- 3. Keep the answers before you as you mark your progress

### What do you want to do?

- What is the final objective, the end result?
   It may be obvious, or not
- What are the major steps to get there?
   Don't get too detailed: think big
- What have you done so far?
   Acknowledge that you are already part of the way, even if it is through thinking!
   The longest journey begins with a first step

# Why do you want to do this?

What is your biggest motivation?

Do not concern yourself if your motivation is negative! This is honest and a good beginning. However, if your motivation is negative, re-phrase and re-work it until it is phrased positively

What other positive results will flow from achieving your goal?
 Identifying these will help you uncover benefits that did not occur to you.

# List out what stands in your way

- What is in your power to change?
- What resources outside yourself do you need?
   Resources may include tools, time, people/professionals and even a better attitude
- What will happen if you don't progress?
   This may include receiving a failing grade, not passing a class, disappointment in oneself or from others, etc.

#### **Topic Four: Study Skills-Strategies**

Aim: What are study strategies and how can they help me better succeed in school?

#### Objectives:

- Students will understand the benefits of study strategies.
- Students will identify negative and positive study habits.
- Students will identify personal study strategies that work well for them.
- Students will learn how to create a study plan.

### c. Input

- Define study skill words from vocabulary list (e.g., cramming)
- Discuss the benefits of positive study skills
- Define and discuss the benefits of a study plan (Study Plan Handout)

#### **Guided Practice:**

- Activity-Ask the students to reflect on their study strategies that work and also the study habits/factors that may get in the way of effective studying (i.e., waiting until last minute) First they can discuss these with a partner, and then discuss with the class. For now, list both the positive and the negative strategies together. Put a star by the strategies students identify as most effective. Validate their choices that lead to long-term retention and understanding, such as working a short amount each day, finishing assignments on time, and asking for help (Refer to Positive and Negative Study Habits Handout).
- Activity-What kind of study habits do you have? (Study Skills Worksheet-Part 1)
  and Part Two-Now that you have identified your study habits, what strategies and
  resources would benefit you? (Study Skills Worksheet-Part 2)
- Activity-Demonstrate how to use a Study Plan form (Refer to Study Plan Worksheet). Model filling it out using scenarios such as a specific academic class, a reading assignment with questions or outlining a chapter. Then, have each student choose a topic that they are currently studying and practice on their own filling out a study plan sheet (Handout Study Plan Worksheet). Ask them to share their study plans with a partner or small group, then come together as a whole to share thoughts and to address questions.

**Cross-Curriculum Extensions:** Provide additional blank copies of the Study Plan sheet for students to use when they have an actual test coming up. These study skills will enhance youth's learning across the curriculum.

# Materials:

Study Skills Activity-Part 1

Study Skills Activity-Part 2

Study Plan Handout

Study Skills Vocabulary

Positive-Negative Study Habits Worksheet

Name:			
Ivaille			

the material well.

# Study Skills Activity-Part 1

We all learn differently, and we each have our own style of studying. No two people are exactly the same when it comes to study preferences. To get the most out of your studying, it's important to better understand what works for you, and what doesn't. Read each statement below and determine if it applies to you. If it does, then mark Y. If it doesn't, mark N. The purpose of this checklist is to provide you with valuable information about your personal study habits and attitudes, so that you can identify study skills you might want to improve upon.

1. YNI spend more time than necessary studying for what I am learning.
2. Y_N_ It's common for me to spend hours cramming the night before an exam.
3. Y_N_ If I dedicate as much time as I want to my social life, I don't have enough time left to study, or when I study as much as I need to, I don't have time for my social life.
4. YNI often study with the TV or radio on.
5. Y_N_I struggle to study for long periods of time without becoming distracted or tired.
6. Y_N_ I usually doodle, daydream, or fall asleep when I go to class.
7. Y_N_ Often the notes I take during class are difficult for me to understand later on.
8. Y_N_ I often end up getting the wrong material into my class notes.
9. Y_N_I don't usually review my class notes in preparation for exams.
10. Y_N_ When I get to the end of a reading assignment, I struggle to remember what I just got done reading.
11. YN I often struggle to identify what is important in the text.
12. Y_N_ I frequently can't keep up with my reading assignments and then have to cram the night before a test.
13. YNI tend to miss a lot of points on essay tests even when I feel well prepared and know

- 14. Y\_N\_ I study a lot for each test, but when I get to the test, my mind draws a blank.
- 15. Y\_N\_ I often study in a sort of disorganized, haphazard way only motivated by the thought of failing the next test.
- 16. Y\_\_N\_\_ I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.
- 17. Y\_\_N\_\_ I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.
- 18. Y\_N\_ I often wish that I was able to read faster.
- 19. Y\_N\_ When my teachers assign me papers or projects, I often feel so overwhelmed that I struggle to get started.
- 20. Y\_N\_ More often than not, I write my papers the night before they are due.
- 21. Y\_N\_ I struggle to organize my thoughts into a logical paper that makes sense.

If you answered "yes" to two or more questions in any category listed below, it is suggested that you begin focusing on improving these areas. If you have one "yes" or less in any category below, then this indicates that you are most likely proficient in those areas. However, no matter how you scored, it's always advisable to be familiar with strategies and resources that will help you improve your study skills and academic performance.

- Time Management- 1, 2 and 3
- Concentration-4, 5 and 6
- Listening and Note taking-7, 8 and 9
- Reading-10, 11 and 12
- Exams-13, 14 and 15
- Reading-16, 17 and 18
- Writing Skills-19, 20 and 21

Name:	
	Study Skills Activity-Part 2
that no Below areas o	hat you have completed the study skills checklist you should have identified some areas seed improvement. No matter how you scored, there is always room for improvement. is a list of the categories identified in the study skills checklist. Being proficient in these of study skills will help students better succeed in school. Therefore, name at least two gies or resources that would be helpful in improving your study skills in the following
1.	Time Management:
2.	Concentration:
3.	Listening and Note-taking
4.	Exams:

5. Reading:\_\_\_\_\_

6. Writing Skills:\_\_\_\_\_

# Study Skills Plan

name	
Study Plan for > Date of Test	
What do I need to know?	
<ul> <li>Check the items that you're feeling good about.</li> <li>Star the items that you will need to spend some time with.</li> </ul>	
Length of time I have before I need to know it:	
Resources/Materials that I will need to effectively study:	
Time I will study each day:	
Study skills I plan to use (ex. note cards, reading for the main idea, highlight/underlikey points, memorization strategies, note-taking, etc.):	ine
	Kamare V

# Study Skills Vocabulary

# Study Skills:

Strategies and techniques that learners use in order to understand and remember new material, often in preparation for a test. They are critical to success in school, are considered essential for achieving good grades, and are useful for learning throughout one's life

# **Cramming:**

The practice of working intensively to absorb a large volume of information in a short amount of time. Often used by students who have misused their studying time. Cramming is considered to be a poor strategy that does not result in long-term learning

#### Procrastination:

The act of putting off or delaying an action until a later time.

# Comprehension:

Understanding the meaning or importance of something.

# **Time Management:**

The ability to use one's time effectively or productively.

### **Motivation:**

The reason or reasons one has for acting or behaving in a particular way.

Name:
Date:
Positive Study Strategies/Habits
1
2
3
4
5
6
7
Negative Study Strategies/Habits
1
2
3
4
6
7

(

**Topic Five: Test Taking Skills** 

Aim: Why test taking strategies work?

#### **Objectives:**

Students will learn general test taking strategies.

- Students will learn strategies for answering questions on multiple choice tests.
- Students will learn strategies for answering true/false questions on tests.
- Students will learn strategies for memorizing important facts.
- Students will understand directive words for essay tests.
- Students will learn how to effectively take notes for test preparation purposes.

#### Input:

- Defining test taking strategies and their purpose.
- Defining directive words.

#### **Guided Practice:**

- Activity-Place students in small groups with a paper numbered 1-10 and have them brainstorm what they think are the top ten test taking strategies. Review students' answers and then compare them to the Top Ten Test Taking Tips handout.
- Activity-How to attack multiple choice test questions (Multiple Choice Test Taking Tips handout).
- Activity-How to attack true/false test questions (True/False Test Taking Tips handout).
- Activity-How to effectively take notes (Taking Notes Worksheet).
- Activity-Pay close attention to "directive" words when writing an essay (Directive Words Definition Review Sheet and Directive Words Activity Worksheet).
- Activity-Review the "Memorizing Important Facts" handout with students. Next, have students break into small groups and teacher will provide each group with the exact same facts to be memorized on a piece of paper. Teacher will choose the memory strategy or choices of strategies (i.e., categorizing, associations, imaging, rhyming, devising acronyms, etc.) that will be utilized. Each group will have a specified amount of time to remember the information by incorporating the chosen memory strategy. Teacher will then take back the paper with facts on it and see which groups utilized the strategy most effectively as evidenced by their ability to relate back the facts presented.
- Activity-Practice providing text based evidence (RRAP Activity Sheet)

# Materials:

Top Ten Test Taking Tips

Memorizing Important Facts

**Directives for Essays-Words and Definitions** 

**Directives for Essays Activity Worksheet** 

**RRAP Activity** 

Taking Notes (Strategies)

True/False Testing Taking Tips

Multiple Choice Test Taking Tips

# Directives for essays, reports, tests...

"Directives" ask you to answer, or present information, in a particular way. Review these, and most of all note that there are different ways of answering a question or writing a paper!

#### Compare:

Examine qualities, or characteristics, to discover resemblances. "Compare" is usually stated as "compare with": you are to emphasize similarities, although differences may be mentioned.

#### Contrast:

Stress dissimilarities, differences, or unlikeness of things, qualities, events, or problems.

#### Criticize:

Express your judgment or correctness or merit. Discuss the limitations and good points or contributions of the plan or work in question.

#### Define:

Definitions call for concise, clear, authoritative meanings. Details are not required but limitations of the definition should be briefly cited. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.

#### Describe:

In a descriptive answer you should recount, characterize, sketch or relate in narrative form.

#### Diagram:

For a question which specifies a diagram you should present a drawing, chart, plan, or graphic representation in your answer. Generally you are expected to label the diagram and in some cases add a brief explanation or description.

#### Discuss:

The term discuss, which appears often in essay questions, directs you to examine, analyze carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and entailed answer.

#### Enumerate:

The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

#### **Evaluate:**

In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

#### Explain:

In explanatory answers it is imperative that you clarify and interpret the material you present. In such an answer it is best to state the "how or why," reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

#### Illustrate:

A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concrete example.

#### Interpret:

An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve, or comment upon the subject and usually to give your judgment or reaction to the problem.

#### Justify:

When you are instructed to justify your answer you must prove or show grounds for decisions. In such an answer, evidence should be presented in convincing form.

#### List:

Listing is similar to enumeration. You are expected in such questions to present an itemized series or tabulation. Such answers should always be given in concise form.

#### Outline:

An outline answer is organized description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

#### Prove:

A question which requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.

#### Relate:

In a question which asks you to show the relationship or to relate, your answer should emphasize connections and associations in descriptive form.

#### Review:

A review specifies a critical examination. You should analyze and comment briefly in organized sequence upon the major points of the problem.

#### State:

In questions which direct you to specify, give, state, or present, you are called upon to express the high points in brief, clear narrative form. Details, and usually illustrations or examples, may be omitted.

#### Summarize:

When you are asked to summarize or present a summarization, you should give in condensed form the main points or facts. All details, illustrations and elaboration are to be omitted.

# Trace:

When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deduction.

Name:	

Directions: Fill in the blank with a word that matches the definition.

# Compare Contrast Define Describe Diagram Discuss Prove Summarize Trace Explain illustrate Relate Justify

	1
1.	Examine qualities, or characteristics, to discover resemblances. You are to emphasize similarities, although differences may be mentioned.
2.	Stress dissimilarities, differences, or unlikeness of things, qualities, events, or problems
3.	Calls for concise, clear, authoritative meanings. Details are not required but limitations of the definition should be briefly cited
4.	A descriptive answer where you should recount, characterize, sketch or relate in narrative form
5.	You should present a drawing, chart, plan, or graphic representation in your answer.  Generally you are expected to label it
6.	This term appears often in essay questions and it directs you to examine, analyze and present considerations regarding the problems or items involved.
7.	You are clarifying and interpreting the material you present. In such an answer, it is best to state the "how or why."
8.	A question which usually requires you to explain or clarify your answer to the problem by presenting a figure or picture
9.	You must show grounds for decisions. In such an answer, evidence should be presented in a convincing form.
10.	A question which demands confirmation or verification. You establish something with certainty by evaluating and citing evidence.
11.	A question that asks you to show the relationship. Your answer should emphasize connections and associations in descriptive form
12.	You should give in condensed form the main points or facts
	You are to give a description of progress, historical sequence, or development from the

# Memorizing Important Facts

Memorizing facts such as names, dates, vocabulary words or lists can be difficult. Here are several suggestions that can make memorizing a bit easier.

- To remember a list of facts, try turning them into an acronym or mnemonic.
  - An acronym is a word formed from the initial letters or groups of letters of words in a set phrase or series of words. For instance: WAC stands for Women's Army Corps or OPEC for Organization of Petroleum Exporting Countries.
  - A mnemonic is something intended to assist the memory, like a verse or formula. For instance, in order to remember the planets (in order) one mnemonic is the sentence: Mark's Very Extravagant Mother Just Sent Us Ninety Parakeets. The first letter in each word stands for a planet: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.
- 2. Make flashcards to remember math facts, vocabulary words and their definitions, or events and historical dates.
- 3. Create a rhyming poem to help remember names and dates.
  - An old favorite is: In fourteen hundred and ninety two Columbus sailed the ocean blue.
- 4. Draw a picture of the fact or use visualization.
- 5. Categorize material
- 6. Word Association-associate the word or content to something that is meaningful to you.
- 7. Copy your notes over and review frequently and regularly.

# **Multiple Choice Test Taking Tips**

# Multiple choice questions usually include a phrase or stem followed by three to five options:

#### Test strategies:

- Read the directions carefully
   Know if each question has one or more correct option
   Know how much time is allowed (this governs your strategy)
- Preview the test
  Read through the test quickly and answer the easiest questions first
  Mark those you think you know in some way that is appropriate
- Read through the test a second time and answer more difficult questions
   You may pick up cues for answers from the first reading, or become more comfortable in the testing situation
- If time allows, review both questions and answers
   It is possible you misread questions the first time

#### Answering options

Improve your odds, think critically:

## Cover the options, read the stem, and try to answer

Select the option that most closely matches your answer

#### Read the stem with each option

Treat each option as a true-false question, and choose the "most true"

#### Strategies for answering difficult questions:

- 1. Eliminate options you know to be incorrect
  - If allowed, mark words or alternatives in questions that eliminate the option
- 2. Give each option of a question the "true-false test:"
  - This may reduce your selection to the best answer
- 3. Question options that grammatically don't fit with the stem
- 4. Question options that are totally unfamiliar to you
- 5. Question options that contain negative or absolute words.
  - Try substituting a qualified term for the absolute one.
  - For example, frequently for always; or typical for every to see if you can eliminate an option
- 6. "All of the above:"
  - If you know two of three options seem correct, "all of the above" is a strong possibility
- 7. Number answers:
  - toss out the high and low and consider the middle range numbers
- 8. "Look alike options"

probably one is correct; choose the best but eliminate choices that mean basically the same thing, and thus cancel each other out

#### 9. Double negatives:

Create the equivalent positive statement

#### 10. Echo options:

If two options are opposite each other, chances are one of them is correct

# 11. Favor options that contain qualifiers

The result is longer, more inclusive items that better fill the role of the answer

# 12. If two alternatives seem correct,

compare them for differences,

then refer to the stem to find your best answer

### Guessing:

- Always guess when there is no penalty for guessing or you can eliminate options
- Don't guess if you are penalized for guessing and if you have no basis for your choice
- Use hints from questions you know to answer questions you do not.
- Change your first answers when you are sure of the correction, or other cues in the test cue you to change.

# Remember that you are looking for the best answer,

not only a correct one, and not one which must be true all of the time, in all cases, and without exception.

# Teacher Preparation:

In advance of teaching this lesson, select 3 short passages of writing with questions and make copies for every student to have one copy of each reading passage.

Prepare a chart before presenting with the acronym RRAP on it and what the letters stand for already written on it as follows:

### R (Read Questions)

### R (Read Passage)

#### A (Answer Questions Using Evidence from the Text)

#### P (Proofread)

Display the RRAP chart made before class, and tell the students that they will be learning a strategy for taking tests. They'll work on this process together and then have an opportunity to practice on their own.

- Model the process of RRAP while thinking out loud using the first (most difficult) teacher prepared reading passage with questions (see Teacher Preparation).
- Sample teacher text: "The first step in the RRAP process tells me to first read the questions and highlight any key words. Looking at question 1, I can see that \_\_\_\_\_ is a key word. I'm going to highlight that word to plant it in my memory. Question 2 shows this word that I think may be a key word. I'm going to highlight that word too. Looking at question 3, I suspect that this word may be important, so I'm going to highlight it too. Okay, now I'm going to read the text with these questions and key words in mind."
- The second step of RRAP is to <u>read the passage</u>. At this point the teacher (or a student) reads the text aloud while circling or highlighting phrases related to the key words and questions.
- For the third step, <u>address each question</u>, **demonstrate** how to go back into the text to find their answers not merely relying on memory. Model thinking aloud as you write the response. Point out that students can include some of the question text in their answer.

- Then move on to the final step (P for proofreading). They
  reread their answers and make sure to add/delete information,
  check that words from the text are spelled correctly, and
  confirm the response is grammatically correct.
- Using the next toughest sample passage (from the Teacher Preparation), work through the RRAP process together, giving them a little more independence, but staying together and confirming answers.
- The final step of the lesson is to give the students an opportunity, completely on their own, to practice this process with the easiest of the three chosen passages. The teacher can assist individual students, as needed.
- Ask the students to reflect on how the process worked for them. Does it help them comprehend the text and find the answers?

# **Taking Notes**

Hearing something once is not enough to really learn it, and that is why note taking is so important. Clearly written, accurate notes help to capture information for later study and review. Taking notes also helps you to focus and learn during class time.

# **Taking Notes in Class**

- 1. Sit close to the front of the class to minimize distractions.
- Be prepared to keep your notes neat and organized. Use a separate spiral-bound notebook for each subject, or use dividers in your loose-leaf notebook to make separate sections for each subject.
- 3. Begin each note taking session at the top of a fresh page. Start by writing down the date.
- 4. Do not try to write down everything the teacher says, but do try to record as many facts and ideas as you can. Mark important facts or main ideas with an asterisk or star or underline them.
- Use short sentences and phrases and easily remembered abbreviations and symbols. Some commonly used abbreviations and symbols are
  - i.e. (that is)
  - · e.g. (for example)
  - w/ (with)
  - w/0 (without)
  - &, + (and)
  - = (equals, is)
- Write clearly, and leave lots of blank space in the left margin or between ideas in case you need to add information later.

7. Read over your notes as soon as you can after class. If there is anything you don't understand, ask the teacher at the next class.

# **Taking Notes From Textbooks**

- 1. Organize your paper the same as for class notes.
  - · Put the date at the top of the page.
  - Write down the name of the book and the chapter or section you will be taking notes from.
  - Leave space in the left margin or between ideas for your own comments or questions.
- 2. Keep textbook notes separate from class notes. Use a separate notebook or a separate section in your loose-leaf notebook.
- 3. Get a general idea of what the reading is about.
  - Read the introduction, headings and subheadings, and any paragraphs that summarize the content.
  - Look at any illustrations or graphs and charts and read the captions.
- Go back and read the chapter or section carefully. Look for the main ideas.
- Try not to copy information directly from the textbook into your notes. Instead, summarize the information in your own words. This will help you to concentrate and learn.
- If you do copy directly from the textbook, use quotation marks to indicate that it is a direct quotation. Take care to copy the quotation exactly.
- 7. Summarize the main ideas at the end of your notes and circle them.

# Top Ten Test-Taking Tips for Students

#### 1. Have a Positive Attitude

Approach a big test as you'd approach a giant jigsaw puzzle. It might be tough, but you can do it! A positive attitude goes a long way toward success.

#### 2. Make a Plan

The week before the test, ask your teacher what the test is going to cover. Is it from the textbook only? Class notes? Can you use your calculator? If you've been absent, talk to friends about material you may have missed. Make a list of the most important topics to be covered and use that as a guide when you study. Circle items that you know will require extra time. Be sure to plan extra time to study the most challenging topics.

### 3. The Night Before

Cramming doesn't work. If you've followed a study plan, the night before the test you should do a quick review and get to bed early. Remember, your brain and body need sleep to function well, so don't stay up late!

# 4. The Morning of the Test

Did you know that you think better when you have a full stomach? So don't skip breakfast the morning of the test. Get to school early and do a ten-minute power study right before the test, so your brain is turned on and tuned up.

#### 5. Test Time

Before the test begins, make sure you have everything you'll need - scratch paper, extra pencils, your calculator (if you're allowed to use it). Read the instructions! You want to make sure you are marking answers correctly.

# 6. Manage Your Time

Scan through the test quickly before starting. Answering the easy questions first can be a time saver and a confidence builder. Plus, it saves more time in the end for you to focus on the hard stuff.

#### 7. I'm Stuck!

Those tricky problems can knock you off balance. Don't get worried or frustrated. Reread the question to make sure you understand it, and then try to solve it the best way you know how. If you're still stuck, circle it and move on. You can come back to it later. What if you have no idea about the answer? Review your options and make the best guess you can.

### 8. Multiple-Choice Questions

The process of elimination can help you choose the correct answer in a multiplechoice question. Start by crossing off the answers that couldn't be right. Then spend your time focusing on the possible correct choices before selecting your answer.

#### 9. Neatness Counts

If your 4s look like 9s, it could be a problem. Be sure that your writing is legible and that you erase your mistakes. For machine-scored tests, fill in the spaces carefully.

#### 10. I'm Done!

Not so fast - when you complete the last item on the test, remember that you're not done yet. First, check the clock and go back to review your answers, making sure that you didn't make any careless mistakes (such as putting the right answer in the wrong place or skipping a question). Spend the last remaining minutes going over the hardest problems before you turn in your test.

Follow these test tips, and you'll know you did your best!

# Tips for Taking True/False Tests

# Every part of a true sentence must be "true"

If any one part of the sentence is false, the whole sentence is false despite many other true statements.

# Pay close attention to

negatives, qualifiers, absolutes, and long strings of statements

# Negatives can be confusing.

If the question contains negatives, as "no, not, cannot" Drop the negative and read what remains. Decide whether that sentence is true or false. If it is true, its opposite, or negative, is usually false

# Qualifiers are words that restrict or open up general statements.

Words like "sometimes, often, frequently, ordinarily, generally" open up the possibilities of making accurate statements. They make more modest claims, are more likely to reflect reality, and usually indicate "true" answers.

# Absolute words restrict possibilities.

"No, never, none, always, every, entirely, only" imply the statement must be true 100% of the time and usually indicate "false" answers

**Long sentences often include** groups of words set off by punctuation. Pay attention to the "truth" of each of these phrases. If one is false, it usually indicates a "false" answer

# Guessing: Often true/false tests contain more true answers than false answers.

You have more than 50% chance of being right with "true". However, your teacher may be the opposite. Review past tests for patterns.

#### Topic Six: Academic Strengths and Weaknesses

Aim: What are my academic strengths and what are my weaknesses?

#### Objectives:

- Students will identify their academic strengths.
- Students will identify their academic weaknesses.
- Students will identify strategies/resources to improve weaknesses.

#### Input:

- Defining academic strengths and weaknesses.
- Discussion of why it is important to understand your strengths.
- Discussion of why it is important to understand of your weaknesses.
- Discussion on strategies and resources available to improve upon identified weaknesses.

#### **Guided Practice:**

- Activity: Identifying my academic strengths (Academic Strengths worksheet-Part 1 and Part 2)
- Activity-Students will identify specific challenges they experience in learning
  activities involving speaking, listening, reading and writing at school or in other
  instructional or study settings. (Challenges in the Classroom worksheet). Once
  these challenges have been identified, teacher should review each challenge and
  brainstorm with the students specific strategies and resources that will assist
  them in improving these weaknesses.

#### Materials:

Academic Strengths Worksheet-Part 1

Academic Strengths Worksheet-Part 2

Challenges in the Classroom Worksheet

Name			

# Academic Strengths-Part 1

Directions: Put a check next to the strengths below that describe you.

1 I	am a strong reader.
2l	am a good listener.
3 I	work well in groups.
4l	am a good writer (sentences, paragraphs and essays)
5I	have good verbal skills.
6I	ask for help when I need it.
7I	am creative.
8I	have good time managemet skills.
9. I	am responsible.
10I	am a hard worker.
	take pride in my work.
	am good with technology
13I	do not procrastinate.
14	hand in my work on time.
	am organized.
16I	participate in class.
	am good at math.
18I	am good at science.
19I	am good at social studies.
20I	am good at English Language Arts.
20I	am artistic.
	am musical.
22I	am good at following directions.
	have good study habits.
	have a good memory.
	use my accommodations.
	have neat handwriting.
27l	have a positive attitude toward learning.

Academic Strengths-Fart 2
Now that you have identified your academic strengths, give two examples of how you have demonstrated these strengths at school. Choose your top three strengths.
1. Strength
Example #1
Example # 2
2. Strength
Example #1
Example #2
3. Strength
Example #1
Example #2

Name\_\_

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	МО	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 participate in class discussions.			
I forget what I'm supposed to do after instruction.			
I have trouble figuring out new words.			
I have difficulty understanding what I read.		50-20-20	1
Reading out loud is embarrassing for me.			
I can learn to spell words, but then I forget the correct spelling.			
Taking notes is hard for me.			
My handwriting is hard to read.			
I have trouble writing sentences and paragraphs.			
I have difficulty organizing my thoughts in an essay.			
I forget how to do math calculations.			
Math word problems are hard for me.			
My memory for math facts is poor.			
l forget materials I need for class.			
lose track of time and don't finish tasks.			
misunderstand what people say to me.			
miss important information when I listen.			
have trouble writing notes and listening to the teacher at the same ime.			
have a hard time saying what I mean.			
am easily frustrated with schoolwork.			
Vorking in groups is hard for me.			

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.

#### **Topic Seven: Post Secondary Readiness**

Aim: What do I need to know about post secondary institutions?

#### Objectives:

- Students will understand the steps required to get into a postsecondary program in preparation for a job or career.
- Students will be able to identify learning support services available at various post secondary institutions.
- Students will be able to identify various course expectations and instructional and evaluation formats.
- Students will identify and understand informal supports at the postsecondary level.

#### Input:

- Discussion on college requirements and steps to gain entry.
- Discussion on why it is important to have access to disability support services at the postsecondary level..
- Discussion of available support services to help students determine if a college is a strong match to his or her specific support needs.
- Define the term course analysis and its purpose. Discussion on how every course is unique (high school and postsecondary levels) and has different instructional and evaluation formats. Course analysis will help students identify courses that match their learning preferences.
- Define informal supports and their purpose at the postsecondary level.

#### **Guided Practice:**

- Activity-What steps do I need to take to get into a program? (Steps to Gain Entry into a Training Program Worksheet)
- Activity-Students will identify one postsecondary program they are considering.
  Using the internet, students will research what supports are available at this
  institution and answer the questions on the Learning Support Services and
  Programs worksheet. Follow-up activity includes a class comparison of
  postsecondary learning supports at various institutions. (Learning Support
  Services and Programs Worksheet).
- Activity-Ask students to choose a course of interest at the high school level. It should be a course they have completed or are currently enrolled in. Each student will compete the course analysis worksheet by identifying essential elements of instruction, assignments and evaluation. After completing the course analysis, the class as a whole, can compare instructional styles and course

requirements. A follow up activity would include students completing another course analysis at the college level. This could be done through interviews with a course instructor and/or students who have completed the course. Again, students can come together and share what they have learned about instructional style and course requirements at the college level.

 Activity-What informal supports are available in college, in career training programs and in the community? (Informal Supports for College and Training Programs worksheet).

#### Materials:

Steps to Gain Entry into a Training Program Worksheet

Learning Support Services and Programs Worksheet

Course Analysis Guide Worksheet

Informal Supports for College and Training Programs Worksheet

i vallic.	D	ate:
16. Steps to Gain Entry Int	o a Training Proc	gram
The training program I am most interested in	is	
STEP 1. Whom Do I Know?	10	•
A. Whom do I know who has been through th	ne program:	
a		Contact and of the
b		Contact one of these people so you can learn
C		more about the process
B. Identify individuals in charge of the training		before you start! You can ask the questions
a b		below or come up with your own.
c		your own.
STEP 2: What Do I Need to Do to Get Into the		
Program?	STEP 3: (If you said yes) How Should I Prepare?	STEP 4: (If you said yes) Who Can Help Me If I Need Help?
Do I need to be prepared to take an entry test or the ACT/SAT?		,,
Yes No		
2. Do I need to complete an application?	- 10.1 March 10.1 Marc	
Yes No		
3. Do I need to write a letter or essay in addition to an application?		
Yes No		
4. Do I need to be prepared for an interview?		
Yes No		
5. Do I need a state ID or driver's license?		
S. Do I need to pay an application fee?		
Yes No		
7. Do I need to get a copy of my grades or transcripts?		
Yes No		
Do I need reference letters?  Yes If so, how many?		
No		
. Do I need to be a certain age?  Yes If so, what age?		
No		

Note. From Steps to Gain Entry Into a Training Program, by T. Nix, 2011, Lawrence: University of Kansas. Copyright 2011 by T. Nix. Reprinted with permission.

Name:		Date:
13. Le	earni	ng Support Services and Programs
Check out	the nati g. Talk	ure and types of services available at the college, school, or training program you are to someone in the disability services office to find out what supports are available.
Yes	No	Does the program have a disability assistant director or coordinator?  Does the program provide the accommodations I need?  Does each student in the program have an "Individualized Plan"?  Is tutoring available from staff or graduate-level interns who are trained in disabilities?  Is each student provided with a primary contact person in the program?  Are the services housed in the disability student services office?  Are accommodations provided for testing? If yes, are the ones I need available?  List needed accommodations here:
		Are accommodations provided for assignments? If yes, are the ones I need available? List needed accommodations here:
		Are accommodations provided for in-class participation? If yes, are the ones I need available? List needed accommodations here:
		Are there established policies on how students get services? Is there a strong emphasis on student self-advocacy? Are student support groups available? Are services available all year, including summer school sessions? Are course instructors informed of the accommodations I will need? Are course substitutes or waivers available in my chosen major course of study? Are students referred to other on-campus resources when they need other supports? Are developmental courses available? Are instructors aware of requirements under Section 504 of the Rehabilitation Act? Does the college or university meet minimal requirements under Section 504 of the Rehabilitation Act? Is the program well established, with a strong record of supporting students? Are the services free for students with disabilities?
		Could the director or assistant director attend the IEP meeting during my senior year? If so, how can I contact the person?
		Are students required to provide documentation of their disabilities? If so, what documentation do I need?
44200 E REC		1. C. a. I. will be a constitute of Company and Universities (no. 60-61) by I. M. McGuiro

Note. From Resource Guide for Students With Learning Disabilities in Connecticut Colleges and Universities (pp. 60-61), by J. M. McGuire and S. F. Shaw (Eds.), 1989, Storrs: University of Connecticut, Center on Postsecondary Education and Disability. Copyright 1989 by University of Connecticut. Adapted with permission.

N:	ame:	_ Date:		
	L5. Informal Supports for College and Tr	aining P	rogram	S
P	ART 1: WHAT DO I KNOW?	-		
	eck the box ( $\checkmark$ or $X$ ) that best matches what you know about each item.			
		I don't know how	I know a little	I kno how
1.	I know how to ask for support from friends and other students when I have questions or problems in my college or training program.			
2.	I know how to ask for support from family members when I have questions or problems in my college or training program.			
3.	I know how to make an appointment to meet with my college instructor or professor when I have questions to ask in private.			
4.	I know how to ask for support from former teachers or other adults when I have questions or problems in my college or training program.			
5.	I know about support programs at my college or training program (such as the writing center, campus tutoring, or study partner programs), and I know how to ask for support from them when I need it.			
6.	I know about services provided by libraries (libraries at my college or training program or public libraries), and I know how to ask for support from them when I need it.			
7.	I know about support programs at church or campus religious groups, and I know how to ask for support from them when I need it.			
8.	I know about support programs at local independent living centers or community disability groups, and I know how to ask for support from them when I need it.			
PA	RT 2: WHO CAN HELP?			
Writ	e down the people you can contact to get support in each area below.			
Help	with class problems, such as reading, doing homework, or getting proje	ects finished:		
Help	with making friends or finding things to do with my free time:			
Help	with feeling down or stressed out about school:			
Help	with everyday things, such as getting around town, managing my money, g	etting meals, o	r doing my lau	ındry:

Date:
ist to analyze the instructional and evaluation formats at are used on a regular basis. If you haven't taken the leted the course to assist you with this analysis.
Instructor:
Respond to direct questioning Reading assignments/activities Writing assignments/activities Independent work activities Independent work activities Small-group work/discussion Class participation Oral participation Other: Which tasks are students required to do out of class? Reading assignments Writing assignments Internet-based activities Short papers (fewer than 5 pages) Long papers (more than 5 pages) Fieldwork/service learning Course projects Interviews Extra credit (options available) Other: Student Evaluation How are the students evaluated in this course? Tests Papers
——— Performance measures ——— In-class presentations
<ul> <li>Projects (group)</li> <li>Projects (individual)</li> <li>Fieldwork/service learning</li> <li>Other:</li> </ul>

## 14. Course Analysis Guide (continued)

Vhat types of tests and test items are used in this course?  —— No testing is done —— Essay —— Short answer —— Multiple choice	Feedback  How is feedback given to students?  ———————————————————————————————————
<ul> <li>Other objective tests (i.e., matching, T/F)</li> <li>Oral exams</li> <li>Performance or skill/demonstration</li> <li>Other:</li> <li>What other standards are used to determine grades?</li> <li>Attendance</li> <li>Arriving on time</li> <li>Attentiveness during class</li> <li>Being prepared for class</li> </ul>	Student Supports  Which of the following course-related support systems are available to students?  —— Accommodation of student needs  —— Instructor access  —— Teaching assistant(s) access  —— Web-based resources  —— Study guides  —— Online textbook resources  —— Special study sessions  —— Peer-support mechanisms  —— Other:
Are there other special requirements that contribut eptance of late work)?	e to student evaluation (e.g., typing papers,
Are there personal idiosyncrasies of the instructor(s) dent's success in this course?	) that may positively or negatively affect a stu-

Note. From "Analyzing College Courses," by J. R. Patton and E. A. Polloway, 1987, Academic Therapy, 22, pp. 276–280. Copyright 1987 by PRO-ED. Adapted with permission.

# Understanding and Preparing for My IEP

# What is My IEP

- My Individualized Education Program 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 high school students include the following parts:

- 1. General Information
- 2. Participants
- 3. Parent & Student Rights
- 4. Present Levels of Performance
- 5. Student Needs & Impact of Disability
- 6. Postsecondary / Transition Goals & Services
- 7. Accommodations
- 8. Service Pelivery
- 9. Least Restrictive Environment
- 10. Annual Goals



#### **Present Levels of Performance**

Read the Present Level of Performance section in your current IEP with your teacher or parent/guardian. This information can remain in your IEP, or it can be changed, or removed.

Materials You'll Need: A copy of the Present Levels section in your IEP, a copy of your current grades, and transcript, the print out of your Multiple Intelligence survey and the results.

Answer the following questions so this information can be included in your new IEP:

1.	What are some of your interests and hobbies? What do you like doing outside of school?
2.	What classes are you good at? What are your favorite classes?
3.	What subject areas are difficult for you? What frustrates you about school?
4.	How do you learn the best? (look at your multiple intelligence survey and results)
<b>5</b> .	What are your current grades?

6.	Look at a copy of your current transcript. How many credits do you have towards graduation?
7.	What types of responsibilities do you have at home?
8.	What types of life skills are you good at (cooking, cleaning, driving etc.)
9.	What types of life skills do you need to learn how to do better?
10.	. Where have you worked (paid or volunteer positions)? What were your responsibilities at these jobs?
11.	. What type of work do you enjoy and think you would be successful doing? Ask your teacher to show you the transition assessments you have completed. What were the results? How does this relate to what you want to do?



# Student Needs & Impact of Disability

In class you learned about a variety of disabilities. Some students can relate to one particular type of	of
disability others can relate to a combination or different parts	

What type(s) of disability or disabilities can you relate to the best?

What challenges do you face that makes you think you relate to the disabilities you mentioned above?

# Postsecondary / Transition Goals & Services

Read the Postsecondary goals section of your current IEP with your teacher or parent/guardian and answer the following questions.

Materials You'll Need: Postsecondary goals in your IEP

Cev	vrite your goal here (using your own words):
	I want to include this goal in my IEP.
	I want to change my employment goal. My new goal for my future employment is:
	No:
	What transition investories have you correlated? What were the resulted
	What are your strengths?

Kewrn	e your goal here (using your own words):
	I want to include this goal in my IEP.
3	I want to change my education/training goal. My new goal for my
educ	ation/training after high school is:
my coll	ed to think about what type of education/training I will need in order to re future employment goals. Possible options include: four-year eges/universities, community colleges, technical schools, apprenticeships, sta
my coll	future employment goals. Possible options include: four-year
my coll	future employment goals. Possible options include: four-year eges/universities, community colleges, technical schools, apprenticeships, sta ported programs, and the military. Other questions to consider include:
my coll	future employment goals. Possible options include: four-year eges/universities, community colleges, technical schools, apprenticeships, stated programs, and the military. Other questions to consider include:  - What I would like/need to study?  - What are the requirements that I will need to meet to be accepted at the
my coll	future employment goals. Possible options include: four-year eges/universities, community colleges, technical schools, apprenticeships, statement of mould like/need to study?  - What I would like/need to study?  - What are the requirements that I will need to meet to be accepted at the placement of my choice?  - If I don't get accepted into my first choice of placements, do I have



	write your goal here (using your own words):
<u> </u>	I want to include this goal in my IEP.
	I want to change my community participation / independent living goa
	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 particip 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.

#### **Accommodations**

Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions to update your IEP. You may want to review what you are good at and what is challenging.

Materials You'll Need: A copy of your current IEPs accommodation section, and a sample list of accommodations. Please note that you are not limited to what is listed.

1.	What accommodations are most helpful in the classroom?
2.	Are there any accommodations listed that you think you may not need?
	☐ Yes or ☐ No (If yes, please list them below).
3.	Are there any accommodations that you think need to be added?
	☐ Yes or ☐ No (If yes, please list them below).
4.	Po you understand how you will be included in Statewide and District Testing?
	☐ Yes or ☐ No
5.	Do you know the accommodations that you will use to participate?
	☐ Yes or ☐ No

# Service Delivery

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

Materials You'll need: copy of the service deliver section of your IEP.

1.	What special education services do you receive?		
2.	Who helps support you at school?		
3.	What supports do you use in school or in a job setting?		



# **Least Restrictive Environment**

Read the Least Restrictive Environment section of your IEP, then answer the following questions.

1.	What environment do you feel that you learn the best in? (You may want to consider a combination of options).
	$\ \square$ I Learn best when I receive special instruction in certain classes such as:
	☐ I learn best when included in the general education classes such as:
	☐ I learn best when I have resource classroom support for class hours each day.
2.	Other Ideas of how you can receive instruction in the least restrictive environment are:



# **Annual Goals**

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

and al	nswer the tollowing questions.
Mate	rials You'll Need: a Copy of your current Annual Goals
1.	Po you know the annual goals that are included in my IEP? $\  \  \  \  \  \  \  \  \  \  \  \  \ $
2.	Po you feel that I am getting close to meeting these goals? $\  \  \  \  \  \  \  \  \  \  \  \  \ $
3.	Po you understand how my goals will help me reach my postsecondary goals? $\square$ Yes or $\square$ No
4.	What goals would you like included in my next years IEP?
	Getting Involved
Here i	s a list of suggestions for how you can participate in my IEP meeting:

# It's All About Me!

# Understanding My IEP

Name:



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

It's All About Me! ~ Understanding My IEP

# What is My IEP?

- □ My Individualized Education Program (IEP) is a roadmap to help me reach my goals.
- □ Each year, my teachers, my parents and others meet to talk and make decisions.
- □ Being a part of my IEP allows me to have a voice about these decisions.



# All IEPs include the following four parts:

- 1. Present Level of Performance
- 2. Accommodations and Modifications
- 3. Goals
- 4. Services

# Understanding the Parts of My IEP!



#### Present Level of Performance:

 art lists my strengths and needs and may include test scores and ations, observations, comments from you, teachers, parents/guardians hers.
I can provide information or help write part of the Present Level of Performance.

#### 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 are based upon my special needs.

☐ I can help the IEP team decide what accommodations help me.

#### Goals:

What I intend to accomplish.

I can help develop the goals of my IEP. I also need to help monitor my progress towards these goals.

#### <u>Services</u>:

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

 $\square$  I need to share information about me and the supports I need.

# Understanding and Participating in <a href="My\_IEP!">My\_IEP!</a>



# Present Level of Performance

	ead the Present Level of Performance section in your current IEP with our teacher or parent/guardian and answer the following questions:
١.	What are the words that students my age do not understand?
2.	Does the Present Level of Performance section describe:  My strengths?

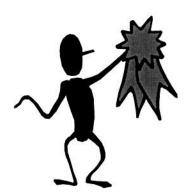
# **Accommodations**

Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions: 
1. What are the words that students my age do not understand?
2. Are there any accommodations listed that I think I may not need No or Yes (If Yes, please list them below.)
3. Are there any accommodations that I think need to be added?  No or Yes (If Yes, please list them below.)



Goals	
Read the Goals section in your current IEP with your teacher or parent/guardian and answer the following questions:	
1. What are the words that students my age do not understand?	
2. Do I feel that I am getting close to meeting the goals in my IE  Yes or No	P

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



## <u>Services</u>

Read the Services section of your current IEP with your teacher or parent/guardian and answer the following questions:	
1. What are the words that students my age do not understand?	
2. Who helps to support me at school?	_



# 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 li	ist of questions the	at I have about	my IEP.	
Here is a li meeting.	ist of suggestions f	for how I can p	articipate in my ]	CEP



# Understanding the Parts of My IEP!

Match each IEP Section with a Definition on the right.

- 1. Parent & Student Rights:
- 2. Present Levels of Performance:
- 3. Postsecondary / Transition Goals & Services:
- 4. Annual Goals:
- 5. <u>Participation in</u> Statewide Testing:
- 6. Accommodations:
- 7. Service Delivery:



- a. How I will be included in Colorado's statewide and district-wide testing. This section includes accommodations that I will use during the testing.
- b. These are goals that I have set for myself after graduation or exit from school. These goals are in the area of employment, education/training, and independent/community participation. This section also includes special classes, services, or other supports that will help be attain these goals.
- c. Goals about employment, education/training, and independent/community participation that I intend to achieve after 1 year.
- d. Discusses student and parent rights in regards to having and IEP.
- The special supports and classes I will need to benefit from school and reach my goals.
- f. 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.
- g. This part lists my preferences, interests, strengths and needs. It also includes a variety of academic and appropriate transition assessment scores and explanations, observations, comments from me, my teachers, parents/guardians, and others.

#### Important Things in My IEP

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

Section/Term		Meaning	Page #
1.	Present Levels of Academic Achievement and Functional Educational Performance	Specific information about how you are doing in school, including results from tests you took	8
2.	Strengths of the child	The things you do well	
3.	Anticipated Effects	The way your disability affects you in your general education classes	
4.	Educational Needs	The things that are harder for you at school or skills that you need to develop	
5.	Special Factors	Things considered in your IEP and whether or not they are important for your education	
6.	Parent Concerns	The IEP team talks about what your parents want you to learn and questions they have about your education	
7.	Type of Services	Special instruction provided to students with disabilities who qualify for it	
8.	Related Services	Support services to help you, like speech-language services, physical therapy, assistive technology service, occupational therapy, and transportation	
9.	Amount of time in the general education setting	The amount of time you will go to general education classes	
10.	Supplementary aids and services	These are things to help you in the general education classes	
11.	Program Modifications	Changes made in course standards and tests to help you do well in your coursework	
12.	. Goals and Objectives	Specific skills that you will be learning over the next year	
13.	Postsecondary Goals	Goals about what you want to do after high school.  1. Independent living 2. Education/Training 3. Employment	

Section	Meaning	Page #	
14. Course of Study	Specific classes you plan to take to reach your goals		
15. Projected Date of Graduation/program completion and type	The date you should graduate and the diploma or certificate you will receive	S.	
16. Vocational Education	Classes or programs at school and at the career tech, like work-study and job training		
17. Vocational Rehabilitation Counselor	Person who works for the State Department of Vocational Rehabilitation and supports learning about jobs		
18. Transfer of Rights at age of Majority	When a young adult with a disability reaches 18 years of age the school district must provide any notice required by the law to both the young adult and the parents.		
19. State and District-wide Assessment Program	The state and district tests you will take and any supports you will need when completing the tests		
20. Least Restrictive Placement (LRE)	The team decides the combination of special education services and general education and the best locations and ways to support your goals		
21. Team Participant Signatures	The people who attended your IEP meeting and are members of your IEP team		
22.			
23.			
24.			
25.			
26.			

# Unit 3: Understanding My Individualized Education Program Checking Your Knowledge Quiz

1.	Which of the following is <b>NOT</b> a section include a. Goals and objectives b. Parent concerns	c.	your IEP? Your strengths Student concerns				
2.	Where on your IEP would you find specific informs school and the results from your testing?  a. Present levels of Educational Performance  b. Goals and Objectives	c.	on about how you are doing in  Course of Study  Program Modifications				
3.	How many pages does your IEP include?	_					
4.	List one benefit of having an IEP						
5.	According to my IEP, my strengths include						
6.	According to my IEP, I need to work on						
7.	The three types of postsecondary goals listed on a		Transis autorius				
8.	What classes are listed on your Course of Study f	or n	ext school year?				
9.	Are the courses listed on your Course of Study, c year? YES NO	lass	es you want and/or need to take next				

#### Questions for Self-Directed Learning Model of Instruction

#### Phase I: Set a Goal

#### (What is my goal?)

What do I want to learn?

What do I know about it now?

What must change for me to learn what I don't know now?

What can I do to make this happen?

#### Phase II: Plan for Success

#### (How will I reach my goal?)

What resources can I use to help me reach my goal?

What are the steps to take to reach my goal?

Who can help me?

How long will it take me to reach my goal?

What are the barriers to reaching my goal? How will I overcome these barriers?

#### Phase III: Measure Success

#### (Did I reach my goal?)

What does success look like? Describe how it looks, feels, and smells.

How does reaching my goal benefit me?