

**DRAFT**

# ALABAMA TRANSITION STANDARDS



TRANSITION STANDARDS FOR SUCCESSFUL  
POST SCHOOL OUTCOMES

# Acknowledgments

This document was developed by a task force composed of classroom teachers, special education teachers, special education coordinators, career/technical education personnel, and adult service providers.

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## TRANSITION STANDARDS

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## Transition Standards

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 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 IEP development as well as implementation in a variety of courses (e.g., Transition Services I, Transition 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 environments. 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 which included 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 which 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.

The Transition Standards are divided into four strands: **Personal/Social, Daily Living, Career Development,** and **Postsecondary Education or Training.** 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 **Personal/Social** strand addresses the personal management and social interaction skills 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 knowing and valuing one's self. 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 within the home, the workplace, and the general community.

The standards in the **Career Development** 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 standards in the **Postsecondary Education or 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.

In summary, the 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.

In Alabama we have identified 11 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.

# Alabama Transition Standards

## Personal and Social

The **Personal/Social** strand addresses the personal management and social interaction skills 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 knowing and valuing one's self. 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.

**1. Evaluate personal strengths, weaknesses, preferences, and needs for achieving success in personal and social situations.**

**Objective TS1.1:** Identify personal strengths, weaknesses and interest.

**Objective TS1.2:** Identify needs to be addressed to achieve personal and social goals (e.g., living arrangements, transportation, community participation, social interaction, physical and emotional health needs).

**Objective TS1.3:** Compare personal strengths, weaknesses, preferences, and needs in relations to desired goals.

**2. Develop personal and social skills needed to achieve postsecondary education/employment and community/independent living goals.**

**Objective TS2.1:** Define goals and the purpose of setting goals.

**Objective TS2.2:** Use personal assessment information to develop goals.

**Objective TS2.3:** Prioritize goals using personal assessment information.

**Objective TS2.4:** Formulate a plan or develop steps to attain personal goals.

- Applying the goal-setting process (e.g., long-term, short-term, plan of action, potential barriers)
- Applying the decision-making (e.g., defining the problem, collecting information, listed relevant alternative, identifying consequences of actions, assessing probability, selecting most appropriate course of actions)

**3. Develop communication skills to interact with others in integrated settings (e.g., expressive, receptive, written).**

- Objective TS3.1:** Use communication skills in conversation with others in order to have meaningful dialogue (e.g., turn taking, eye contact, voice volume, use of augmentative devices).
- Objective TS3.2:** Demonstrate effective communication skills to share and gain information (e.g., written, verbal, nonverbal, use of augmentative devices).
- Objective TS3.3:** Demonstrate appropriate body language, voice tone, and social interactions.
- Objective TS3.4:** Apply the use of appropriate amenities, social routine, conversation topics, and language.

- Demonstrating listening and expressive skills in group settings (e.g., turn taking eye contact, voice volume).
- Demonstrating listening and expressive skills with individuals in different environments (e.g., school, work, community)
- Applying appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others
- Applying effective communication skills (e.g., informal/formal)

**4. Demonstrate self-advocacy skills to achieve Postsecondary Education/ Employment and Community Independent Living goals.**

- Objective TS4.1:** Define individual rights and responsibilities (e.g., civil, legal).
- Objective TS4.2:** Use affective communication skills (e.g., assertive but not aggressive, negotiating skills, listening skills, augmentative communication).
- Objective TS4.3:** Identify service agencies that can provide assistance to meet their individual needs.
- Objective TS4.4:** Use self-advocacy skills to meet the individual needs of the student.

- Demonstrating an understanding of rights and responsibilities (e.g., IDEA, ADA, 504, guardianship options, etc.) by identifying appropriate accommodations, requesting needed accommodations, participating in IEP planning, etc.
- Applying effective communication skills (e.g., assertive but not aggressive, negotiating skills, listening skills)
- Demonstrating the skills necessary to participation and direct the transition planning process (e.g., role playing IEP meetings and other school, personal, work situations)
- Arranging services based on the individual's transition plan (e.g., adult service agencies, accommodation needs, etc.)
- Demonstrating skills necessary to assume a leadership role in a variety of environments



**5. Demonstrate leadership skills necessary for individual and group participation at home, school, , work, and community.**

**Objective TS5.1:** Identify the need to respect the rights and property of others (e.g., positive attitude, self-discipline, self-management, honesty).

**Objective TS5.2:** State the need to cooperate with others to achieve goals when working in a group (e.g., identifying tasks to be completed, assigning responsibility, developing timelines, monitoring progress, etc.).

**Objective TS5.3:** Identify skills for self-organization.

- Applying time management skills to a variety of settings to include home, school, work, and community

**6. Demonstrate socially responsible behavior for successful integration in a variety of environments.**

**Objective TS6.1:** Interact with others according to social norms (e.g., families, peers, authority figures).

**Objective TS6.2:** Demonstrate personal behavior that is appropriate for various situations (e.g., educational, work, community, social settings).

**Objective TS6.3:** Interpreting possible conflicting situations and resolutions for handling and preventing conflict.

- Demonstrating skills necessary for self-monitoring (e.g., assess and observe personal behavior), self-evaluation (e.g., evaluate progress on goals) and self-instructional strategies (e.g., strategies to address academic, social, work problems, etc.)

## Daily Living

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 within the home, the workplace, and the general community.

### 7. Demonstrate ability to manage personal care needs for independent living.

|                         |                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective TS7.1</b>  | Identify personal care needs                                                                                                        |
| <b>Objective TS7.2:</b> | Exhibit appropriate hygiene, grooming, and dress for differing environment (e.g., school, community, work).                         |
| <b>Objective TS7.3:</b> | Demonstrate ability to buy, prepare, and consume food.                                                                              |
| <b>Objective TS7.4:</b> | Demonstrate ability to buy and care for clothing.                                                                                   |
| <b>Objective TS7.5:</b> | Develop recreational interest and practices.                                                                                        |
| <b>Objective TS7.6:</b> | Identify personal medical needs.                                                                                                    |
| <b>Objective TS7.7:</b> | Identify options for addressing healthcare and wellness needs.                                                                      |
| <b>Objective TS7.8:</b> | Develop strategies for maintaining good health (e.g., prescription use, doctor visits, emergency needs, use of medical technology). |

- Utilizing appropriate independent living skills to include shopping (e.g., groceries, clothing) housekeeping, and cooking
- Practicing personal healthcare through exercise, nutrition, and weight management
- Identifying appropriate medical or mental health facilities and care providers (e.g., physician, dentist, optometrist, mental health counselor, social worker) based on individual needs
- Comparing differences between non-emergency and emergency situations to include health, safety, and first aid
- Verifying personal and family medical history
- Following appropriate medical dosages of prescriptions or over-the-counter medications
- Demonstrating good personal hygiene, appropriate grooming skills and appropriate dress for chosen career path, worksite, and community settings

### 8. Develop skills needed for integrated community participation.

|                         |                                                            |
|-------------------------|------------------------------------------------------------|
| <b>Objective TS8.1:</b> | Identify citizenship, culture, and community.              |
| <b>Objective TS8.2:</b> | Identify basic elements of the legal and judicial process. |
| <b>Objective TS8.3:</b> | Identify consequences of disobeying the law.               |

- Demonstrating an understanding and tolerance of other people, cultures and societies
- Applying skills necessary to work collaboratively within the school and community environments (e.g., teamwork, cooperative learning, etc.)

- Applying the rights and responsibilities of citizenship to daily life (e.g., volunteering, voting, civic organizations, community-based participation, etc.)
- Participating in community-based experiences to gain skills needed for community life

**9. Use financial management skills for personal daily living needs.**

- Objective TS9.1:** Identify the value of money and other currency exchange options (e.g., cash, check loans, debit, credit, credit cards).
- Objective TS9.2:** Prioritize needs and wants.
- Objective TS9.3:** Create a personal budget that includes primary care need categories (e.g., food, clothing, housing, transportation, utilizes, insurance, healthcare and wellness).
- Objective TS9.4:** Identify sources of income. (e.g., employment, un-employment, SSI benefits).
- Objective TS9.5:** Identify employment documents and records (e.g., pay procedures: gross pay/net pay, deductions, Social Security benefits; fringe benefits: vacation, sick leave, paid holidays, 401 K, retirement; tax documentation: W-2, W-4; worker's compensation).

**10. Compare various residential options and living arrangements to archive Community/Independent Living goal.**

- Objective TS10.1:** Identify living arrangement options in relations to needs (e.g., house, apartment, group homes).
- Objective TS10.2:** Prioritize living arrangements according to needs and income.
- Objective TS10.3:** Identify procedures for community and household safety.
- Objective TS10.4:** Identify appropriate resources for home maintenance and improvement.

- Comparing affordable housing options to include lease/purchase, roommate, living with parents/ relatives
- Reacting appropriately to emergency situations (e.g., tornado warnings, sirens, fire alarms)

**11. Analyze transportation, mobility resources, and strategies for personal use.**

- Objective TS11.1:** Identify options for meeting personal transportation needs or mobility needs.
- Objective TS11.2:** Develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation).

- Comparing various modes of transportation to include private/public transportation, driving (obtaining license) walking, and cycling
- Demonstrating knowledge of rules and safety to include road signs, automobile operations, and pedestrian mobility

**12. Integrate technology to support Postsecondary Education /Employment and Community Independent/Living goals.**

**Objective TS12.1:** Identify types of technology (computer, internet, I-phone, Bluetooth).

**Objective TS12.2:** Identify appropriate uses of technology

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## Career Development

The standards in the **Career Development** 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.

**13. Identify career interests and aptitudes to achieve Postsecondary Education/Employment and Community Independent Living goals.**

- Objective TS13.1:** Identify career interests and aptitudes.
- Objective TS13.2:** Identify information about specific jobs and careers.
- Objective TS13.3:** Compare personal strengths and weaknesses to specific occupations and careers.

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

- Objective TS14.1:** Identify job-readiness skill needs.
- Objective TS14.2:** Demonstrate adequate job-readiness skills.
- Objective TS14.3:** Exhibit appropriate work habits and behaviors (e.g., punctuality, time management, positive social interactions).
- Objective TS14.4:** Demonstrate appropriate work ethic (e.g., honesty, dependability, loyalty).
- Objective TS14.5:** State needs and accommodations for employment.

**15. Identify the impact of career choice and employment status (part-time/full-time employment on Community/Independent Living goal.**

- Objective TS15.1:** State the purpose employment.
- Objective TS15.2:** Identify the benefits of wages, work benefits, work schedule, location, and work related travel in relation to part-time, full-time employment, and volunteer work

**16. Demonstrate ability to seek and obtain employment to achieve independent living.**

- Objective TS16.1:** Select career options based on aptitudes and abilities.
- Objective TS16.2:** Demonstrate appropriate job-seeking behaviors (e.g., attire, interview skills, follow-up).
- Objective TS16.3:** Identify criteria to be used in selecting an occupation (e.g., salary, environment, job duties).
- Objective TS16.4:** Identify training requirements for a variety of occupational choices.

**Objective TS16.5:** Identify sources for employment opportunities (e.g., newspaper listings, online job postings, O\*NET, One Stop Career Center).

- Determining appropriate attitudes and behaviors for interacting with supervisors, authority figures, or peer workers
- Applying skills needed to complete 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)
- Demonstrating communication and positive social interaction skills for the workplace (e.g., conflict resolution, teambuilding, mentoring, diversity, labor relations, employee/ employer relationships, response to constructive criticism, listening skills, proficiency in speaking and writing)
- Applying rules, policies, and procedures of the workplace (e.g., pre-employment, test/screening, dress and grooming, time management, attendance, sexual harassment policies)
- Applying work habits for successful employment (e.g., initiative, flexibility, honesty, integrity, workplace ethics, problem-solving, quality of work, safety plans and regulations, health management)

**17. Identify educational requirements and pre-requisite skills for specific career and job opportunities.**

**Objective TS17.1:** Identify various sources of occupational information (e.g., career guidance programs, ONET, online resources, One Stop Career Center, Work Readiness Credential, competitive standards, changes to employment status, technology, work assignments/training, customer service skills, retaining and upgrading skills)

**Objective TS17.2:** Demonstrate ability to use technological tools for achieving personal and workplace needs (e.g., assistive technology, common tools, equipment, machines, materials)

**18. Demonstrate job skills needed for maintaining and changing employment.**

**Objective TS18.1** Demonstrate positive work habits and behaviors (e.g., punctuality, time management, positive social interactions).

**Objective TS18.2:** Assess the need for continuing education to maintain employment.

**Objective TS18.3:** Determine appropriate supports and accommodations needed to maintain employment

- Demonstrating essential functions with any needed reasonable accommodations of selected career

## **Postsecondary Education and/or Training**

The standards in the **Postsecondary Education and/or 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.

### **19. Formulate a postsecondary education or training plan to achieve Postsecondary Education/Employment goal.**

- Objective TS19.1:** Address academic areas of need in order to meet high school exit requirements and postsecondary goals.
  - Objective TS19.2:** Identify postsecondary education or training areas of interest and/or needs.
  - Objective TS19.2:** State the purpose of postsecondary education or training.
  - Objective TS19.3:** Identify sources for postsecondary education or training opportunities (e.g., work adjustment training programs certificate programs, technical school, two-year colleges, four- year colleges and universities).
  - Objective TS19.4:** Identify sources for financial assistance.
  - Objective TS19.5:** Develop strategies for obtaining financial assistance (e.g., merit, community service, leadership, extracurricular activities).
  - Objective TS19.6:** Develop strategies for postsecondary education or training completion (e.g., maintaining and updating disability documentation, learning and study strategies, seeking and obtaining support).
- Seeking postsecondary education or training information (e.g., visit career fairs, college recruitment expos, colleges and universities)
  - Seeking financial assistance (e.g., grants, scholarships, loans, other support agencies)

### **20. Determine postsecondary training/education requirements related to career goals.**

- Objective TS20.1:** Identify application admission requirements for selected postsecondary education or training (e.g., fees, financial aide dates and deadlines, assessments).
  - Objective TS20.2:** Demonstrate appropriate application procedures for postsecondary education or training (e.g., entrance exam and/or assessments, community service and/or leadership activities, financial aide and/or entrance applications, interviews).
- Summarizing admission standards (e.g., high school exit document, qualifying entrance scores, grade point average)

- Explaining program requirements (e.g., certificate programs, Associate's, Bachelor's, Master's)

**21. Demonstrate ability to access support services to assist and/or supplement postsecondary education.**

- Objective TS21.1:** Identify admission requirements for programs serving students with disabilities (e.g., referral process, eligibility requirements, assessment information, school, medical, other related records).
- Objective TS21.2:** State needs and accommodations for postsecondary education or training.
- Objective TS21.3:** Demonstrate self-advocacy for obtaining accommodations to support learning.
- Locating, seeking, and utilizing services (e.g., agencies, community service groups, student support services, study programs, academic support programs, employment services)
  - Stating needs and accommodations (e.g., ADA, Section 504 knowledge, advocacy)



# APPENDICIES

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# Appendix A

## Course Codes

### **600301 Transition Services I**

This code applies to teachers teaching beginning transition skills to junior high/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. These

# Appendix B

## TRANSITION STANDARDS MATRIX

| <b>TRANSITION<br/>STANDARDS<br/>MATRIX</b> | <b>TRANSITION DOMAINS</b>          |                        |              |                 |
|--------------------------------------------|------------------------------------|------------------------|--------------|-----------------|
|                                            | Academics                          | Occupation/<br>Careers | Daily Living | Personal Social |
|                                            | <b>TRANSITION STANDARD STRANDS</b> |                        |              |                 |
|                                            | Postsecondary/<br>Training         | Career<br>Development  | Daily Living | Personal Social |
| Transition Services                        | Transition Services                |                        |              |                 |
| Vocational Evaluation (ED)                 | <b>X</b>                           | <b>X</b>               |              |                 |
| Employment Development (ED)                | <b>X</b>                           | <b>X</b>               | <b>X</b>     | <b>X</b>        |
| Postsecondary Education (PE)               | <b>X</b>                           | <b>X</b>               | <b>X</b>     |                 |
| Financial Management (FM)                  | <b>X</b>                           | <b>X</b>               | <b>X</b>     |                 |
| Personal Management (PM)                   |                                    | <b>X</b>               | <b>X</b>     | <b>X</b>        |
| Transportation (T)                         |                                    |                        | <b>X</b>     | <b>X</b>        |
| Living Arrangements (LA)                   |                                    | <b>X</b>               | <b>X</b>     |                 |
| Advocacy/Guardianship (AG)                 | <b>X</b>                           | <b>X</b>               | <b>X</b>     | <b>X</b>        |
| Community Experiences (CE)                 | <b>X</b>                           | <b>X</b>               | <b>X</b>     | <b>X</b>        |
| Medical (M)                                |                                    |                        | <b>X</b>     |                 |
| Linkages to Agencies (L)                   | <b>X</b>                           | <b>X</b>               | <b>X</b>     | <b>X</b>        |

# Appendix C

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