Tennessee Principles of Transition

Introduction to Self-Determination

Students will demonstrate knowledge of legal rights as individuals with a disability. 1.0

1 **Examine contents of the Individuals with Disabilities Act of 2004 (IDEA).** 1.1

- A Describe how he/she meets criteria for special education services. 1.1A
- B Explain Free and Appropriate Public Education (FAPE). 1.1B
- C Identify Least Restrictive Environment. 1.1C
- D Articulate personal relevance of transition planning. 1.1D

2 **Discuss how disability rights laws affect the education of minor students.** 1.2

- A Discuss the types of supports, accommodations, and modifications necessary to achieve success in learning. 1.2A
- B Articulate the impact that the IEP has on courses of study. 1.2B

3 **Describe the rights that will transfer from parent to student upon reaching age of majority.** 1.3

- A Define the term "age of majority." 1.3A
- B Compile a list of rights assumed upon reaching age of majority. 1.3B

Students will understand their unique learning differences and its effect on learning. 2.0

1 **Read eligibility documentation.** 2.1

- A Set appointments to read eligibility documentation. 2.1A
- B Discuss and analyze disability information with case manager and parents. 2.1B

2 **Define his/her specific disability.** 2.2

- A Analyze personal profile of strengths and challenges in relation to disability. 2.2A
- B Articulate that the impact of the disability varies from one environment to another. 2.2B

3 **Explain how the disability affects learning in a particular class.** 2.3

- A List specific accommodations needed in specific areas. 2.3A
- B Articulate classes requiring compensatory strategies. 2.3B

Skip to main content

4 **Identify academic strengths.** 2.4

A List two or more classes in which he/she experiences academic success. 2.4A

B Discuss why he/she performs better in one class as opposed to another. 2.4B

Students will display knowledge of individual strengths necessary for achieving personal and academic success. 3.0

1 **Examine learning styles and adapt learning strategies to his or her unique style.** 3.1

A Complete a learning styles assessment. 3.1A

B Articulate how individual learning style affects how new information is learned. 3.1B

2 **Analyze personal achievements and successes at school, home, and in the community.** 3.2

A Document successes and achievements and add to transition portfolio. 3.2A

3 **Identify personal strengths relating to organizational skills, test-taking strategies, and study skills.** 3.3

A Keep homework, class assignments, and assignment book in organized manner. 3.3A

B Verbalize test-taking and study skills strategies that are personally successful. 3.3B

4 **Practice time management skills.** 3.4

A Maintain assignments through a variety of sources (e.g., assignment book, online applications, etc.) 3.4A

B Meet class deadlines with regard to assignments and project due dates. 3.4B

5 **Identify and model skills required for success in the classroom.** 3.5

A Articulate requirements for each teacher and class relating to the social skills, deadlines, and study skills. 3.5A

B Demonstrate compliance of class requirements. 3.5B

6 **Adjust learning strategies to teaching styles of specific teachers.** 3.6

A Analyze teaching styles and instructional delivery models. 3.6A

B Identify strengths and needs of individual learning styles in relation to particular teaching styles utilized by current teachers. 3.6B

Student will complete assessments to assist in postsecondary planning. 4.0

1 **Complete a learning style assessment.** 4.1

A Identify personal learning style by analyzing results of assessment. 4.1A

B Analyze how their learning style affects classroom performance and need for accommodations. 4.1B

Skip to main content

omplete an interest inventory. 4.2

A Research and match career groups to identified interest areas. 4.2A

B Develop long-term goals related to interests. 4.2B

3 Complete an aptitude assessment. 4.3

A Compare interests and aptitudes to determine best fitting careers. 4.3A

B Use aptitude and interest results as a basis to investigate future career and training options. 4.3B

4 Complete a personality inventory. 4.4

A Analyze how personality affects learning and career choices. 4.4A

B Articulate how personality traits affect social interactions. 4.4B

5 Complete a career interest assessment. 4.5

A Determine level of training needed for identified career interest areas. 4.5A

B Explore potential and appropriate careers using a variety of resources. 4.5B

Students will identify appropriate accommodations to facilitate learning.

1 Articulate the difference between accommodations and modifications. 5.1

A Articulate that accommodations equalize the educational playing field. 5.1A

B Discuss the difference between modifications and accommodations. 5.1B

2 Analyze the disability, learning styles, and class requirements to determine the adjustments needed to learn successfully. 5.2

A Describe the interdependence of the student's disability and learning style. 5.2A

B Analyze class requirements and how the student can function in class at optimal levels using identified strengths and needed accommodations based on personal history. 5.2B

3 Identify strengths and needs for a particular class. 5.3

A Accentuate strengths and uses to their advantage. 5.3A

B Develop an academic plan to accommodate the student's disability 5.3B

4 Analyze accommodations to determine those that are and are not successful. 5.4

A Practice using a variety of accommodations, including assistive technology as appropriate. 5.4A

B Evaluate, prior to and during the IEP meeting, which modifications or accommodations are successful and why. 5.4B

Students will demonstrate knowledge of the IEP process. 6.0

1 Determine IEP team member roles and responsibilities. 6.1

A Participate in a collaborative process with the student's case manager to review who his or her IEP team members are and why they are invited to the IEP meeting. 6.1A

Skip to main content

B Verbalize to the student's case manager the types of information each team member will bring to the IEP meeting. 6.1B

2 **Review current IEP with case manager.** 6.2

- A Sign access form in the student's special education file indicating review of the IEP= 6.2A
- B Compile a list of questions regarding IEP content and review the questions with the student's case manager and parent. 6.2B

3 **Review IEP goals/objectives each grading period.** 6.3

- A List initial goal and objective sheets in his or her IEP each grading period indicating review of progress. 6.3A

4 **Actively participate in IEP meetings.** 6.4

- A Submit comments regarding strengths, concerns, needed modifications/accommodations, and course preferences to the IEP team. 6.4A
- B Participate in a collaborative meeting with the case manager prior to the IEP meeting. 6.4B
- C Submit and review a student concerns sheet in the IEP team. 6.4C

5 **Analyze the components of the student's IEP=** 6.5

- A Enumerate the components of the IEP. 6.5A

Students will actively participate in transition planning. 7.0

1 **Work collaboratively with school personnel to develop/update a four-year plan of study.** 7.1

- A Analyze the results of career investigation and determine the courses needed in high school to facilitate specific post-secondary goals. 7.1A
- B Update four-year plan of study based on long-term goals and submit the plan to transition portfolio. 7.1B

2 **Review high school cumulative file.** 7.2

- A Set an appointment with the school counseling department to review cumulative file. 7.2A
- B In conjunction with parents and/or case manager, request copies of test scores, report cards, and transcript to be submitted to the transition portfolio. 7.2B

3 **Become familiar with the roles of the key players in the transition process.** 7.3

- A Identify the key players in the transition planning process. 7.3A
- B Compile a list of transition providers, including contact information. 7.3B

4 **Complete a transition planning questionnaire.** 7.4

- A Submit completed transition planning questionnaire to transition portfolio. 7.4A

Skip to main content

5 **Update personal transition portfolio.** 7.5

- A Collect and submit interest, aptitude, learning styles, and career assessments to transition portfolio. 7.5A

Students will demonstrate the self-advocacy skills required for assuming responsibility for learning. 8.0

1 **State individual strengths to IEP team.** 8.1

- A Complete a self-assessment to describe strengths, challenges, and learning styles. 8.1A
- B Use completed self-assessment as prompt when participating in the IEP meeting. 8.1B

2 **Articulate individual concerns for learning.** 8.2

- A Identify areas on class syllabus that are of concern. 8.2A
- B Meet with classroom teacher to discuss learning strategies. 8.2B

3 **Ask for accommodations for a particular class, test, or assignment.** 8.3

- A Practice asking for accommodations from peer, parent, or special educator. 8.3A
- B Schedule a meeting with classroom teacher to discuss needed accommodations for project, assignment, or test. 8.3B

4 **Set appointment to review special education file with case manager.** 8.4

- A Sign access to file record in special education file. 8.4A

5 **Use assertive communication to articulate to teachers the need for specific accommodations.** 8.5

- A Respond in positive and informative manner regarding need for accommodations. 8.5A
- B Seek assistance from special education staff when assistance is required to communicate specific learning needs to general education teachers. 8.5B

6 **Using practical scenarios that can be generalized, understand the decision-making process (e.g. asking questions, leveraging resources, anticipating consequences) reflect and learn from decisions made.** 8.6

- A Evaluate the advantages and disadvantages of decisions that impact learning in a particular class. 8.6A
- B Assume responsibility for decisions rather than place blame elsewhere if consequences are not positive. 8.6B

7 **Defend a position related to legal rights as a person with a disability.** 8.7

- A Explain to teachers or peers the legitimacy of his or her need for accommodations. 8.7A
- B State what his or her educational rights are as a student with a disability. 8.7B