Tennessee Principles of Transition

Focus on Adulthood

Students will identify and practice skills and knowledge necessary for successful community integration. 1.0

1 **Demonstrate an ability to communicate needs and/or supports.** 1.1

- A Compile a list of individual needs or supports for community integration. 1.1A
- B Communicate needs/supports to parent, case manager, peers, professionals, and IEP team. 1.1B

2 **Recognize responsibilities regarding community integration.** 1.2

- A Reflect on roles of a variety of participants in the community. 1.2A
- B Articulate personal preferences and strengths and the impact they have on community integration. 1.2B

3 **Model appropriate methods to handle conflicts or disagreements.** 1.3

- A Define terms used in conflict resolution, such as: assertive, passive, and aggressive. 1.3A
- B Identify assertive, passive, and aggressive behavior in written scenarios. 1.3B

4 **Identify community experiences needed to participate in community life.** 1.4

- A Define "community experiences." 1.4A
- B Investigate methods of participating in community activities. 1.4B

5 **Develop tools for becoming a contributing member of his or her community.** 1.5

- A Engage in community activities. 1.5A
- B Identify hobbies, skills, and interest and the role they play in community participation. 1.5B

Students will identify potential community agencies necessary for postsecondary success. 2.0

1 **Gather information on community agency options available.** 2.1

- A Review services/agencies available to adults with disabilities. 2.1A
- B Request information about a service he or she needs for transition. 2.1B

2 **Define which agencies will best facilitate his or her entry into postsecondary placements.** 2.2

- A Compare impact of strengths, interests, and needs to postsecondary placements. 2.2A
- B Evaluate services available for his or her specific needs and where providers are located. 2.2B

Skip to main content

3 **Identify related services the student receives that will continue to be needed as an adult.** 2.3

- A Review IEP, current support services, and accommodations regularly used. 2.3A
- B Evaluate services or accommodations that will be needed as adult. 2.3B

4 **Develop a timeline for registering with needed agency and/or support providers.** 2.4

- A Compile log of information gathered from chosen service providers or agencies. 2.4A
- B Transfer the date that agency registration is due to timeline/calendar. 2.4B

5 **Maintain a generic listing of community recourses.** 2.5

- A Investigate local agencies and resources for appropriate future supports. 2.5A
- B Compile a listing of agencies related to independent living, employment, education, and training. 2.5B

6 **Determine eligibility documentation required by each identified agency.** 2.6

- A Confer with counselor or representative from appropriate agency or support system. 2.6A
- B Submit information regarding specific eligibility documentation required for each potential agency to his or her transition portfolio. 2.6B

Students will complete activities to assist in refining career paths and career opportunities. 3.0

1 **Work collaboratively to complete a functional and/or comprehensive vocational assessment.** 3.1

- A Summarize and review data in transition portfolio for accuracy. 3.1A
- B Update personal transition information. 3.1B

2 **Complete a career interest assessment to better identify personal interests and preferences.** 3.2

- A Refine career interests by updating career assessments. 3.2A
- B Identify possible future careers in areas of interest. 3.2B

3 **Evaluate personal attributes.** 3.3

- A Update career goals, information about self, and new accomplishments. 3.3A
- B Describe how attitudes, beliefs, abilities, and interests impact career choices. 3.3B

4 **Interview people who are working in his or her career(s) of interest.** 3.4

- A Compile a list of potential professionals to interview in careers of choice. 3.4A
- B Set appointments for personal or telephone interviews. 3.4B
- C Complete the interview process and submit information gathered to his or her transition portfolio. 3.4C

Skip to main content

5 **Evaluate employment opportunities in career interest areas.** 3.5

- A Identify resources available to assist him or her seeking/gaining employment. 3.5A
- B Match career requirements with strengths, interests, skills, and potential to achieve level of training required. 3.5B

Students will identify skills needed to live independently. 4.0

1 **Evaluate ability to support oneself financially.** 4.1

- A Identify two financial planning goals and steps required to reach them. 4.1A
- B Determine ability to support oneself financially. 4.1B
- C Develop a resource budget to determine minimum requirements for financial support. 4.1C

2 **Determine need for assistance in addressing medical and insurance needs.** 4.2

- A Determine health and medical needs. 4.2A
- B Evaluate availability of medical and other insurance through government agencies or place of employment. 4.2B
- C Submit personal medical information to transition portfolio. 4.2C

3 **Obtain a driver's license or photo identification card.** 4.3

- A Set appointment and obtains photo identification card. 4.3A
- B Obtain driver's license or photo identification card. 4.3B

4 **Examine ability and resources to travel to and from home, work, and community.** 4.4

- A Evaluate personal resources/supports in regard to transportation. 4.4A
- B Access public transportation where available or identify various community options for transportation. 4.4B

5 **Determine housing options.** 4.5

- A Consider advantages and disadvantages of living at home after exiting high school. 4.5A
- B Articulate the advantages and disadvantages of renting vs. owning a home. 4.5B

6 **Evaluate ability to attain personal independence.** 4.6

- A Evaluate the impact of education and training on lifetime earnings. 4.6A
- B Assess personal ability to live independently. 4.6B

Students will identify and explain laws and their impact in po pla

Skip to main content

1 **Compare and contrast the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and IDEA.** 5.1

- A Articulate similarities of ADA, Section 504, and IDEA. 5.1A
- B Describe the differences of ADA, Section 504, and IDEA. 5.1B

2 **Articulate how the ADA and Section 504 safeguard employment rights as an adult worker.** 5.2

- A Describe civil rights of an individual with a disability in postsecondary work setting. 5.2A
- B Articulate the process to follow when/if civil rights are violated in the workplace. 5.2B

3 **Explain how ADA and Section 504 safeguard educational rights in a postsecondary setting.** 5.3

- A Describe how to access reasonable accommodations in postsecondary educational settings. 5.3A
- B Describe the process to follow when/if civil rights are violated in postsecondary education or training facilities. 5.3B

4 **Identify what reasonable accommodations are in postsecondary educational settings according to ADA and Section 504.** 5.4

- A Meet with disability support representatives and discusses reasonable and appropriate accommodations in postsecondary educational settings. 5.4A

5 **Demonstrate an understanding of privacy and confidentiality rights as they relate to disability disclosure.** 5.5

- A Define privacy and confidentiality rights. 5.5A
- B Use decision-making model to assist in deciding when and where to disclose information about the student's disability; 5.5B

Students will complete strength and need assessments to facilitate postsecondary placements. 6.0

1 **Self-assess current educational program, vocational needs, future education options, personal management skills, and living arrangement needs.** 6.1

- A Complete a self-assessment in the area of transition planning. 6.1A
- B Share results of self-assessment with case manager before presenting to IEP team. 6.1B

2 **Use the self-assessment to develop goals to facilitate postsecondary independence.** 6.2

- A Identify areas of personal strengths and accomplishments. 6.2A
- B Identify transition areas needing improvements and evaluate impact on postsecondary placements. 6.2B
- C Develop a learning plan, including timeline, for accomplishment of identified transition areas needing improvement. 6.2C
- D Identify transition areas in need of postsecondary supports. 6.2D

3 **Evaluate status of eligibility documentation.** 6.3

- A Determine if eligibility documentation is current and complete. 6.3A

Skip to main content

B Explain components of eligibility documentation to parent, case manager, or other professional. 6.3B

4 **Reflect on formal and informal personal support systems available in the community and at home.** 6.4

A Identify the extent to which family support will be available after exiting high school. 6.4A

B Review and compare three strengths and three needs as they relate to potential supports needed and availability in the community. 6.4B