

Alabama Transition Standards

Academics/Training

**Daily
Living**



**Personal/
Social**

Occupations/Careers

Planning for positive post-school outcomes

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Introduction

Transition Standards have been developed to provide a common and shared framework to help school systems and communities identify what youth need in order to achieve successful participation in postsecondary education and training, community involvement, **meaningful** employment, and adult life. One major challenge in addressing diverse youth's needs is the development of a common vision, shared goals, and coordinated strategies among schools, community service agencies, families, employers, and others. The development of a set of state standards for secondary education and transition that embraces the perspectives of all stakeholders is therefore critically important in helping all youth achieve positive school and post-school results. These standards can be used for Individualized Education Program (IEP) development as well as implementation in a variety of courses (e.g., Transition Services 9, Transition Services 10, Transition Services 11, Transition Services 12, Transition Services I, Transition Services Elective) or integrated in other core courses.

Transition is an ongoing process as young people move from adolescence to adulthood. It is not relegated to a single event, activity, or assessment. The transition process involves continuous assessment, planning, instruction, and evaluating to prepare for adulthood. Transition requires students, parents, and educators to consider current and future environments including work, educational, living, and social. Consideration must also be given to the skills that will be required to perform successfully in those environments and the corresponding standards that will encourage their development. Several sources were referenced in developing standards, including the National Alliance for Secondary Education and Transition (NASSET), the Self-Determination Synthesis Project by the University of North Carolina at Charlotte, other educational literature, and a local task force of experienced transition service providers.

Assessment and self-evaluation provide the foundation for students to identify their personal strengths, needs, and preferences that will be utilized in establishing and achieving goals for future environments. As a result, careful attention needs to be given to the selection of appropriate assessment tools for each student's use in the various Transition Standard strands (see Appendix C for Assessment Resource Reference).

The Transition Standards are divided into four strands: **Academics/Training (AT)**, **Occupations/Careers (OC)**, **Personal/Social (PS)**, and **Daily Living (DL)**. Although the standards are organized into four strands, it should not be assumed that these standards are unrelated. Quite often, the skills developed through instruction in one strand will impact or enhance skill development in another strand.

The standards in the **Academics/Training** strand will provide a framework for preparing students to enter, progress, and complete postsecondary education or training. Focus is given to the

process needed to identify and enter postsecondary education or training programs as well as the supports that might be needed for successful completion.

The standards in the **Occupations/Careers** strand will outline a career planning process; identify the benefits of employment; and develop career-related skills that facilitate each individual's potential for economic, social, and personal post-school fulfillment. This instructional component provides the student with the opportunity to apply knowledge of career-related skills in work-based learning experiences.

The **Personal/Social** strand addresses the personal management and social interaction skills that students need to become integrated community members. The skills and knowledge of interests and abilities needed for success in diverse social and personal situations will be addressed in this strand. These standards also address an individual's ability to define, articulate, and achieve goals based on a foundation of knowledge and self-worth. The focus of this strand is for students to learn to develop appropriate personal and social skills so they may assertively state their needs, wants, and desires and enact upon them for the attainment of personal goals that impact their future.

Standards within the **Daily Living** strand will enable students to acquire the skills needed for an integrated postsecondary community life. The standards within this strand address the skills necessary for students to successfully engage in daily living activities in the home, the workplace, and the general community.

In summary, the Alabama Transition Standards provide structure to guide instruction and experiences for equipping students with the necessary skills to be active participants in their transition planning process and to attain their postsecondary and community living goals.

We have identified 12 categories that represent areas of need when addressing transition. These service area needs should be selected in support of the long-term transition goals developed for each student. The transition service area needs identified must be supported with a related annual goal. The transition standards have been correlated to the transition service area needs to provide the structure and guidance for developing annual goals (see Appendix B for the Transition Matrix).

Using the Alabama Transition Standards

Effectively and Appropriately As Intended

Two important facets of using the Alabama Transition Standards must be carefully considered when examining, selecting, and applying these content standards. The first consideration is the individualized nature of standards used among students with IEP. The second consideration is the relationship of more functional transition standards to academic content standards.

The Individualized Nature of Standards

The Alabama Transition Standards are intended to be used as guideposts from which to plan each student's growth during the IEP annual cycle. At a *group* level, each standard serves as the generic, moderately ambitious vision for its respective grade, identifying what is hoped all students with IEPs at that grade level are able to achieve at a minimal level. However, the most important concept to remember is that each student's annual goals, which should be based on relevant content standards, **MUST** be *individualized*. Thus, these standards must be interpreted and selected in a flexible, **personally significant manner**. The standards listed by each grade level serve only as guideposts and should be tailored to fit for the individual student.

Once a standard is selected that most closely fits the needs for academic and/or functional achievement for the coming year, the IEP team must then “convert” or “translate” that standard, or its functional essence, into the most pertinent annual goal possible. The standard itself generally will not fit perfectly as the annual goal for a variety of potential reasons. A content standard is typically much broader than an annual goal needs to be. A content standard does not typically contain a criterion that allows it to be measurable. In addition, an annual goal needs to address the student's present levels of academic achievement and functional performance, type(s) of evaluation(s) used to identify those levels, and the type(s) of services needed to reach the annual goal (see Appendix C for Assessment Resource Reference).

Integrating Transition and Academic Standards

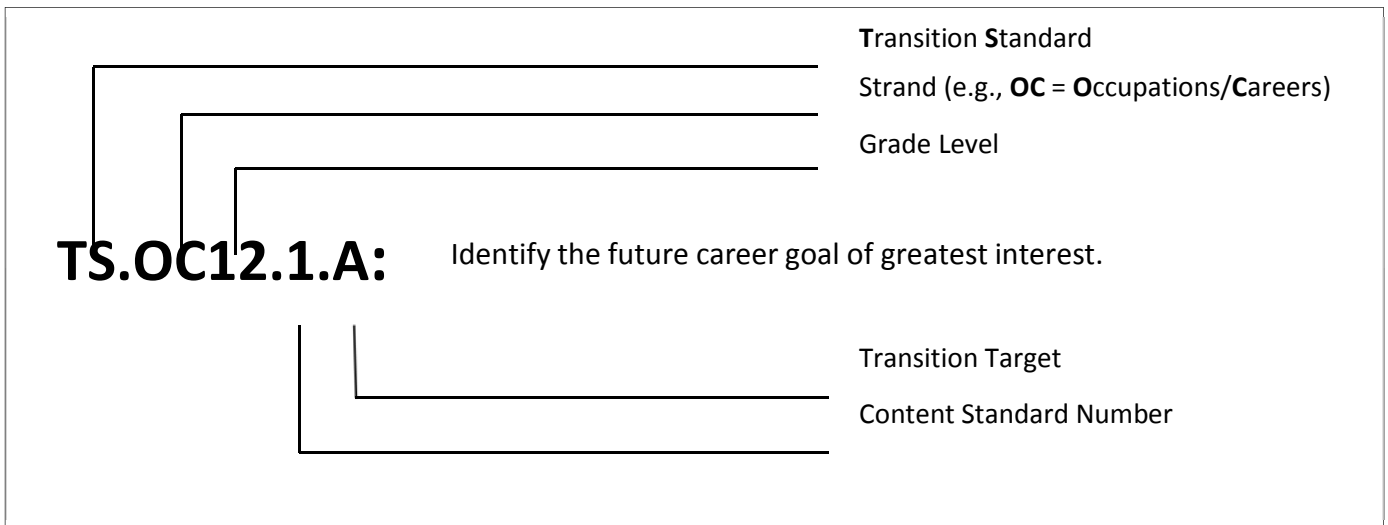
Students with IEPs can benefit greatly from the integration of transition and academic content standards because the two areas strengthen each other's significance and scope of impact. One way to consider such integration is by using transition standards to offer opportunities for applied demonstration of academic standards. Thus, an English language content standard related to writing performance and its relevant annual goal for a student could be linked to a transition standard focused on completing college or employment applications; the successful completion of an application could serve as the major measurability criterion for the annual goal. Conversely, a transition standard focusing on self-determination skills and its relevant annual goal for a student might link to a health education content standard, where completing a particular unit assignment in health education might serve as the criterion for the annual goal.

Another way to consider such integration is through the classroom instruction that helps students acquire the competencies needed to reach their annual goals. Examples of transition content can be gleaned from these transition standards and used in classroom presentations and assignments to help students see the application of academic content to their current and future life demands. Other possibilities exist for effective integration of academic and transition standards, which educators should explore as they search for the most important annual goals for individuals served by IEPs.

Organization of Transition Standards

The organizational components of Transition Standards 9, 10, 11, and 12 include the strand, grade level, content standard, and the transition target.

The system for numbering **TS.OC12.1.A**, for example, is based upon the following:



Alabama Transition Standards

Academics/Training

The Academics/Training strand highlights three main areas for student growth and development: creating and implementing a plan for postsecondary education or training; accessing appropriate support services and financial resources; and making use of technological tools to support education or training. As with all other strands, emphasis is placed on students' developmental process, encouraging individuals to anticipate their future career goals early and adjust their plans for postsecondary education or training accordingly. This process should begin no later than the ninth-grade year and continue throughout high school.

Over the course of high school, students should be actively engaging in the planning process for any future education or training. Within this area, students are ideally able to state the purpose of further academic or training experiences, identify their own areas of interest and the level of training required in those areas, and identify possible options for obtaining the skills needed for their future career (e.g., vocational programs, colleges). Together, these pieces are part of a thorough transition planning process that engages the student throughout Grades 9-12. Initiating student involvement in such a process has consistently been emphasized in the literature on evidence-based practices with students with disabilities (Martin, Van Dycke, D'Ottavio, & Nickerson, 2007; Test, Mason, Hughes, Konrad, Neale, & Wood, 2004).

Secondly, these standards place emphasis on students accessing needed services, including possessing knowledge regarding programs for students with disabilities and types of financial assistance, as well as displaying an ability to request appropriate accommodations. It has been pointed out that students often lack adequate knowledge of available resources, making them less likely to access needed services (Cawthon & Cole, 2010). Similarly, students may be unaware of their rights regarding accommodations (White & Vo, 2008). This underscores the need for a developmental sequence beginning with an identification of appropriate resources during the ninth-grade year, which typically must take place before any actual behavioral changes (e.g., requesting accommodations) can be made.

Lastly, the availability and use of technological tools and resources has been shown to be important in improving the outcomes of individuals with disabilities and in removing barriers to employment (Hanafin, Shevlin, Kenny, & McNeela, 2007; Martin, 2009; Zionch, 2011). In fact, technology has been so consistently linked with higher outcomes that it has been named a primary area for evidence-based practice (Webb, Patterson, Syverud, & Seabrooks-Blackmore, 2008). This process should begin during the high school years so that students have the opportunity to determine which resources best fit their needs before transitioning beyond high school where they have to take greater responsibility for accessing them (Webb et al., 2008).

According to the standards, students will ideally be able to recognize when the use of technology will be beneficial and select the appropriate technological resources that are available.

As an example, Target C from the Academics/Training strand states that individuals should “use technology tools and resources to support and/or supplement postsecondary education or training.” Within this broader target, Standard 1 states that students should “demonstrate the need for technology support in future learning environments.” A breakdown is then provided by grade level (9th-12th) that shows a developmental process in which the student moves from identifying one instance in which technological support would be helpful to eventually making arrangements for technological supports that will be needed for his/her future plans (e.g., college, vocational training). This is shown in the following sequence from Standard 1:

- A 9th grade student should be able to identify at least one situation in which technology support is beneficial (TS.AT.9.1.C).
- As the student progresses to 10th grade, he or she should be able to describe at least three situations in which technology support would be beneficial or essential for learning (TS.AT.10.1.C).
- In 11th grade, the student should be able to categorize his or her most relevant technology support choices based on analysis of learning needs to meet future goals (TS.AT.11.1.C).
- By 12th grade, the student should arrange the technology supports that are needed after graduation (TS.AT.12.1.C).

This sequence illustrates student development in the area of Academics/Training that occurs over the span of high school. The lower grade levels typically involve identifying or stating individual academic or training needs, whereas later grade levels focus more on experiential activities and implementation. This developmental progression allows students to plan ahead for their futures and make adjustments as needed, rather than delaying their goals and decisions until shortly before their exit date.

NOTE: Once a standard is selected that most closely fits the needs for academic and/or functional achievement for the coming year, the IEP team must then “convert” or “translate” that standard, or its functional essence, into the most pertinent annual goal possible.

Academics/Training

(A) Transition Target: Formulate and implement a plan to access and succeed in postsecondary education or training that will help one reach future career and life goals.

Standard 1: *State purposes of the major postsecondary education and/or training.*

- TS.AT12.1.A Evaluate the outcomes of at least three different types of postsecondary education or training related to personal career planning (e.g., skills, certificates or degrees, career choices, salaries, locations, colleagues).
- TS.AT11.1.A Describe how postsecondary education or training impacts future career and life plans (e.g., skills certifications for work, skills needed to obtain and maintain employment, home management skills, community participation skills, recreation/leisure skills and opportunities).
- TS.AT10.1.A Identify four or more ways in which postsecondary learning affects personal goals and status (e.g., wider social network and experiences, increased earnings and opportunities, preparation for career).
- TS.AT9.1.A Identify at least one benefit of, or reason for, postsecondary education or training.

Standard 2: *Identify postsecondary education or training area(s) of interest, preference, and/or needs (e.g., arts-skilled, outdoor-skilled, technical-skilled, clerical-skilled occupations).*

- TS.AT12.2.A Choose two postsecondary education or training areas of interest and/or need and apply these in subsequent decision-making around sources of post-school learning.
- TS.AT11.2.A Assess and select three specific potential areas of interest, preference, and/or need within postsecondary education or training, as applied to future career plans.
- TS.AT10.2.A Compare two or more broad potential areas of interest, preference, and/or need based on results of academic and transition assessments and experiences.
- TS.AT9.2.A Identify at least one general area of interest, preference, and/or need related to postsecondary learning, based on results of academic and transition assessments and experiences.

Standard 3: *Identify sources for postsecondary education or training opportunities (e.g., community education, residential programs, vocational programs, workforce training programs, apprenticeship programs, and certificate or degree programs at trade/technical schools, two-year colleges, and four-year colleges and universities).*

- TS.AT12.3.A Choose two sources of postsecondary education or training opportunities and assess their benefits related to career and life plans.
- TS.AT11.3.A Analyze five specific postsecondary education or training sources relevant to individual post-school goals and the positive and negative aspects of each.
- TS.AT10.3.A Locate postsecondary education or training information needed to make choices (e.g., program visits, career fairs, college recruitment expos, visits to colleges and universities, online research).

TS.AT9.3.A Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals.

Standard 4: *Identify application requirements for selected postsecondary education or training system(s) (e.g., forms, fees, financial aid or funding, selection or placement assessments, deadlines, community, and/or leadership activity requirements).*

TS.AT12.4.A Demonstrate the academic knowledge and skills required to pursue personal choice(s) of postsecondary education/training options (e.g., diploma, grade-point average, specific courses, work-based learning, entrance exam scores).

TS.AT11.4.A Assess abilities in relation to admissions requirements for selected postsecondary education or training system(s).

TS.AT10.4.A Summarize admission standards of five or more postsecondary education/training options relevant to individual post-school goals (e.g., high school exit documents, qualifying entrance scores, courses completed, grade-point average, skills attained).

TS.AT9.4.A Identify at least one admission application requirement for one or more selected postsecondary education/training source(s) linked to individual post-school goals.

Standard 5: *Demonstrate appropriate program application procedures for personal postsecondary education or training program choices (e.g., entrance exams and/or assessments, intake interviews, referral procedures, financial aid applications).*

TS.AT12.5.A Develop at least one complete application package for the postsecondary learning program(s) of choice.

TS.AT11.5.A Complete a mockup of at least one application procedure for postsecondary education or training.

TS.AT10.5.A Complete at least two grade-appropriate prerequisites (e.g., work-based learning or volunteer experiences, short essay, exam) for later admission to a postsecondary learning program of choice.

TS.AT9.5.A Identify general components of an application packet for postsecondary education or training program choice.

(B) Transition Target: Obtain adequate, appropriate support services and financial assistance to facilitate success in postsecondary education or training.

Standard 1: *Identify and manage eligibility and acceptance requirements for programs serving students with disabilities (e.g., referral process; eligibility criteria; assessment information; and/or school, medical, or other related records).*

TS.AT12.1.B Complete and submit at least one application for a postsecondary support service program related to individual post-school goals.

TS.AT11.1.B Confer with staff of one post-school support service program in order to determine eligibility and next steps.

- TS.AT10.1.B Identify eligibility criteria and application procedures for at least three postsecondary support service programs serving students with disabilities.
- TS.AT9.1.B Compare eligibility requirements for support services during Grades K-12 and during postsecondary training environments.

Standard 2: *State and appropriately request accommodations and/or other support needs for postsecondary education or training.*

- TS.AT12.2.B Advocate for oneself in arranging support or accommodations from one or more external service agencies (including higher education) under Section 504 and ADA guidelines.
- TS.AT11.2.B Research and locate three or more sources for support services in future setting(s) and learning program(s) (e.g., community service groups, student support services, study programs, academic support programs, and employment services).
- TS.AT10.2.B Describe personal range of needs and accommodations for learning, for at least three current or future learning environments, and demonstrate self-advocacy skills appropriate for requesting those supports.
- TS.AT9.2.B Identify and request at least one specific need or accommodation for secondary education.

Standard 3: *Develop strategies for postsecondary education or training completion (e.g., maintaining and updating disability documentation, learning and study strategies, organizational skills, and seeking and obtaining support).*

- TS.AT12.3.B Schedule and implement strategies for postsecondary education/training completion, monitor success, and revise individualized plan accordingly.
- TS.AT11.3.B Analyze three potential barriers for postsecondary education or training completion and develop a plan or schedule for the best package of strategies to address those barriers.
- TS.AT10.3.B Acquire and practice at least three strategies to support secondary learning that will also be useful at the postsecondary level.
- TS.AT9.3.B Identify at least one strategy for enhancing secondary learning that will also support postsecondary education/training completion (e.g., learning and studying strategies, organizational strategies, and self-advocacy strategies).

Standard 4: *Identify sources for financial assistance (e.g., grants, scholarships, loans, waivers, wages, agency allotments, other support agencies).*

- TS.AT12.4.B Develop a matrix with contact information that helps one prioritize the most likely sources of financial aid and/or income support.
- TS.AT11.4.B Research and formulate requirements for sources of financial support.
- TS.AT10.4.B Compare at least three sources of financial assistance relevant to individual postsecondary learning plans and future financial status.
- TS.PET9.4.B Identify personal needs for, and at least one source of, financial assistance for a projected postsecondary learning program.

Standard 5: *Develop strategies for obtaining and maintaining financial assistance (e.g., application procedures; prerequisites or competitive tactics such as merit, community service, leadership or extracurricular activities; and lining up references).*

- TS.AT12.5.B Formulate and implement a plan for seeking needed financial assistance from multiple sources based on analysis of their positive and negative aspects.
- TS.AT11.5.B Complete Free Application for Federal Student Aid (FAFSA) and/or other fiscal reporting and application forms with assistance from family members and staff as needed.
- TS.AT10.5.B Compare multiple strategies for obtaining financial assistance and identify which is/are most likely to be successful.
- TS.AT9.5.B Identify at least one strategy for obtaining financial assistance.

(C) Transition Target: Use technology tools and resources to support and/or supplement postsecondary education or training.

Standard 1: *Demonstrate the need for technology support in future learning environments.*

- TS.AT12.1.C Arrange the most important technology supports for individual postsecondary learning environments prior to high school graduation.
- TS.AT11.1.C Categorize the most relevant technology support choices based on analysis of individual learning needs relevant to future goals.
- TS.AT10.1.C Describe at least three personally relevant situations in current or future learning environments in which technology support will be beneficial or essential for learning.
- TS.AT9.1.C Identify at least one instance in which technology support would be beneficial.

Standard 2: *Recognize and use information technology tools and resources to access, manage, integrate, create, and share information within the postsecondary learning environment (e.g., multimedia technology such as Microsoft Powerpoint, HyperStudio, video, or animation; other digital and word processing tools such as highlighting, underlining, italicizing, color-coding, large print, tables, shapes, concept mapping tools/graphic organizers; spreadsheet and graphics programs; e-mail, texting, iPod or iPhone apps).*

- TS.AT12.2.C Implement the most effective information technologies to facilitate postsecondary learning in chosen settings and programs.
- TS.AT11.2.C Compare the information technologies learned and assess their utility in future environments.
- TS.AT10.2.C Learn and practice multiple information technologies to support and/or supplement secondary learning.
- TS.AT9.2.C Identify at least two information technologies that support and/or supplement secondary learning.

Standard 3: *Use assistive technology tools and resources to support and/or supplement postsecondary learning (e.g., text-to-speech feature, alternative keyboard, voice recognition software, digital text, books on CD/DVD, mouse, trackball, other pointing devices, scaled models, tactile materials, manipulatives, videos with captioning or oral descriptions, Microsoft Accessibility Options such as StickyKeys, MouseKeys, FilterKeys).*

TS.AT12.3.C Arrange the most effective assistive technologies to facilitate postsecondary learning in chosen settings and programs.

TS.AT11.3.C Compare and contrast the assistive technologies learned and identify the ones most relevant to personal goals.

TS.AT10.3.C Learn and practice at least two assistive technologies to support and/or supplement secondary learning.

TS.AT9.3.C Identify at least one assistive technology to support and/or supplement secondary learning.

Standard 4: *Evaluate effectiveness of technology to support and/or supplement postsecondary learning.*

TS.AT12.4.C Evaluate and modify the uses of information and assistive technologies as needed for future environments.

TS.AT11.4.C Experiment with multiple assistive technologies and information technologies and appraise their overall utility in future learning environments.

TS.AT10.4.C Describe times in which information and assistive technologies might be effective or ineffective in facilitating learning.

TS.AT9.4.C Identify multiple information and assistive technologies as well as situations in which these might be beneficial.

Standard 5: *Identify and use information and/or assistive technologies to support personal management and career activities that are linked to postsecondary learning success.*

TS.AT12.5.C Arrange the most effective learning technologies to facilitate future personal, social, community participation, or career development.

TS.AT11.5.C Learn, practice, and compare/contrast at least three learning technologies applied to personal and/or career development in both current and future settings.

TS.AT10.5.C Learn, practice, and analyze at least two learning technologies applied to personal, social, community participation, or career activities.

TS.AT9.5.C Identify personal needs for, and request, relevant technology supports in at least one personal, social, community participation, or career activity.

Occupations/Careers

This set of standards emphasizes the career development process of high school students with disabilities. Since career development is a *process* that occurs over the course of a lifespan rather than a one-time event (Herbert, Lorenz, & Trusty, 2010; Super, 1992; Super, 1990; Swanson & Fouad, 1999), such standards are beneficial in order to ensure that students are focused on career throughout high school rather than only shortly before graduation. Among the primary areas highlighted within these standards are person-environment fit, financial literacy as it relates to selecting a career, work-based experiences, and maintaining and changing employment.

Person-environment fit involves reflecting on personal career interests, aptitudes, and abilities, then integrating this knowledge about self-worth with occupational information. Ideally, the end result should be that students determine which occupations are likely good “fits” for them, after which they can engage in work experiences and gain opportunities to “test out” these roles (Brown & Ryan Krane, 2000; Nota, Ginevra, & Carrieri, 2010; Swanson & Fouad, 1999; Thompson, Wehmeyer, & Hughes, 2010; Turner et al., 2011; Nota, Ginevra, & Carrieri, 2010). Strong person-environment fit and having interests consistent with a chosen career have also been linked to improved quality of life among individuals with disabilities (Burgess & Gutstein, 2007; Halpern, 1993; Turner et al., 2011).

The provision of work-based experiences, such as job shadowing or internships, has also received strong empirical support for improving post-school outcomes and has been demonstrated as integral to effective career interventions (Brown & Ryan Krane, 2000; Jackson, 2000; Luecking & Gramlich, 2003; Shandra & Hogan, 2008). In particular, this process allows for career-related behaviors to be modeled to the individual on the job site, as well as providing opportunities for the individual to better determine person-environment fit and then modify her/his career decision-making process as needed (Brown & Ryan Krane, 2000; Swanson & Fouad, 1999).

Financial literacy and the ability to implement a career choice with financial security has been linked to quality of life (Elbogen et al., 2011; Halpern, 1993). In addition, financial literacy appears to be associated with increased self-efficacy, decreased financial exploitation, and improved mental health outcomes (Elbogen et al., 2011). Knowledge of wages and taxes, personal budgeting, and the impact of an individual’s salary on overall financial status are among the areas emphasized in this domain.

Lastly, just as the career development process begins early in the lifespan, it also continues well beyond the transition to adulthood (Super, 1992; Super, 1990). Building the skills necessary to maintain and change occupations as needed are included in these standards. Students should be prepared as early as possible to be flexible and continue their learning process in order to meet

the needs of changing occupational roles, shifts in the economy, changing interests, aptitudes, and abilities throughout the lifespan (Super, 1992; Super, 1990).

As an example, Standard 3 states that students should “report information about specific jobs and careers of interest.” The grade-level standards listed below Standard 3 have been created with a developmental, lifespan-oriented approach, in which the student builds on the knowledge and skills acquired in the previous grade level. This particular standard emphasizes the need for acquiring occupational information over the course of all four years of high school. This standard illustrates that:

- A 9th grade student should be able to identify at least five sources in which career information is available (TS.OC.9.3.A).
- As the student progresses through 10th grade, he or she should be able to list requirements of at least five occupational fields (TS.OC.10.3.A).
- In 11th grade, the student learns to use work-related forms, such as job applications and tax forms (TS.OC.11.3.A).
- By 12th grade, a more sophisticated knowledge of labor markets and trends should be gained (TS.OC.12.3.A).

Clearly, this developmental sequence begins with a relatively basic understanding of existing occupations and slowly expands over the course of four years to include a higher level of knowledge, which is often more experiential in nature (e.g., learning to fill out job applications). Again, with career development being a lifespan-oriented process, there is a clear need to ensure that students are engaging in career-related planning and activities throughout their entire high school experience. The Occupations/Career standards are aimed toward this goal.

NOTE: Once a standard is selected that most closely fits the needs for academic and/or functional achievement for the coming year, the IEP team must then “convert” or “translate” that standard, or its functional essence, into the most pertinent annual goal possible.

Occupations/Careers

(A) Transition Target: Identify personal career interests and aptitudes helpful to achieve Postsecondary Education, Employment, and/or Community Independent Living goals.

Standard 1: *Express and document long-term goals in personal-social, occupational, and further learning domains.*

- TS.OC12.1.A Identify the future career goal of greatest interest.
- TS.OC11.1.A Express at least one specific occupational interest.
- TS.OC10.1.A Document at least one meaningful long-term goal in personal-social, occupational, and other learning domains.
- TS.OC9.1.A Identify a number of possible goals related to at least one domain (e.g., personal-social, occupational, further learning).

Standard 2: *Discuss and demonstrate personal career-related skills, aptitudes, and dispositions.*

- TS.OC12.2.A Analyze and report which occupational skills are essential to individual career choice(s).
- TS.OC11.2.A Categorize five or more skills or areas of knowledge that one has acquired from a range of workplace experiences since middle school (e.g., job shadowing, information-gathering interviews, volunteer work, unpaid and paid internships).
- TS.OC10.2.A Describe results of transition assessments that highlight career-related aptitudes and motivations.
- TS.OC9.2.A Identify three or more major skills learned through experience with hobbies, chores, and work experiences.

Standard 3: *Report and document information about specific jobs and careers of interest.*

- TS.OC12.3.A Research, analyze, and report employment trends in a selected occupation.
- TS.OC11.3.A Complete and utilize at least two work-related forms and documents for obtaining employment (e.g., resumes, job applications, and tax forms).
- TS.OC10.3.A List standards and qualifications that must be met to enter at least five given industries/careers.
- TS.OC9.3.A Identify at least five sources of job descriptions (e.g., career guidance programs, O*NET online, Department of Labor and other online resources, OneStop Career Center, and ASVAB Web site).

Standard 4: *Compare personal assets with requirements of specific jobs or careers.*

- TS.OC12.4.A Evaluate and predict the outcomes of multiple employment options based upon individual assets, needs, and career plan objectives.
- TS.OC11.4.A Compare at least five varied career choices to individual assets, needs, and career plan objectives.

- TS.OC10.4.A Describe multiple individual needs that contrast with the demands of five given occupations.
- TS.OC9.4.A Describe multiple personal assets that match the requirements of five given occupations.

Standard 5: *Create a personal career plan to meet career goal(s) and objectives.*

- TS.OC12.5.A Predict how pursuit of personal career interest(s) relates to achieving individual postsecondary education goals (and independent living goal, if appropriate).
- TS.OC11.5.A Develop timelines and ways to monitor achievement of action steps needed to reach personal career goals and objectives.
- TS.OC10.5.A Prioritize and sequence action steps needed to reach personal career goals and objectives.
- TS.OC9.5.A Review, and revise as needed, personal career goals and objectives.

(B) Transition Target: Analyze the impact of employment on financial status.

Standard 1: *Describe the impact of wages on personal financial status.*

- TS.OC12.1.B Analyze both the short-term and long-term impacts of receiving wages and other benefits and explain the need to plan for employment with this impact in mind (e.g., identifying careers with greater and lesser impact of wages and benefits).
- TS.OC11.1.B Describe the long-term impact of receiving wages and other benefits (e.g., ability to save for college or a home, health insurance in case of injury or illness).
- TS.OC10.1.B Describe the short-term impact of receiving wages and other benefits (e.g., having money for a concert or movie or vacation days).
- TS.OC9.1.B Identify the general impact of receiving wages (e.g., ability to pay bills and purchase necessary goods).

Standard 2: *State the purpose of gainful employment to meet personal needs and wants.*

- TS.OC12.2.B Assess how employment allows for the meeting of personal needs and wants and apply these insights or results in an individualized career planning process.
- TS.OC11.2.B Exhibit a broad understanding of how employment allows an individual to meet personal needs and wants, as well as the specific impact of part-time and full-time employment or volunteer work.
- TS.OC10.2.B List specific personal needs and wants and multiple ways in which employment would affect those needs and wants.
- TS.OC9.2.B Identify at least one general way in which employment affects personal needs and wants (e.g., the effect of wages on having a place to live).

Standard 3: *Demonstrate financial literacy related to income.*

- TS.OC12.3.B Create a three-year budget with potential wages, likely expenses, credit, loans, and long-term repayment of debt.
- TS.OC11.3.B Create an annual budget with real or imaginary wages and basic expenses.
- TS.OC10.3.B Develop a monthly budget with imaginary wages and basic expenses.
- TS.OC9.3.B Identify how and when wages are paid.

Standard 4: *Manage employment wages and reporting requirements.*

- TS.OC12.4.B Research and report state requirements for gross receipts tax reporting.
- TS.OC11.4.B Based on projected personal annual income, develop and file annual tax returns.
- TS.OC10.4.B Set up checking and savings accounts for depositing money earned through freelance jobs, chores, and/or allowances and record all deposits and expenditures.
- TS.OC9.4.B Identify how wages will be deposited and reported for federal (and state) taxes.

Standard 5: *Apply money-saving strategies as a tool for employment advancement.*

- TS.OC12.5.B Use personal three-year budget to project savings and payments for education/training, national skills certifications, equipment, or materials critical for advancement in a career of choice.
- TS.OC11.5.B Use personal annual budget to project savings to pay for continuing and/or furthering education.
- TS.OC10.5.B Identify at least three money-saving strategies that may assist with employment advancement.
- TS.OC9.5.B Identify the role of finances in employment advancement (e.g., being able to have the financial resources available to attend postsecondary education or training).

(C)Transition Target: Demonstrate employability skills in a work-based learning experience (e.g., job shadowing, mentoring, paid or unpaid work, service learning, school-based enterprises, on-the-job training, internships, and apprenticeships).

Standard 1: *Demonstrate adequate job-readiness skills (e.g., positive attitudes, following directions, asking for help when needed, flexibility).*

- TS.OC12.1.C Apply and self-evaluate specific job-readiness skills or behaviors (e.g., initiative, flexibility, problem-solving, safety orientation, and personal health management).
- TS.OC11.1.C Demonstrate a thorough understanding of job-readiness skills and their importance in the work environment and apply these insights to a personal career planning process.
- TS.OC10.1.C Identify and demonstrate self-discipline, self-worth, positive attitudes, and integrity in school and work settings.
- TS.OC9.1.C Express and demonstrate flexibility and willingness to follow directions and

learn new knowledge and skills in school and community settings.

Standard 2: *Exhibit appropriate work habits and behaviors (e.g., punctuality, time management, task completion, and quality task performance).*

- TS.OC12.2.C With supervisor input, self-assess personal performance on at least five relevant work habits/behaviors.
- TS.OC11.2.C Analyze the importance of appropriate work habits and behaviors in the work environment in the context of an individualized career planning process.
- TS.OC10.2.C Demonstrate multiple appropriate work habits or behaviors and identify the importance of those habits or behaviors in the specific work environment.
- TS.OC9.2.C Identify the importance of exhibiting work-appropriate habits or behaviors.

Standard 3: *Demonstrate positive social interactions (e.g., teamwork, leadership, stress management, and conflict resolution) needed for the workplace.*

- TS.OC12.3.C Demonstrate collaborative problem-solving skills for the workplace (e.g., conflict resolution, employee/employer relationships, and response to constructive criticism).
- TS.OC11.3.C Build effective working relationships with colleagues and supervisors using positive interpersonal skills, valuing of diversity, and stress management.
- TS.OC10.3.C Demonstrate teamwork processes that facilitate team building, consensus, continuous improvement, respect for the opinions of others, cooperation, and adaptability.
- TS.OC9.3.C Practice positive interpersonal skills and behaviors through working cooperatively with peers and adults.

Standard 4: *Demonstrate appropriate work ethics (e.g., honesty, dependability, loyalty).*

- TS.OC12.4.C Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.
- TS.OC11.4.C Apply rules, policies, and procedures of the workplace (e.g., pre-employment, test and/or screening, dress and grooming, time management, attendance, and sexual harassment policies).
- TS.OC10.4.C Discuss the importance of a strong work ethic for worksite performance and job recommendations.
- TS.OC9.4.C Identify five or more aspects or examples of an appropriate work ethic.

Standard 5: *Document needs and accommodations for employment (if applicable).*

- TS.OC12.5.C Describe personal needs and accommodations for employment (if applicable) to a potential or current employer, focusing on essential functions of a job.
- TS.OC11.5.C Describe personal needs and accommodations for employment (if applicable), as well as illustrate how to request such accommodations, during a transition planning meeting.
- TS.OC10.5.C Describe personal needs and accommodations for employment (if applicable) and likely outcomes based on whether or not those accommodations are received.
- TS.OC9.5.C Identify at least one need or accommodation for employment (if applicable).

(D) Transition Target: Demonstrate ability to seek and obtain employment.

Standard 1: *Identify sources for learning of employment opportunities (e.g., newspaper listings, online job postings, O*NET, One Stop Career Center, and Department of Labor).*

TS.OC12.1.D Analyze labor market trends as a tool for selecting employment targets in an individualized career planning process.

TS.OC11.1.D Assess the positive and negative aspects of at least five sources for finding employment opportunities.

TS.OC10.1.D Demonstrate an ability to use at least two sources of finding employment opportunities.

TS.OC9.1.D Identify at least one source for finding employment opportunities.

Standard 2: *Identify criteria to be used in selecting an occupation (e.g., salary, location, environment, and job duties).*

TS.OC12.2.D Select one or two occupational choices to pursue based on how those occupations align with personal selection criteria.

TS.OC11.2.D Describe a number of occupations and how those occupations meet or fail to meet personal selection criteria.

TS.OC10.2.D Value and rate personal criteria for selecting an occupation.

TS.OC9.2.D Identify criteria that could be used in selecting an occupation.

Standard 3: *Identify training requirements for a variety of occupational choices.*

TS.OC12.3.D Assess the specific certifications and/or licenses required or recommended for three or more occupations of interest.

TS.OC11.3.D Locate a potential training program that meets the training requirements for each occupation of interest.

TS.OC10.3.D Compare and contrast training requirements for differing occupational levels within the same field (e.g., nurse vs. nurse's aide).

TS.OC9.3.D Identify training requirements for various occupations.

Standard 4: *Select career options based on aptitudes and abilities.*

TS.OC12.4.D Select two particular career options compatible with personal aptitudes and abilities, based on researching various careers.

TS.OC11.4.D Assess the level of fit between personal aptitudes and abilities and specific career options of interest.

TS.OC10.4.D Describe ways in which personal aptitudes and abilities may be helpful within various work environments.

TS.OC9.4.D Identify personal aptitudes and abilities based on results of informal and formal transition assessments and work-related experiences.

- Standard 5:** *Demonstrate appropriate job-seeking behaviors (e.g., research, attire, interview skills, follow-up).*
- TS.OC12.5.D Demonstrate use of multiple job-seeking behaviors during the process and self-assess individual performance on those behaviors.
- TS.OC11.5.D Demonstrate an ability to engage in multiple appropriate job-seeking behaviors during mock interviews and related exercises.
- TS.OC10.5.D Describe the impact of specific job-seeking behaviors on gaining employment.
- TS.OC9.5.D Identify at least two appropriate job-seeking behaviors.

(E) Transition Target: Demonstrate skills needed for maintaining and changing employment.

Standard 1: *Define the need for advancement in employment.*

- TS.OC12.1.E Establish long-term career goals that facilitate advancement over time.
- TS.OC11.1.E Apply knowledge of the benefits of advancement to a personal career planning process.
- TS.OC10.1.E Identify benefits of advancement in employment within specific occupations that may be of interest (e.g., being in charge of particular tasks, supervising others, and having greater freedom).
- TS.OC9.1.E Identify general benefits of advancement in employment (e.g., receiving higher wages).

Standard 2: *Identify methods for advancement in employment (e.g., networking, research, continuing education, building relationships).*

- TS.OC12.2.E Research local and regional labor (workforce) markets and job growth information to project potential for advancement in a selected industry.
- TS.OC11.2.E Examine the organization and structure of various segments of a selected industry to prepare for career advancement.
- TS.OC10.2.E Compare and contrast multiple methods for employment and which of those are likely to be most successful.
- TS.OC9.2.E Identify at least one method for employment advancement.

Standard 3: *Assess the need for continuing education to maintain employment.*

- TS.OC12.3.E Employ self-assessment, organizational priorities, trade journals, Internet sites, professional associations, peers, and other resources to develop specific continuing education goals.
- TS.OC11.3.E Assess the types of continuing education that may be needed within particular areas of interest, comparing and contrasting each.
- TS.OC10.3.E Describe personal reasons for seeking work-related continuing education and engage in a cost-benefit analysis of whether or not continuing education would be beneficial.
- TS.OC9.3.E Identify at least one reason why a person would seek work-related continuing education.

Standard 4: *Examine the increasing demands for advancement among skilled employees.*

- TS.OC12.4.E Prepare and utilize work-related forms and documents (e.g., resumes, job applications, tax form, worker's compensation, contracts, reports, pay procedures, deductions, net and gross pay, fringe benefits, electronic funds transfers) to meet changing employment expectations.
- TS.OC11.4.E Model appropriate dress and behaviors (e.g., reliability and dependability) at a job site in order to contribute to a safe and effective workplace.
- TS.OC10.4.E Discuss the increasing demands of advancement among skilled employees, and apply this knowledge when considering future career plans.
- TS.OC9.4.E Summarize three key activities necessary to retain a job and advance in the industry.

Standard 5: *Explain the impact of technology (e.g., computers, electronics, machinery) on maintaining and advancing in employment.*

- TS.OC12.5.E Demonstrate ability to use technological tools for achieving workplace needs (e.g., assistive technology, common tools, equipment, and machines).
- TS.OC11.5.E Assess the personal need for technological skills based on occupational interests and apply information regarding workplace technologies to a personal career planning process.
- TS.OC10.5.E Discuss how both worker and worksite technologies impact employment options and employment success.
- TS.OC9.5.E Identify ways in which technology impacts employment.

Personal/Social

The Personal/Social strand addresses the development of skills across several component areas: communication, goal-setting and decision-making, self-determination, self-efficacy, self-advocacy, independence, and responsibility. Within the Personal/Social strand, standards have been designed to reflect the developmental process of students in these areas.

Personal management and/or communication skills can serve to provide not only a means to voice one's opinion but effective use of these skills can affect social relationships, lead to less frustration, and allow the individual to take control over certain aspects of his/her personal life (Downing, 2005). Students may face challenges in expressing their wants and needs, and this may show in disruptive behaviors. Research has shown that even in children with severe disabilities, disruptive or aggressive communication behaviors can be replaced with appropriate communication forms (Durand, 1999).

Students with disabilities may at times feel as though they have little control over their lives and the choices they make in regards to postsecondary outcomes (Ward & Kohler, 1996; Wehmeyer, 1997). Self-determination and self-advocacy are considered to be valued transition outcomes, yet they appear to receive little instructional emphasis (Agran, Blanchard, & Wehmeyer, 2000). The development of personal goals through the decision-making process is also an important component of a student's ability to self-advocate. The development of these skills that are related to self-determination is important to students throughout their lifespan (Field, Sarver, & Shaw, 2003).

Personal/social skills, including those related to the components addressed above, do not occur in a vacuum—rather, they are applicable to a variety of environments (e.g., home, work, community). With this understanding, there may be some overlap with other strands.

As an example, Target B states that students should “demonstrate personal management and communication skills in order to interact with others in integrated settings.” The grade-level standards listed below Target B have been developed using the same developmental, lifespan-oriented approach used throughout the document. In this approach, the student builds on knowledge and skills that could have been acquired at the previous grade level. These standards for Standard 1 under Target B illustrate that:

- A 9th grade student should be able to identify personal management skills (e.g., personal space) in order to manage oneself in various environments (TS.PS9.1.B).
- As the student progresses to 10th grade, he or she should be able to distinguish between appropriate and inappropriate behaviors in various settings (TS.PS10.1.B).
- In 11th grade, the student would ideally engage in appropriate social interactions in various settings (TS.PS11.1.B).

- By 12th grade, the student would be able to demonstrate and engage in more advanced social skills for interpersonal relationships, including teamwork, collaboration, active/passive listening, and a respect for self and others (TS.PS12.1.B).

The developmental sequence in the above example begins with a basic exploration of personal management skills and expands over the course of four years to include higher levels of understanding. As knowledge builds there are greater opportunities for experiential learning and the demonstration of skills (e.g., teamwork, collaboration, and a respect for self and others). In regards to personal/social skills, there is a need to ensure that students are engaged in the processes inherent in acquiring, demonstrating, and maintaining these skills throughout high school and into post-school environments.

NOTE: Once a standard is selected that most closely fits the needs for academic and/or functional achievement for the coming year, the IEP team must then “convert” or “translate” that standard, or its functional essence, into the most pertinent annual goal possible.

Personal/Social

(A) Transition Target: Demonstrate *self-efficacy, self-determination, and self-advocacy* across social, academic, and work environments.

Standard 1: *Demonstrate self-efficacy across social, academic, and work environments.*

- TS.PS12.1.A Demonstrate self-efficacy through goal-setting and decision-making (e.g., stating that a particular goal is possible, setting the goal, and making decisions that will lead to meeting that goal).
- TS.PS11.1.A Analyze and revise beliefs about the self and expected outcomes (e.g., assess which beliefs are accurate or inaccurate, how these beliefs have been shaped by others, and how these might impact goals and decisions).
- TS.PS10.1.A Distinguish between positive and negative social influences (e.g., peers, family members, mentors, and role models) and manage feedback received about the self from others.
- TS.PS9.1.A Identify strengths and weaknesses through self-exploration and assessment of prior successes, failures, and other personal learning experiences.

Standard 2: *Demonstrate self-determination across social, academic, and work environments.*

- TS.PS12.2.A Demonstrate self-determination through integration of personal experiences in social, academic, and work environments into individual's view of the self (e.g., incorporate positive use of knowledge of self-characteristics, strengths, and limitations based on life experiences).
- TS.PS11.2.A Analyze personal successes and failures in order to identify available supports and evaluate positive/negative outcomes.
- TS.PS10.2.A Discuss personal goals, decisions, and options.
- TS.PS9.2.A Identify a range of desired positive adult outcomes in social, academic, and work environments (e.g., desire to have friends, live independently, maintain employment).

Standard 3: *Demonstrate self-advocacy across social, academic, and work environments.*

- TS.PS12.3.A: Demonstrate self-advocacy by applying effective skills in preparation for transition to postsecondary environment (e.g., call and request information about a needed service for transition from school to community, postsecondary education, or workforce).
- TS.PS11.3.A: Analyze postsecondary options and openly discuss concerns and preferences, asking questions when needed (e.g., actively participate in IEP planning/evaluation).
- TS.PS10.3.A: Investigate self-advocacy as it relates to attainment of postsecondary goals (e.g., self-knowledge of interests, list of strengths, and areas of need).
- TS.PS9.3.A: Discuss types of socially responsible behavior across various environments (e.g., identify assertive, passive, and aggressive behavior in written scenarios).

(B) Transition Target: Demonstrate *personal management and communication skills* in order to interact with others in integrated settings.

Standard 1: *Develop personal management skills needed for successful interpersonal relationships in home, work, and community.*

- TS.PS12.1.B Apply appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others.
- TS.PS11.1.B Engage in appropriate social interactions in multiple environments (home/work/community).
- TS.PS10.1.B Distinguish between appropriate and inappropriate behaviors across various environments (home/work/community).
- TS.PS9.1.B Identify personal management skills (e.g., behavioral self-control, personal space, social norms) to manage oneself in various environments (home/work/community).

Standard 2: *Develop communication skills to interact with others in integrated settings (e.g., written, verbal, nonverbal, use of augmentative devices).*

- TS.PS12.2.B Apply effective communication skills to interact with others in integrated settings using various methods (e.g., written, verbal, nonverbal, and use of augmentative devices).
- TS.PS11.2.B Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences.
- TS.PS10.2.B Distinguish between effective and ineffective communication skills (e.g., assertive but not aggressive, negotiating skills, taking turns, listening skills) within integrated settings, and explore benefits and consequences.
- TS.PS9.2.B Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices).

Standard 3: *Develop socially responsible behaviors (e.g., social interaction, appropriate behaviors, conflict resolution skills).*

- TS.PS12.3.B Apply the identified behavioral skills in order to achieve postsecondary outcomes and goals.
- TS.PS11.3.B Explore responsible behaviors that lead to positive post-school outcomes.
- TS.PS10.3.B Recognize responsible and irresponsible behaviors and outcomes of behavior as it relates to personal goals across various environments.
- TS.PS9.3.B Identify responsible behaviors (e.g., social interactions, appropriate social behavior, and conflict resolution skills) across various environments.

(C) Transition Target: Demonstrate *independence and responsibility* across settings.

Standard 1: *Demonstrate acceptance of personal responsibility.*

- TS.PS12.1.C Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.
- TS.PS11.1.C Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
- TS.PS10.1.C Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).
- TS.PS9.1.C Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).

Standard 2: *Demonstrate an ability to identify and act upon personal values and beliefs.*

- TS.PS12.2.C Demonstrate an ability to make decisions that are informed by personal values and beliefs (e.g., personal valuing of higher education informing the decision to apply to college, rather than pursuing college only due to suggestions of others).
- TS.PS11.2.C Distinguish between personal values and beliefs and those of parents, authority figures, and others in society.
- TS.PS10.2.C Analyze the values and beliefs held by others in society and how these compare with those of parents or authority figures, understanding that different perspectives can be held by different people.
- TS.PS9.2.C Identify the values and beliefs held by parents or authority figures.

Daily Living

The Daily Living strand addresses the development of skills in the following areas: independent living skills, financial management skills, and healthcare/wellness needs. Reynolds and Fletcher-Janse (1990) described “daily living skills” as those that individuals use in personal self-care and, occasionally, in their interactions with others. Standards within the Daily Living strand have been designed to reflect the developmental process of students in the development of their independence, including management of their financial and personal care needs.

The knowledge and skills necessary for daily living (e.g., banking skills, comparison-shopping skills, interpersonal relationship skills, test-taking skills, and job-securing skills) are essential components of transition education (Cronin, 1996). Independent living also involves the core concepts of anti-discrimination, empowerment, and participation in the decision-making process (Turnbull, Turnbull, Wehmeyer, & Park, 2003). Independent living skills prepare students to function independently as adults (Meese, 1994). Mathematics pervades almost every facet of adulthood (Patton & Cronin, 1997) and often is overlooked as a necessary component of daily life. Patton and Cronin (1997) proposed that those tasks or specific skills needed to competently perform mathematical tasks across various domains can best be thought of as “life skills” math. The instruction of these financial management issues is best done when it is relatable, presented in a cohesive function, and integrative in nature.

Healthcare and wellness needs are important aspects of daily living. An individual should ideally be aware of current health issues and also utilize wellness/self-care skills to prevent new health concerns from arising. In the literature, there is often reference made to “quality of life” issues (Turnbull et al., 2003; Felce, 1997). Within this research, there is an emphasis on domains that move beyond the academic realm in order to conceptualize student wellness and more global outcomes.

Within the daily living strand, an emphasis has been placed on the associated skills operating in both local and global communities (e.g., issues related to citizenship, culture, and community). This holistic approach allows for the exploration of more global outcomes and prepares the student for a more integrated role in society.

As an example, Target B states that students should “formulate and implement financial management skills to be used in daily living.” The grade-level standards listed below Target B have been developed using the same developmental, lifespan-oriented approach used throughout the four strands. In this approach, students build on knowledge and skills that could be acquired at the previous grade level. For example, Standard 1 focuses on financial management skills and indicates that:

- A 9th grade student should be able to demonstrate needs/wants in relation to a projected or current income (TS.DL9.1.B).

- In 10th grade, the student should be able to progress to identifying various methods of paying for items (e.g., cash, check, money order; TS.DL10.1.B).
- In 11th grade, the student would ideally create a budget according to his/her daily living needs (e.g., food, clothing, housing, transportation; TS.DL11.1.B).
- In 12th grade, the student should be able to actively engage in the management and maintenance of his/her personal budget (TS.DL12.1.B).

This developmental sequence begins with a relatively basic exploration of an intended outcome and expands over the course of four years to include higher levels of knowledge and more opportunities for experiential learning (e.g., maintenance of a personal budget). It is important that daily living skills be addressed at each grade level in order to prepare students to address and maintain their personal needs throughout high school and into post-school environments.

NOTE: Once a standard is selected that most closely fits the needs for academic and/or functional achievement for the coming year, the IEP team must then “convert” or “translate” that standard, or its functional essence, into the most pertinent annual goal possible.

Daily Living

(A) Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.

Standard 1: *Identify the basic elements of the legal and judicial process.*

- TS.DL12.1.A Interpret and prepare legal forms (e.g., tax, employment, and voter registration).
 TS.DL11.1.A Analyze the legal and judicial processes on the local, state, and federal levels.
 TS.DL10.1.A List individual legal rights as a member of society.
 TS.DL9.1.A Describe community issues, laws, and the consequences of disobeying rules or laws.

Standard 2: *Identify resources and services within the community.*

- TS.DL12.2.A Formulate specific community resources and services when needed.
 TS.DL11.2.A Contrast specific community resources and services when needed.
 TS.DL10.2.A Differentiate individual needs for specific community resources and services.
 TS.DL9.2.A Identify community resources individuals associated with providing services.

Standard 3: *Develop and practice recreational and leisure interests available within the school and community.*

- TS.DL12.3.A Arrange requirements and expectations for participation in the chosen school or community recreational activities (e.g., rules, associated fees, and time commitment).
 TS.DL11.3.A Report on a specific school or community activity (e.g., school, band, civic club, YMCA, camp) and how it aligns with personal interests.
 TS.DL10.3.A Self-evaluate to determine specific interests in leisure and recreational activities.
 TS.DL9.3.A Examine interests in leisure and recreational activities available in the school and community.

(B) Transition Target: Formulate and implement financial management skills to be used in daily living.

Standard 1: *Employ and evaluate financial management skills for personal daily living needs.*

- TS.DL12.1.B Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).

- TS.DL11.1.B Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
- TS.DL10.1.B Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
- TS.DL9.1.B Determine and prioritize personal needs and wants according to current or expected income.

Standard 2: *Integrate the process of budgeting within living arrangements.*

- TS.DL12.2.B Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
- TS.DL11.2.B Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).
- TS.DL10.2.B Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.
- TS.DL9.2.B Discuss and illustrate wants/needs in relation to income and living arrangements.

(C) Transition Target: Formulate a plan to address issues related to the acquisition and maintenance of *independent living skills*.

Standard 1: *Identify procedures for household safety, as well as maintenance and improvement of personal living situation.*

- TS.DL12.1.C Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services).
- TS.DL11.1.C Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues.
- TS.DL10.1.C Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather).
- TS.DL9.1.C Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills.

Standard 2: *Demonstrate the ability to select and purchase appropriate clothing.*

- TS.DL12.2.C Prepare appropriate wardrobe (e.g., laundry, ironing, and purchasing articles of clothing as needed).
- TS.DL11.2.C Assess personal needs to make appropriate clothing purchases.
- TS.DL10.2.C Determine personal clothing options based on size, preference, and season.
- TS.DL9.2.C Identify appropriate clothing options based on weather, budget, and care.

Standard 3: *Exhibit appropriate hygiene and grooming for different environments (e.g., school, community, work).*

- TS.DL12.3.C Apply proper hygiene and grooming based on understanding of requirements in various environments (e.g., interview setting, job setting, school setting, and social setting).

- TS.DL11.3.C Select and discuss choice of grooming and dress as they relate to various environments (e.g., school, community, and work).
- TS.DL10.3.C Investigate the importance and possible results of dressing appropriately/inappropriately for differing environments (e.g., interviews, school, and community).
- TS.DL9.3.C Identify appropriate hygiene, grooming, and dress routines for a variety of settings (school, community, and work).

(D) Transition Target: Formulate and implement plans that address *healthcare and wellness needs*.

Standard 1: *Identify and develop a plan to address personal healthcare needs.*

- TS.DL12.1.D Implement and evaluate an individualized plan that addresses healthcare needs such as regular doctor visits, prescription maintenance, and emergencies.
- TS.DL11.1.D Develop a personal healthcare plan that includes goals related to specific medical needs as identified by prior assessment.
- TS.DL10.1.D Assess personal healthcare needs and list resources to address those needs.
- TS.DL9.1.D Discuss healthcare needs and examine approaches to addressing those needs through available resources (e.g., emergency needs, doctor visits, and pharmacy care).

Standard 2: *Develop and select strategies to address wellness (e.g., maintenance of good health and prevention of illness).*

- TS.DL12.2.D Implement and evaluate an individualized plan that addresses wellness needs such as an exercise plan, balanced meal options, and routine health check-ups.
- TS.DL11.2.D Develop a personal wellness plan that includes goals related to specific wellness needs as identified by prior assessment.
- TS.DL10.2.D Assess steps to work toward personal wellness needs and list resources to address those needs.
- TS.DL9.2.D Discuss wellness needs and examine approaches to addressing those needs through available resources (e.g., optometrist, dentist, exercise program, and healthy food options).

(E) Transition Target: Formulate and implement a plan that addresses *transportation issues and mobility needs*.

Standard 1: *Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.*

- TS.DL12.1.E Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks).

- TS.DL11.1.E Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver's education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup).
- TS.DL10.1.E Assess personal transportation services and/or mobility issues; develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation); and examine related rules and regulations.
- TS.DL9.1.E Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use.

APPENDICES

Appendix A

Subject and Personnel Course Codes

<http://www.alsde.edu/general/CurrentS&PCodes.pdf>

600301 Transition Services I

This code applies to teachers teaching beginning transition skills to junior high and high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment, and support community participation as they plan for life after high school. These teachers do not have to meet the highly qualified teacher status.

700041 Transition Services II

This code applies to teachers teaching transition skills to high school students. This course will provide additional transitional services preparation for students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment, and support community participation as they plan for life after high school. **This course meets the requirement for the Alabama Occupational Diploma when the school system does not offer Workforce Essentials.** These teachers do not have to meet the highly qualified teacher status.

700042 LS Occupational Preparation

This code applies to teachers teaching work-based experience to high school students. Work-based experience is a minimum of 270 successful hours of paid employment under the supervision of a workplace mentor and the special education teacher and/or a representative of vocational rehabilitation services. This course meets the requirement of the Alabama Occupational Diploma when the school system does not have a Cooperative Education program.

600304 Transition Services 9

This code applies to the first tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the first tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations/careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Teachers for this course do not have to meet the highly qualified teacher status.

600305 Transition Services 10

This code applies to the second tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the second tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations/careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Teachers for this course do not have to meet the highly qualified teacher status.

600306 Transition Services 11

This code applies to the third tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the third tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations/careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Teachers for this course do not have to meet the highly qualified teacher status.

600307 Transition Services 12

This code applies to the fourth tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the fourth tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations/careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Teachers for this course do not have to meet the highly qualified teacher status.

600302 Transition Services Elective

This code applies to students involved in community-based instruction, pre-vocational experience, and community integration development. This course will address the four-tier system of Alabama's Transition Standards. Teachers for this course do not have to meet the highly qualified teacher status.

600506 AAS: Functional Performance

This code applies to students with severe cognitive disabilities who are enrolled in a nonacademic course that addresses the routine activities of everyday living.

600510 AAS: Life Skills -7

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600511 AAS: Life Skills-8

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600512 AAS: Life Skills-9

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600513 AAS: Life Skills -10

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600514 AAS: Life Skills-11

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600515 AAS: Life Skills -12

This code applies to students with severe cognitive disabilities who are enrolled in a life skill course and are assessed using alternate achievement standards (Extended Standards).

600519 AAS: Pre-Vocational-7

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600520 AAS: Pre-Vocational-8

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600521 AAS: Pre-Vocational-9

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600522 AAS: Pre-Vocational-10

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600523 AAS: Pre-Vocational-11

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600524 AAS: Pre-Vocational- 12

This code applies to students with severe cognitive disabilities who are enrolled in a pre-vocational course and are assessed using alternate achievement standards (Extended Standards).

600529 AAS: Vocational-7

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600530 AAS: Vocational -8

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600531 AAS: Vocational -9

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600532 AAS: Vocational -10

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600533 AAS: Vocational -11

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600534 AAS: Vocational -12

This code applies to students with severe cognitive disabilities who are enrolled in a vocational course and are assessed using alternate achievement standards (Extended Standards).

600539 AAS: Community Based Instruction-7

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600540 AAS: Community Based Instruction-8

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600541 AAS: Community Based Instruction-9

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600542 AAS: Community Based Instruction-10

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600543 AAS: Community Based Instruction-11

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600544 AAS: Community Based Instruction -12

This code applies to students with severe cognitive disabilities who are enrolled in a community based instruction course using alternate achievement standards (Extended Standards).

600549 AAS: Elective-7

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

600550 AAS: Elective-8

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

600551 AAS: Elective-9

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

600552 AAS: Elective-10

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

600553 AAS: Elective-11

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

600553 AAS: Elective-12

This code applies to students with severe cognitive disabilities enrolled in an elective course using alternate achievement standards (Extended Standards).

Appendix B

TRANSITION STANDARDS MATRIX & SAMPLE CASE STUDY

A Case Study

Steven is a 9th grader who is working toward the Alabama High School Diploma following the Essential/Life Skills Pathway. He has been diagnosed with Autism. He enjoys drawing and works well with his hands. He has assembled a number of model antique cars and is proud of his collection. He participates in all core academic subjects; however, he struggles with completing his assignments and turning in homework. Steven's parents and his teachers indicate that he has difficulty staying organized, has a short attention span, and rarely communicates. Although he rarely speaks, he will have brief exchanges with others about his model cars. According to the Career Occupational Preference System Inventory, Steven's highest vocational interests are:

Arts, Skilled: occupations that involve application of artistic skill in the fields of photography, graphic arts, and design.

Steven's parents are concerned with his inability to interact in social environments with his peers. His parents would like for him to improve his speech and personal interaction.

*Notice that the **student's needs** should be **assessed** and **addressed** across all domains/standard strands.

TRANSITION SERVICES	TRANSITION DOMAINS/STANDARD STRANDS			
	Academics/ Training	Occupations/ Careers	Personal/ Social	Daily Living
Vocational Evaluation (VE)				
Employment Development (ED)		X		
Postsecondary Education (PE)				
Financial Management (FM)				
Personal Management (PM)	X		X	X
Transportation (T)				
Living Arrangements (LA)				
Advocacy/ Guardianship (AG)			X	
Community Experiences (CE)			X	
Medical (M)				
Linkages to Agencies (LTA)		X		
Functional Vocational Evaluation (FVE)				

TRANSITION STANDARDS MATRIX INDIVIDUALIZED WORKSHEET (optional)

*This worksheet can be used as a guide to assess and address each student's individual needs across applicable transition service areas.

Student Name: _____

Strengths: _____

Needs: _____

Parental Concerns: _____

TRANSITION SERVICES	TRANSITION DOMAINS/STANDARD STRANDS			
	Academics/ Training	Occupations/ Careers	Personal/ Social	Daily Living
Vocational Evaluation (VE)				
Employment Development (ED)				
Postsecondary Education (PE)				
Financial Management (FM)				
Personal Management (PM)				
Transportation (T)				
Living Arrangements (LA)				
Advocacy/ Guardianship (AG)				
Community Experiences (CE)				
Medical (M)				
Linkages to Agencies (LTA)				
Functional Vocational Evaluation (FVE)				

Type of Current Assessment(s): _____

Assessment Data: _____

Appendix C

TRANSITION ASSESSMENT WEB SITES RESOURCE LIST

*Retrieved from the National Secondary Transition Technical Assistance Center's Web Site:

Transition Assessment Annotated Bibliography

<http://www.nsttac.org/content/transition-assessment-annotated-bibliography>

Other Helpful Transition Assessment Web Sites:

Independent Living Assessments

Personal Preference Indicators (free)

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>

Supports Intensity Scale

<http://www.siswebsite.org>

Enderle-Severson Transition Assessments

www.estr.net

Life Skill Inventory (free)

http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

Casey Life Skills (free)

www.caseylifeskills.org

Self-Determination Assessments

Guide to Assessing College Readiness (free)

<http://www.landmark.edu/radio/documents/College-Readiness-Guide.pdf>

AIR Self-Determination Assessment (free)

<http://education.ou.edu/zarrow>

ARC Self-Determination Assessment (free)

<http://education.ou.edu/zarrow>

Field and Hoffman Self-Determination Assessments (free)

<http://education.ou.edu/zarrow>

ChoiceMaker Self-Determination Assessment

www.sopriswest.com

Vocational Assessments

U.S Dept of Labor O-Net

www.onetcenter.org

Self-Directed Search

www.parinc.com

Employability Life Skills Assessment

<http://www.sst6.org/attachments/article/343/employability%20skills%20checklist.pdf>

On-Line Individual Interest Inventories

Career Clusters www.careerclusters.org

OKCIS www.okcis.org

I Oscar: www.ioscar.org

Learn More Indiana <http://learnmoreindiana.org>

Occupational Outlook Handbook

www.bls.gov/oco/home.htm

www.bls.gov/k12/index.htm

Job Videos

<http://acinet.org/acinet/videos.asp?id=27,&nodeid=27>

Job Themed Illustration to Download

www.brookespublishing.com/picturebank

Choose and Take Action (assessment video for students with ID/MR [sic])

http://store.cambiumlearning.com/cs/Satellite?c=CLG_Product_C&childpagename=Store%2FStore_Layout&cid=1277940957943&pagename=Store_Wrapper&rendermode=previewnoinside

Student-Directed Transition Planning

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials>

Me! Lessons for Teaching Self-Awareness and Self-Advocacy

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>

Appendix D

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