TRANSITION SERVICES II

DRAFT

TRANSITION IN ALABAMA

Alabama Department of Education ♦ Joseph B. Morton, State Superintendent of Education ♦ March 2010
For information regarding Transition Services II, contact Special Education Services, Alabama Department of Education, 3317 Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama 36104.

Telephone number 334.242.8114

E-mail speced@alsde.edu

2010
Joseph B. Morton, State Superintendent of Education
Alabama Department of Education

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008; Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.
Transition Services II

Table of Contents

ACKNOWLEDGMENTS ........................................................................................................... ii
INTRODUCTION ......................................................................................................................1
ORGANIZATION OF TRANSITION SERVICES II .................................................................2

TRANSITION SERVICES II
  Career Development and Employability Skills..............................................................3
  Foundation Skills ...........................................................................................................5
  Ethics and Social Responsibility ....................................................................................6
  Leadership and Teamwork .............................................................................................7
  Applied Technology .......................................................................................................8
  Technical Knowledge and Skills ...................................................................................9
  Economics and Finance .................................................................................................9
  Safety and Health .........................................................................................................10

APPENDIX
  Resources .....................................................................................................................12

REFERENCES ...........................................................................................................................13
Acknowledgments

TRANSITION SERVICES TASK FORCE

Carmelita Bivens, Special Education Coordinator, Bessemer City Schools
Sharon Blythe, Transition Coordinator, Talladega County Schools
Janis Braue, Transition Coordinator, Jefferson County Schools
Cindy Dacosta, Special Education Teacher, Jefferson County Schools
Linda Hames, Transition Coordinator, Alabama Department of Rehabilitation Services
Terry Hyche, Special Education Program Specialist, Birmingham City Schools
Jai Jordan, Administrator, Tarrant City Schools
Beverly Lavendar, retired Career Technical Education Director, Jefferson County Schools
Sallie Lawrence, Career Technical Education, Birmingham City Schools
Pam Parker, Consultant; retired Career Development Coordinator, Jefferson County Schools
Belinda Patterson, Career Technical Education, Jefferson County Schools
Karen Rabren, Ph.D., Director, Auburn Transition Leadership Institute
Cindy Rysedorph, Special Education Teacher, Mountain Brook City Schools
Eloyse Seamon, Transition Coordinator, Elmore County Schools
Yolanda Spencer, Transition Field Unit Supervisor, Alabama Department of Rehabilitation Services
Vicky Tuberville, Special Education Coordinator, Colbert County Schools
Wade Tuberville, Special Education Teacher, Colbert County Schools
Stephanie Zito, Ph.D., Transition Specialist, University of South Alabama

State Department of Education personnel who provided leadership during the development of the document were:

Joseph B. Morton, Ph.D., State Superintendent of Education;
Tommy Bice, Ph.D., Deputy State Superintendent of Education; and
Feagin Johnson, Jr., Assistant State Superintendent of Education.

State Department of Education personnel who managed the development process were:

Mabrey Whetstone, Ph.D., Director, Special Education Services;
Marla D. Holbrook, Education Administrator, Special Education Services;
DaLee Chambers, Ph.D., Education Specialist, Special Education Services;
Alicia Hodge, Education Specialist, Special Education Services; and
Dan Roth, Education Specialist, Special Education Services.
Introduction

*Transition Services II* is designed to take the place of *Workforce Essentials* for students pursuing the Alabama Occupational Diploma (AOD), *in the event* *Workforce Essentials is not available*. *Transition Services II* can also be used as an elective course for students pursuing diploma options other than the AOD as deemed appropriate.

Transition Services II is a one-credit course that provides students with higher-level transition and occupational skills that are transferable across jobs and other adult settings. This course is based on the strands and content standards from *Alabama Course of Study: Workforce Essentials*. Emphasis is placed on career development and employment, academic foundations for careers, social and ethical responsibility, leadership and teamwork, applied technology, technical knowledge and skills, entrepreneurship and business economics, and safety and health. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for employment and other adult roles.

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 evaluation. Transition requires students, parents, and educators to consider current and future environments including work, educational, living, and personal/social environments. Consideration must also be given to the skills that will be required to perform successfully in those environments.

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 life after high school. As a result, careful attention should be given to the selection of appropriate assessment tools for each student’s use in the various Transition Services II strands.

Transition Services II is designed to equip students with the necessary skills to be active participants in their transition planning process and to attain their postsecondary and community living goals.
Organization of Transition Services II

The organizational components of Transition Services II include content standards, instructional objectives, examples, and bullets.

**Content standards** from Workforce Essentials are included for alignment purposes.

**Instructional objectives indicate content required for earning course credit for Transition Services II.**

Instructional objectives within this document are numbered according to course name, content standard number, and the order in which the instructional objective is listed. The system for numbering **Objective TS2.2.5**, for example, is based upon the following:

```
  course   content standard number   instructional objective
    ↓      ↓                  ↓
Objective TS2.2.5: Identify realistic personal goals for postsecondary living arrangements, education, transportation, community participation, and health services using transition and career assessment results
```

**Examples** clarify certain content standards and instructional objectives. They are illustrative but not exhaustive. Examples are not part of the minimum required content.

**Bullets** denote additional content from Alabama Course of Study: Workforce Essentials.
Career Development and Employability Skills

Students will:

1. Explain how to research and select career opportunities.
   - **Objective TS2.1.1:** Define job search, career family/industries,
   - **Objective TS2.1.2:** Describe resources for identifying job openings
     Examples: classified advertisements, job postings, cold calls, networking

2. Compare the relationship between educational achievement and career planning.
   - **Objective TS2.2.1:** State the importance of a transition plan
   - **Objective TS2.2.2:** Identify career interests, skills, abilities, values, school and post-school preferences through transition and career assessments
   - **Objective TS2.2.3:** Research skills needed for preferred postsecondary living arrangements, education, transportation, community participation, and health services
   - **Objective TS2.2.4:** Compare skills needed for preferred postsecondary living arrangements, education, transportation, community participation, and health services; and skills possessed
   - **Objective TS2.2.5:** Identify realistic personal goals for postsecondary living arrangements, education, transportation, community participation, and health services using transition and career assessment results
   - **Objective TS2.2.6:** Compare requirements, duties, pay, and incentives of different careers
   - **Objective TS2.2.7:** Compare personal career interests and abilities to requirements of career choice(s)
   - **Objective TS2.2.8:** Identify realistic personal goal for employment using transition and career assessment results

3. Demonstrate how to locate, evaluate, and interpret career information for a specific career.
   - **Objective TS2.3.1:** Define career
   - **Objective TS2.3.2:** Use a variety of methods to research careers of interest
     Examples: Internet search, job shadowing, interviews
   - **Objective TS2.3.3:** Compile details for two or three careers of interest
   - **Objective TS2.3.4:** Use visual aids and/or technology to present information about one career of interest
**Additional Content:**
- Identifying education requirements for a specific career
- Utilizing career resources, ladders, and webs
- Explaining advantages and disadvantages of self-employment
- Recognizing employment trends
- Analyzing the impact of population, climate, and geographic location on occupational opportunities

4. Determine **personal responsibility** for making education and career choices. Examples: demographics, local resources, professional training, formulating career plans, retraining and upgrading skills, exploring school and community resources, comparing education and job opportunities

**Objective TS2.4.1:** Analyze personal strengths, needs, interests, and preferences

**Objective TS2.4.2:** Apply a decision-making process to making education and career choices

Example: awareness of options; knowledge of individual strengths, weaknesses, needs, and preferences; and evaluating potential outcomes of choices.

**Objective TS2.4.3:** Identify application process for postsecondary education/training

**Objective TS2.4.4:** Complete sample applications for postsecondary education/training

**Objective TS2.4.5:** Identify sources of funding for postsecondary education/training

**Objective TS2.4.6:** Complete sample applications for postsecondary education/training funding sources

**Objective TS2.4.7:** Develop a resource list of adult service providers

**Additional Content:**
- Examining the effect of work on lifestyles

5. Apply skills needed for seeking, obtaining, maintaining, and changing jobs, including preparing a résumé, completing job applications, participating in a job interview, and dressing and grooming for the workplace.

**Objective TS2.5.1:** Define initiative, flexibility, honesty, workplace ethics, problem-solving, disability disclosure, Americans with Disabilities Act (ADA)

**Objective TS2.5.2:** Develop a résumé

**Objective TS2.5.3:** Complete sample job applications

**Objective TS2.5.4:** Demonstrate appropriate interview strategies

Example: preparing ahead of time; dressing appropriately; making eye contact; speaking clearly and distinctly; answering questions honestly
Objective TS2.5.5: Describe how the ADA applies to seeking, obtaining, and maintaining a job

Objective TS2.5.6: Discuss the pros and cons of different disability disclosure methods
Examples: in a cover letter, on a job application, on a résumé, during an interview, after being offered job, after beginning job, never

Additional Content:
- Accessing detailed information about job openings and opportunities
Examples: skills required for a full- or part-time job, working conditions and benefits, opportunities for change

Foundation Skills

6. Explain the importance of effective communication skills in the workplace.
Examples: listening strategies, oral and written communications, proper business etiquette, informal presentations and discussions, proficiency in speaking Standard English

Objective TS2.6.1: Define body language, voice tone, eye contact, tactful
Objective TS2.6.2: Use clear, precise and organized language that reflects the conventions of spoken English
Examples: subject/verb agreement, use of correct verb tense, accurate use of vocabulary
Objective TS2.6.5: Demonstrate appropriate body language and voice tone
Objective TS2.6.6: Describe appropriate strategies for interacting with a supervisor or authority figure
Objective TS2.6.7: Demonstrate effective interpersonal communication skills
Examples: use a balanced two-way flow of dialogue, call people by name when possible, use courtesy words and phrases to show politeness and build rapport, make eye contact, never say anything that might hurt or offend, disagree non-judgmentally

7. Demonstrate mathematical computation skills in the workplace.
Examples: costs and time; ratios and percentages; tables, charts, and graphs; distance, weight, area, and volume

Objective TS2.7.1: Define checking, savings, deposit, withdrawal, ATM, credit card, APR, annual fee
Objective TS2.7.2: Demonstrate basic computation skills
Examples: addition, subtraction, multiplication, division
Objective TS2.7.3: Demonstrate knowing how much money one has through computation and record keeping

Example: use a calculator to add and subtract deposits and withdrawals from a savings or checking account

Objective TS2.7.4: Write sample checks, complete deposit slips, complete withdrawal slips, and reconcile monthly banking statements

Objective TS2.7.5: Budget purchases to a set amount for the week

Example: budget weekly grocery purchases to $25 per week

Objective TS2.7.6: Demonstrate comparison shopping

Examples: compare the price of items, consider the quality of one product and compare to another, examine the amount, volume, weight or pack size of items

Objective TS2.7.7: Calculate sale prices

Examples: percentage discounted, manufacturer rebate, buy-one-get-one free, buy more/save more

Ethics and Social Responsibility

8. Identify ethical and unethical behavior and actions in the workplace.

Objective TS2.8.1: Define ethics, integrity, dignity, respect, peer pressure, sexual harassment

Objective TS2.8.2: Identify unethical workplace actions

Examples: personal long distance phone calls on company accounts, taking office supplies home, improper use of copy machines or computers, falsifying timecards or other office records, excessive breaks, giving items away to friends, stealing, gossip, lying

Objective TS2.8.3: Describe good ethical decisions

Examples: Answer the questions What do you do when the cafeteria cashier gives you too much change; Would you accept a compliment for your work that honestly should go to another; If you would like to have a day off from work tomorrow, would you call in sick or take a vacation day; Would you take home paper and pencils from work to give your brother or sister for school

Objective TS2.8.4: Describe appropriate responses to peer pressure

Additional Content:
- Describing legal issues affecting business, including affirmative action; sexual harassment; local, state, and federal laws; and workplace regulations, including the Occupational Safety and Health Administration (OSHA), the Americans with Disabilities Act (ADA); and the Environmental Protection Agency (EPA)
Leadership and Teamwork

9. Explain leadership skills and practices.

Objective TS2.9.1: Define leadership, motivation, mentoring, self-determination, self awareness, self esteem
Objective TS2.9.2: Identify qualities of a good leader
Objective TS2.9.3: Utilize a goal-setting process
   Example: identify what you want to learn or do; write long-term goal and short-term goals; create an action plan; evaluate progress and adjust plan or goal
Objective TS2.9.4: Discuss possible workplace conflicts
Objective TS2.9.5: Describe strategies for preventing and resolving conflicts

Objective TS2.9.6: Communicate ideas to justify a position; persuade and convince others; and responsibly challenge existing ideas
Objective TS2.9.7: Demonstrate the ability to teach others a new skill

Additional Content:
- Identifying appropriate leadership styles
- Discussing effects of communication in various settings
   Examples: pairs, small groups, teams, large groups

10. Apply leadership skills through participation in career and technical student organization (CTSO) activities.
   Examples: setting goals; conducting meetings; participating in conferences, workshops, competitions, and civic and community service activities

Objective TS2.10.1: Define advocate, self advocate, officers, nominations
Objective TS2.10.2: List reasons to join a school club or community group
Objective TS2.10.3: Identify roles of club president, vice president, secretary, treasurer
Objective TS2.10.4: Identify roles and responsibilities of group members
Objective TS2.10.5: Participate in at least one school club or community group

11. Identify behaviors that promote effective teamwork.

Objective TS2.11.1: Define teamwork, negotiation
Objective TS2.11.2: Identify why working as a team can be beneficial
Objective TS2.11.3: Apply appropriate interpersonal skills
   Examples: collaboration, active listening, respect for self and others
Objective TS2.11.4: Describe steps for cooperating with others to achieve goals in a group
   Examples: identify tasks to be completed, assign responsibilities, develop timelines, monitor progress
Objective TS2.11.5: Identify strategies for resolving differences in a non-confrontational manner when working in a team or group

Applied Technology

12. Determine uses, capabilities, and limitations of technological tools for achieving personal and workplace needs.

Objective TS2.12.1: Define phishing, money scams, sexual exploitation
Objective TS2.12.2: Demonstrate proficiency in the use of computers and applications
   Examples: start up/login/shut down computer, connect/disconnect jump drives, select a printer, use print preview, work with menus, save files, transfer files
Objective TS2.12.3: Identify successful troubleshooting strategies for minor computer issues or problems
   Examples: frozen screen, mouse not scrolling, keys sticking on keyboard, computer or monitor will not turn on, “no signal” message on monitor
Objective TS2.12.4: Use basic features of computer software
   Examples: word processing program, presentation program
Objective TS2.12.5: Use technology tools to organize, interpret, and display data
   Examples: spreadsheets, databases
Objective TS2.12.6: Identify technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands
Objective TS2.12.7: Describe safe Internet use
   Examples: avoiding phishing, money scams and sexual exploitation; protecting personal information online; avoiding inappropriate sites
Objective TS2.12.8: Use technology tools to maximize the accuracy of work
   Examples: spell-checker, grammar-checker, calculator

Additional Content:
- Utilizing common tools, equipment, machines, and materials required for a selected job
- Assessing results of investigations related to uses and limitations of technological tools
Technical Knowledge and Skills

13. Interpret a company’s vision and mission statements, goals, and objectives with regard to a specific career objective or pathway.

Objective TS2.13.1: Define strategic planning
Objective TS2.13.2: Discuss the strategy, direction, and decision making for different careers
Example: Answer the questions What do we do; For whom do we do it; and How do we excel

Additional Content:
- Describing products and services offered by a specific company
- Identifying rights and responsibilities of employees and employers

14. Evaluate opportunities to obtain business- and industry-recognized work-readiness credentials.

Objective TS2.14.1: Define supervisor, attendance, punctuality, cooperation, constructive criticism, initiative, assistance,
Objective TS2.14.2: Describe what it means to work effectively and efficiently
Objective TS2.14.3: Interpret information from notes, manuals, graphs, or schedules
Objective TS2.14.4: Create documents such as letters, notes, tally charts or reports
Objective TS2.14.5: Respond to verbal messages and other cues
Objective TS2.14.6: Relay information clearly and effectively
Objective TS2.14.7: Seek help in a non-disruptive, patient and cooperative manner
Objective TS2.14.8: Recognize problems and devise and implement a plan of action
Example: identify problem; think of solutions; decide consequences of each solution; choose best solution; try it out; if it doesn’t work, start over
Economics and Finance

15. Explain economic principles and concepts fundamental to entrepreneurship. Examples: goods and services, supply and demand, private enterprise, cost-profit indicators, trends

**Objective TS2.15.1:** Define income, expenses, deductible, entrepreneurship,
**Objective TS2.15.2:** Define Supplemental Security Disability Insurance Program (SSDI), Supplemental Security Income Program (SSI), Substantial Gainful Activity (SGA), Impairment-Related Work Expenses (IRWE), Plan to Achieve Self Support (PASS), Ticket to Work (TTW)
**Objective TS2.15.3:** Compare SSI and SSDI
**Objective TS2.15.4:** Describe Section 1619(a), Special SSI Payments for Persons Who Work

16. Differentiate among types of employment documents and records. Examples: tax documentation, contract information, personal income, worker’s compensation, social security, pay procedures, deductions, net pay, fringe benefits, electronic fund transfers

**Objective TS2.16.1:** Define gross pay, net pay, income tax, social security, worker’s compensation, fringe benefits, electronic/direct deposits, Form W-4, Form W-2, Form 1040, hourly wages, monthly wages, commission from sales, deductions, overtime
**Objective TS2.16.2:** Apply skills needed to complete work-related forms and documents
Examples: résumé, job applications, Form W-4,
**Objective TS2.16.3:** Apply skills needed to utilize work-related documents and records
Examples: employment contract, pay stub, time sheet, Form W-2,
**Objective TS2.16.4:** Calculate net pay using hours and wages

Safety and Health

17. Formulate a workplace safety plan. Examples: preventing illness or injuries, communicating safety information, identifying hazards, performing basic first aid, identifying safe work attire

**Objective TS2.17.1:** Define safety plan, hazard, first aid, emergency medical services
**Objective TS2.17.2:** Identify potential work place hazards
Examples: slips and falls, cuts, falling objects, chemical agents
**Objective TS2.17.3:** Describe options for reporting a workplace hazard
Objective TS2.17.4: Distinguish between emergency and non-emergency medical and safety situations

Objective TS2.17.5: Describe first aid for specific injuries
Examples: cuts, eye contamination, broken bones

Objective TS2.17.6: Demonstrate what to do in case of emergency
Examples: fire, tornado, intruder, medical illness

18. Describe how worker safety regulations protect employees and employers.

Objective TS2.18.1: Define safety, authorized personnel only

Objective TS2.18.2: Discuss potential safety regulations
Examples: hard hats, required training before using specific equipment, authorized personnel only
Resources

A Life 4 Me
www.alife4me.com/

Alabama Career Information Network
www.alcareerinfo.org/

Disability★gov
www.disability.gov/

Disaboom
www.disaboom.com/

Florida Grassroots Self-Advocacy
www.floridaselfadvocacy.com/

National Center on Secondary Education and Transition (NCSET)
www.ncset.org/

National Collaborative on Workforce and Disability
www.ncwd-youth.info/

On-Campus Outreach
www.education.umd.edu/oco/

Pepnet: Transition Toolbox
www.pepnet.org/transitiontoolbox/

Youthhood
www.youthhood.org/
References


