Alabama Transition Standards

Personal/Social: Grades 9-12

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

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

1. 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.PS12.1.A
2. 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.PS11.1.A
3. 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.PS10.1.A
4. Identify strengths and weaknesses through self-exploration and assessment of prior successes, failures, and other personal learning experiences. TS.PS9.1.A

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

1. 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.PS12.2.A
2. Analyze personal successes and failures in order to identify available supports and evaluate positive/negative outcomes. TS.PS11.2.A
3. Discuss personal goals, decisions, and options. TS.PS10.2.A
4. Identify a range of desired positive adult outcomes in social, academic, and work environments (e.g., desire to have friends, live independently, maintain employment). TS.PS9.2.A

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

1. 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.PS12.3.A
2. Analyze postsecondary options and openly discuss concerns and preferences, asking questions when needed (e.g., actively participate in IEP planning/evaluation). TS.PS11.3.A
3. 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.PS10.3.A

Skip to main content

4 Discuss types of socially responsible behavior across various environments (e.g., identify assertive, passive, and aggressive behavior in written scenarios). TS.PS9.3.A

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

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

1 Apply appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others. TS.PS12.1.B

2 Engage in appropriate social interactions in multiple environments (home/work/community). TS.PS11.1.B

3 Distinguish between appropriate and inappropriate behaviors across various environments (home/work/community). TS.PS10.1.B

4 Identify personal management skills (e.g., behavioral self-control, personal space, social norms) to manage oneself in various environments (home/work/community). TS.PS9.1.B

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

1 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.PS12.2.B

2 Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences. TS.PS11.2.B

3 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.PS10.2.B

4 Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices). TS.PS9.2.B

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

1 Apply the identified behavioral skills in order to achieve postsecondary outcomes and goals. TS.PS12.3.B

2 Explore responsible behaviors that lead to positive post-school outcomes. TS.PS11.3.B

3 Recognize responsible and irresponsible behaviors and outcomes of behavior as it relates to personal goals across various environments. TS.PS10.3.B

4 Identify responsible behaviors (e.g., social interactions, appropriate social behavior, and conflict resolution skills) across various environments. TS.PS9.3.B

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independence and responsibility across settings.

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

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

1. 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.PS12.2.C
2. Distinguish between personal values and beliefs and those of parents, authority figures, and others in society. TS.PS11.2.C
3. 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.PS10.2.C
4. Identify the values and beliefs held by parents or authority figures. TS.PS9.2.C