

TRANSITIONS



ACTIVITIES

WORKBOOK

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High School Transitional Activities

(per grade level)

The intent of this activity compilation is to provide students with various transitional activities that they can complete per grade level in order to prepare them for a successful transition from high school to the adult world. This will continue to be a work in progress as items are added on and as suggestions are offered.

The vision is that students will complete what they need based on their needs and keep a "portfolio" of those activities. The portfolio can be used as a reference guide for students when/if they conduct their own IEP Meetings as well as a reference when they are seeking outside agency support. The last page of the compilation has some journal activities that can be completed throughout a student's high school years.

Secondly, the intent is to teach and support students in running their own IEP meetings or having a more active role in them. Far too often, all the adults speak for the students and they end up not having a voice. Throughout each grade level are some activities that students can complete to take on a more active role prior to, during, and after their IEP meetings.

There are also [journal prompts](#) that can be completed by students as warm-up activities. Students could complete 2 per week.

There is also a Work Based Learning Continuum attached to this document. This provides information on how students should be transitioning at each grade level to gain experience in the areas of career awareness, exploration, and preparation. Contact Dee LeBlanc at dleblanc@nlsec.org or Nic Hanson at nhanson@nlsec.org for more information.

Guest Speakers: Included is a reference sheet of guest speakers and topics.

All of the handouts are hyperlinked to documents within google. Students are encouraged to print the forms to complete and include in a portfolio or binder system. Teachers are strongly encouraged to review over the completed forms with students and assist in the reflection of results. *Reflecting will be the most important component of these activities as students need to analyze their results and determine how that fits in with regard to future employment, postsecondary education, relationships, etc.*

You are highly encouraged to also reference the [NLSEC Secondary Transition Resource Booklet](#) as a guide to planning and preparing for your future.

Transition Activities: Grade 9

The focus of the 9th grade transitional activities will be centered around personal self-discovery. Students will gain knowledge about themselves with regard to study habits, personality, learning styles, disability awareness, basic IEP understanding, and begin the process of thinking about their future.

- ❑ [Consumer Guide to Transition Planning](#)
 - ❑ Complete this form and keep. Students will use this form to compare their responses from year to year.

- ❑ [My Postsecondary Plans](#)

- ❑ [What Are My Goals?](#) & [My Plan of Action?](#)
 - ❑ This may take a bit of time to complete as students may need to reflect and process what they want for their futures.

- ❑ [Self-Discovery Questions](#)
 - ❑ Read over the prerequisites for how to answer the self-discovery with integrity. Answer each question truthfully either typed or handwritten responses. (~3 days to complete)

- ❑ [Self-Discovery Activities:](#)
 - ❑ Pick 1 activity you will do to elaborate more on who you are. Be prepared to present this either to your teacher or small group of peers. Be creative and take the time to show who you are! (~set a week for students to complete)

- ❑ **Attend IEP Meeting**
 - ❑ [Pre-conference Interview Question Guide](#) -complete prior to your IEP meeting, have parent's/guardian's complete bottom half. Some students may need an adult to talk them through the questions to come up with answers. Provide examples if needed.
 - ❑ Discuss students measurable postsecondary goals (employment, postsecondary education, independent living) and the track needed to be taken in high school.
 - ❑ Draw a [blueprint/flowchart](#) of your transition plan(transition services/activities)using the template for postsecondary education, employment, independent living or military (if applicable). The items that branch out from the main topic are activities and people that you will need to complete in order to reach your goal. *What do you need in order to meet your goal?*
 - ❑ Have the student prepare the [IEP Meeting Script](#) prior to their IEP meeting. Again they may need some assistance and feedback.

OR

- Complete the [Student Run IEP Template](#) prior to meeting in order to prepare for the meeting. The goal is to have the student run his/her meeting in its entirety or partially run it.

- Study Habits Questionnaires:** These are meant to be completed with guided practice from your teacher. Suggestions; define vocabulary words to students, read aloud and have students rate themselves, assist students in scoring or evaluating their results. Once done write a few sentences summarizing your results for each test you choose to take.
 - [Study Habits Questionnaire](#)
 - [Study Skills Inventory](#) (After your teacher reviews over vocabulary, complete and ask for help when scoring).
 - [A Questionnaire to Review Your Study Habits](#)
 - [Study Skills Questionnaire](#)
 - [Study -- Habits Inventory \(1\)](#)
 - [Study-- Habits Questionnaire \(Peer 2 Peer\)](#)
 - [Study-Skills Checklist](#)

- [Contact List](#) -Students will start a list of support people and agencies in their life. Each year they will add on to this list. For example, case manager, doctors, therapists, counselor, etc. This could be something they could put into their phone, however, it is nice for the team to see who these people are. It is up to the student on who they want to put on there.

- My Choice My Plan**
 - <https://mychoicesmyplan.org/>
 - Complete the questionnaire online. Print your results and include in your binder.
 - Write a short reflection paper on your results and give to your teacher.

- Career One Stop: Skill and Ability Videos:**
 - <http://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx>
 - Pick 4-6 videos to watch pertaining to skills and abilities that you either want to learn more about or feel you need to improve on. For each video write down 3-4 things you learned or found interesting and how that skill may relate to you.

- Learning Style Inventories:** (complete and write a paragraph (3-4 sentences) summarizing your results for each test you choose or print the results which will be included in your binder).
 - [What's Your Learning Style?](#)
 - [C.I.T.E Learning Styles Inventory](#)
 - [Values Inventory](#)
 - [The Arc's Self-Determination Scale](#)
 - [This is How I See Myself](#)
 - [Student Dream Sheet](#)
 - ["Satisfactions" You Need](#)

- [Skills Identification](#)
 - [Personal and Professional Goals Worksheet](#)
 - [Edutopia Multiple Intelligences Self Assessment](#)
 - [Typefinder Research Edition](#) (find your 4 letter personality type)
 - [Type Finder Facets](#)
 - [16 Personalities](#)
 - [Learning-Needs Checklist & Learning Style](#) (includes all academic areas)
 - [My Learning and Living Strengths](#)
-
- NICHY: [A Student's Guide to the IEP](#) (reading and worksheet) [guided practice ws.](#)
 - Complete the: "[Accommodations for Academic Support Packet](#) & [Test Preparation & Academic Motivation](#)"
 - Disability awareness: student should be able to describe their disability and explain to others.
 - ["Understanding My Disability" Worksheet](#)
 - [My Challenges worksheet](#)
 - Print off your IEP accommodations and modifications page from your IEP and complete the [T-Chart](#) worksheet using the provided explanations.
 - Complete the reflection questions on the 2nd page of the worksheet.
 - Review the Present Level of Academic Achievement and Functional Performance (PLAAFP) of your IEP. Do you agree or disagree, understand or not; and would you change anything and why? Write 1-2 paragraphs reflecting on these questions.
 - [Student Accommodation Letter](#): Make a copy of the student accommodation letter template. Using the template, individualize the letter to fit your specific needs. This template is just that, a template, so be as creative and informative as you would like. The letter will be used to communicate a description of your disability, strengths, areas of weakness, and listing some accommodations and modifications that will help you in that specific class.
 - Attend Mentoring Day
 - Complete your [High School Course Planning worksheet](#)

Transition Activities: Grade 10

The focus of the 10th grade transitional activities will be centered around students learning to navigate their IEP, learning and utilizing self advocacy skills across various settings, learning about VRS, disability awareness, disability disclosure across various settings, soft skills, and begin the career exploration process.

- ❑ [Consumer Guide to Transition Planning](#)
- ❑ **Attend IEP Meeting:**
 - ❑ [Pre-conference Interview Question Guide](#) -complete prior to your IEP meeting, have parent's/guardian's complete bottom half.
 - ❑ Discuss students measureable postsecondary goals (employment, postsecondary education, independent living) and the track needed to be taken in high school.
 - ❑ Draw/update your [blueprint/flowchart](#) of your transition plan(transition services/activities)using the template for postsecondary education, employment, independent living or military (if applicable). The items that branch out from the main topic are activities and people that you will need to complete in order to reach your goal. *What do you need in order to meet you goal?*
 - ❑ Prepare [IEP Meeting Script](#) prior to the IEP meeting. Student may need some adult guidance with completing and reviewing over responses prior to meeting.

OR

- ❑ Complete the [Student Run IEP Template](#) prior to meeting in order to prepare for the meeting. The goal is to have the student run his/her meeting in its entirety or partially run it.
- ❑ Using a copy of your IEP, complete the [IEP Scavenger Hunt](#)
- ❑ [Contact List](#) -Students will either start or add to their list of support people and agencies in their life. Each year they will add on to this list.
- ❑ **Self-Advocacy** means "to speak or write in support of" so a self-advocate is one who can speak or write in support of their self. Self-Advocacy is the ability to communicate your wants, needs and rights. To do this well requires that you know and believe in yourself and that you advocate in a manner that is appropriate to the situation.
 - ❑ Complete the ["Am I Learning to Lead Self Assessment Tool"](#) from the National Consortium on Leadership and Disability for Youth. Compute your final score and compare how well you're doing and areas you need to improve on.
- ❑ Discussion of **Vocational Rehabilitation Services** and whether to apply

- ❑ Use the following website and locate your school's vocational rehabilitation counselor. (Note: the data is arranged by county, so you need to know what county you are in)
- ❑ https://mn.gov/deed/assets/transition-school-directory_tcm1045-131183.pdf
- ❑ Watch "Introducing Vocational Rehabilitation Services: Simply Said" Video: <https://www.youtube.com/watch?v=vT9pKlCTQMg>
 - ❑ Write down 6 things you learned about the services provided, eligibility, and application process. Do you think this may be a service/support you would need? Explain why or why not.

- ❑ Student generated **accommodations** (hand out to teachers or use the accommodations letter)
 - ❑ [Student Accommodation Letter](#): Make a copy of the student accommodation letter template. Using the template, individualize the letter to fit your specific needs. This template is just that, a template, so be as creative and informative as you would like. The letter will be used to communicate a description of your disability, strengths, areas of weakness, and listing some accommodations and modifications that will help you in that specific class.
 - ❑ Breakdown by each class. What specific accommodations or modifications will you need for each of your classes? (These should vary as your needs are different for each class).
 - ❑ For example, I may have a learning disability with writing and need more modifications and accommodations in my English and Social Studies classes than my math class.
 - ❑ Use can also use the ["At A Glance"](#) format to assist you in this process of differentiating between classes and the accommodations and modifications you will need .You can share this document with your teachers as part of advocating for yourself.

- ❑ **Assistive Technology** -is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities. Look at some examples of assistive technology tools that may help you according to your disability needs:
 - ❑ [Reading](#)
 - ❑ [Writing](#)
 - ❑ [Math](#)
 - ❑ [Organization](#)
 - ❑ [Vision](#)
 - ❑ [Multiple areas](#)

- ❑ **My Choice My Plan**
 - ❑ <https://www.mychoicesmyplan.org/>
 - ❑ Complete the questionnaire online. Print your results and include in your binder.
 - ❑ Write a short reflection paper on your results and give to your teacher.
 - ❑ Compare your plan from last year (if you completed one).

- ❑ **Disability Awareness- Celebrity Assignment**
 - ❑ Research and identify 2 famous people that have a disability similar to yours. In a short paragraph write down the name of the celebrity, disability, the impact it had on their life and how they compensated for their disability. Also, share 1-2 interesting facts you learned about this person.

- ❑ **Soft Skills:** Also known as "people skills" can relate to the following: communication, relationship building, self awareness, patience, teamwork, problem solving, work ethic, etc.
 - ❑ "[Skills That Pay the Bills](#)" is a **workbook** designed to provide an introduction to the "basics" of soft skills. It is advised you print the activity instructions and accompanying worksheets and write your responses on them.
 - ❑ Use the hyperlink above to complete the various activities related to developing soft skills.
 - ❑ Communication-
 - ❑ What's Your Point (p. 19-22)
 - ❑ Flipping the Switch (p. 23-25)
 - ❑ Oh, Puh-leeeeeeezel (p. 26-29)
 - ❑ Listen Hear! (p. 30-31)
 - ❑ Quit Talkin' I Know What To Do! (p. 32-34)
 - ❑ Professionalism-
 - ❑ Professionalism in Today's Workforce (p. 116-117)
 - ❑ The Cultural Divide (p. 118)
 - ❑ Professionalism- Professional Work Attitudes activity from Skills to Pay the Bills (p. 119-120)
 - ❑ Examining Work Attitudes (p. 121)
 - ❑ Teamwork-An Essential Element of Professionalism (p. 122-125)
 - ❑ Is it Considered "Professional" to Have Friends in the Workplace? (p. 126-128)
 - ❑ Self-Reflection: Professionalism Problem Solving at its Best (p. 129-133)

- ❑ **Career Exploration:** Why? It is very true that many people change their careers frequently. Others find their dream jobs early and stay with it most of their work lives. Though the career you have in twenty years may be very different than what you are interested in today, it is important that you learn what jobs are available; what people actually do in those jobs; what skills you have relate to what kinds of work; and how you locate the job you want. These skills will serve you well, not only when looking for your first job but also in making career changes in the future.
 - ❑ Career Clusters Interest Survey
 - ❑ <http://www.mynextmove.org/explore/ip>
 - ❑ Complete the O*Net Interest Profiler (60 questions)
 - ❑ Print your results and click on the categories you scored the highest in to see what interests you are strong in. It may be valuable to also look at the interests that you scored lower in as well to determine areas you do not have an interest in.

- ❑ Career Research- Top 5 Careers- **Google different careers**
 - ❑ Using the graphic organizer, "[Job Research Chart](#)": research 5 careers of interest to you. Identify the education requirements, skills needed, and salary for each.

OR

- ❑ Complete the [Career Comparison Worksheet](#) for 4 careers of interest to you.
- ❑ Labor Market Research:
 - ❑ It is important to do some research with regard to the labor market and determine if the career(s) you are interested in are in your area or if you would have to move.
 - ❑ Using [MNSCU Careerwise](#) you can learn about salary information, research employers, learn about occupations that are currently in demand, learn about job vacancies and industry sites. Are you able to reach your career goal without moving or will you have to look elsewhere. This is really important and will lead to other planning for your future, such as, planning for where you will live, cost for housing, transportation, etc.
- ❑ Complete the: "[Career Family Tree Worksheet](#)" by interviewing the listed family members. Answer the 3 questions at the bottom to reflect on their career choices. If a listed family member is deceased or not in the picture ask a living family member if they know what that person did for a career, or find someone else who may fill that designated role in your life.
 - ❑ Are there any trends you notice with your family and careers/jobs? Anything that would interest you?
- ❑ Make a list of Strengths, Assets, and Skills
 - ❑ Complete the "[Unique Characteristics](#)" worksheet on your interests, skills, and values.
- ❑ **Disability Disclosure** (workbook): This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.
 - ❑ Complete the 411 on [Disability Disclosure workbook](#). (It is encouraged to complete this as a class or in small groups with the students. This will generate some good discussion as well as assist students who may struggle with reading fluency, comprehension, vocabulary, etc. . This can be done throughout the course of the school year).
- ❑ Complete the "[Post-IEP Planning](#)" worksheet. This will be completed yearly and by the end of 12th grade you should be rating yourself all "3." Some of it may not apply to you and that is okay. Only complete the sections that are realistic for you.
- ❑ Attend Mentoring Day
- ❑ Complete your [High School Course Planning worksheet](#)

Transition Activities: Grade 11

The focus of the 11th grade transitional activities is centered around the student running their IEP meeting with the strategies and tools learned in previous grade levels. Focus should continue to be on disability disclosure, awareness, and soft skills, along with student rights and responsibilities. Assisting the student and family with coordinating outside agency support or service providers is key, such as VRS. Students will be introduced to budgeting and determining needs vs. wants. For those students that it applies to, there will be activities related to postsecondary education. Job exploration will continue, with a focus on students identifying their skills and abilities and determining how those may relate to specific careers of interest. Students will begin learning about and practicing job interviewing skills along with practicing completing job applications. Lastly, for those that it applies to, students will utilize practice postsecondary exams prior to taking actual exams (ASVAB, Accuplacer).

- ❑ [Consumer Guide to Transition Planning](#) student complete and compare previous years responses.
- ❑ **Attend IEP Meeting:**
 - ❑ [Pre-conference Interview Question Guide](#) -complete prior to your IEP meeting, have parent's/guardian's complete bottom half.
 - ❑ Discuss student measurable postsecondary goals (employment, postsecondary education, independent living) and the track needed to be taken in high school.
 - ❑ Draw/update your [blueprint/flowchart](#) of your transition plan (transition services/activities)using the template for postsecondary education, employment, independent living or military (if applicable). The items that branch out from the main topic are activities and people that you will need to complete in order to reach your goal.
 - ❑ Prepare [IEP Meeting Script](#)

OR

- ❑ Complete the [Student Run IEP Template](#) prior to meeting in order to prepare for the meeting. The goal is to have the student run his/her meeting in its entirety or partially run it.

OR

- ❑ Using the blank [Transition Meeting Agenda](#) in conjunction with the [agenda with prompts](#), have the student complete as much as they can for each section prior to their IEP meeting. This information can be shared during the meeting (preferably by the student).
- ❑ Student generated accommodations (hand out to teachers or use the accommodations letter)
 - ❑ [Student Accommodation Letter](#): Make a copy of the student accommodation letter template. Using the template, individualize the letter to fit your specific needs. This template is just that, a template, so be as creative and informative as you would like. The letter will be used to communicate a description of your disability, strengths, areas of weakness, and listing some accommodations and modifications that will help you in that specific class.

- ❑ Breakdown by each class. What specific accommodations or modifications will you need for each of your classes? (These should vary as your needs are different for each class).
 - ❑ For example, I may have a learning disability with writing and need more modifications and accommodations in my English and Social Studies classes than my math class.
 - ❑ Use can also use the ["At A Glance"](#) format to assist you in this process of differentiating between classes and the accommodations and modifications you will need .You can share this document with your teachers as part of advocating for yourself.

- ❑ [Contact List](#) -Students will either start or continue to add to their list of support people (teacher, guidance counselor, administrator, community supports) and agencies in their life. Each year they will add on to this list.

- ❑ **Disability Disclosure** (workbook): This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.
 - ❑ Continue to work on completing the 411 on [Disability Disclosure workbook](#). (It is encouraged to complete this as a class or in small groups with the students. This will generate some good discussion as well as assist students who may struggle with reading fluency, comprehension, vocabulary, etc. . This can be done throughout the course of the school year).

- ❑ **Student Rights and Responsibilities:**
 - ❑ Read aloud ["What Does It Mean to Turn 18?"](#) (Class discussion)
 - ❑ Review over the handout: ["Student Rights & Responsibilities."](#) These are things you should know and be able to act on when you turn 18 years old. Complete the graphic organizer filling in what you know pertaining to various areas, do you do these things now?, etc. Use this information for a whole class discussion afterwards.
 - ❑ Ask for a copy of your current IEP. Review over your IEP in its entirety. Imagine you are in charge of developing your IEP. Highlight things that you would like to change, add, or omit. Comment on each annual goal if you would keep them or change them. Would you change the amount of time you receive special education services? What would you add or delete from your accommodations and modifications? Would you want to continue being a student of special education or end your services? (DISCUSSION)
 - ❑ Jot your responses down on paper.

- ❑ Refer to VRS if appropriate (If the team questions the student may need some support attaining and maintaining employment)

- ❑ Attend Mentoring Day

- ❑ Attend a College for a Day event

- ❑ Introduction to **Networking**
 - ❑ ["Skills That Pay the Bills"](#) is a **workbook** designed to provide an introduction to the "basics" of soft skills. (does require some guided practice/whole group instruction).
 - ❑ Use the hyperlink above to complete the various activities related to developing soft skills.
 - ❑ An Introduction to Networking (p. 78-80)
 - ❑ You Expect Me To Do WHAT? Talk to People? (81-83)
 - ❑ Using Social Media to Network (p. 84-88)
 - ❑ Text vs. Email... Does It Really Matter? (p. 89-94)
 - ❑ It's A Small World (p. 95-97)

- ❑ **Reality Check** -Students will have an opportunity to complete a questionnaire designed to assist in determining how much money they would need to make in order to pay for their wants and needs. Granted the figures are not 100% accurate, but the importance from this activity comes from the discussion you will have with students about realistic planning, dreams, wants, needs, etc. We don't want students feeling discouraged if their dreams don't align with reality.
 - ❑ Complete the ["Get A Reality Check"](#)
 - ❑ If students already know what occupation they will be pursuing, have them complete ["Occupation Direct"](#) to determine if that salary will pay for what they want and need.
 - ❑ If students have a specific amount of money they want to earn in an occupation, have them complete the ["Future Salary"](#) activity.
 - ❑ Once complete, write a reflection paragraph on what you found surprising. Were your goals and expectations realistic? Do you need to change some of your planning for your future? Any other thoughts you had?

- ❑ **My Choice My Plan**
 - ❑ <https://www.mychoicesmyplan.org/>
 - ❑ Complete the questionnaire online. Print your results and include in your binder.
 - ❑ Write a short reflection paper on your results and give to your teacher.
 - ❑ Compare your plan from last year (if you completed one).

- ❑ **Differences between High School and College:**
 - ❑ Review the handout ["General Differences Between High School and College."](#)
 - ❑ In the first column place either a (+) if you knew the fact about college or a (-) if you did not.
 - ❑ In the second column place a (+) next to something you're excited about at college and a (-) next to something you are not looking forward to.
 - ❑ Jot down any questions you have as well!. Then discuss as a class/small group.

- ❑ **Understanding Where My Money Goes: Paycheck Deductions**
 - ❑ Use the link to watch a short video on paychecks: <http://bizkids.com/clip/intro-to-paychecks>

- ❑ Have students review over ["Paycheck Vocabulary"](#)
- ❑ Use the [Making Money](#) Teaching Notes for guided practice
 - ❑ Discuss the "hidden costs" of a job, dental and health insurance employee pay in, sick, personal, and holiday pay.
 - ❑ "Reading A Pay Stub:" Have students complete the ["Reading & Interpreting Pay Stubs"](#) worksheet using the given paystub.
 - ❑ [OPTIONAL QUIZ](#)
- ❑ **Understanding a Budget**
 - ❑ Complete the ["Personal Budget: Needs vs. Wants"](#) worksheet.
 - ❑ Complete the ["My Own Budget"](#) worksheet.
 - ❑ Complete the ["Budget: Fixed and Variable Expenses"](#) worksheet to learn about budgeting.
 - ❑ Using the ["Your Budget!"](#), create a budget for yourself for 1 week. Think of all the money you earn in a week (allowance, job, etc) and what you spend your money on. Record it on the sheet provided.
 - ❑ Keep track of your EXPENSES for 1 month using the ["Expense Tracking" sheet](#).
 - ❑ Keep track of your budget for 1 month using the ["Daily Budget Tracking" sheet](#).
 - ❑ Write a summary of your budgeting activities. Reflect on how you saved and spent your money. Were you surprised by anything in terms of how much money you saved or spent? Do you think of yourself as a spender or a saver? Anything you would like to change about how you spend or save your money?
- ❑ **Career Management/Job Skills Assessments:** Students are encouraged to complete each of the assessments below. After completion of each, students should write a short paragraph reflecting on their results. **Students should start putting together interests related to training and careers.*
 - ❑ ["Career Decision"](#)
 - ❑ ["Needs Fit"](#)
 - ❑ ["Life Career Major Survey"](#)
 - ❑ ["What I Want From A Career"](#)
 - ❑ ["Rate Yourself as a Worker"](#)
 - ❑ ["Skills You Are Good At"](#)
 - ❑ ["Skills Identification"](#)
 - ❑ ["Managing Time Responsibly"](#)
 - ❑ ["Aptitudes Identification"](#)
 - ❑ ["Qualities Checklist"](#)
 - ❑ ["Skills Fit"](#)
 - ❑ ["Employability Skills"](#)
- ❑ **Preparing for an Interview:**
 - ❑ Complete the ["Overview of an Interview"](#) mini lesson
 - ❑ Read over the ["Interview Checklist, Tips, & Ten Most Common Interview Questions."](#)

- ❑ Complete the "[Imagine...](#)" (using link above) worksheet
- ❑ Complete the [College Comparison Worksheet](#) by choosing 3 colleges of interest to you.

- ❑ **College tours**
 - ❑ recommend 2-3 for those interested in a 4 year college. Students are encouraged to sign up with their school/counselor when those are set up or can attend with parents/guardians.
 - ❑ [E-College](#) (for any students planning on attending 2 or 4 year college)
 - ❑ ****College bound students should set up bi-monthly meetings with their counselor**** -discuss application process, scheduling entrance exams, financial aid, scholarships, etc.

- ❑ **College Applications**
 - ❑ 4-year college applications should start the summer before your senior year. Most students complete them during the fall of their 12th grade year.
 - ❑ Read over the Quick Guide: [The Anatomy of the College Application](#) to learn about the key components of a college application.
 - ❑ Read over the [College Application: How to Begin](#) to learn about the basics of applying.
 - ❑ 2 year applications can be completed during your 12th grade year.
 - ❑ Learn the steps to admissions for a 2 year college [here](#)
 - ❑ Minnesota has a plethora of community colleges available, use [MNSCU](#) website to explore those options and apply.
 - ❑ Complete a practice college application using the [Universal Application](#)
 - ❑ [MNSCU 2 year college application](#)

- ❑ Read "[Keys to College Success](#)" to gain insight in how to improve study skills, note taking, and memory, reading.

- ❑ Practice Accuplacer (6 week prep, take sample test for students interested in college)
 - ❑ [Practice Exam](#)

- ❑ Practice ASVAB -for those students interested in entering into the National Guard or full-time. Should be taken 11th grade.
 - ❑ <http://www.asvabpracticetests.com/>

- ❑ Check in with case manager about opportunities to participate in a Work Based Learning opportunity.

- ❑ Complete the "[Post-IEP Planning](#)" worksheet. This will be completed yearly and by the end of 12th grade you should be rating yourself all "3." Some of it may not apply to you and that is okay. Only complete the sections that are realistic for you.
- ❑ Complete your [High School Course Planning worksheet](#)

Transitions Activities: Grade 12

The focus on the 12th grade transitional activities is really on finalizing students plans for their future. At this point, students should be running their own IEP meetings, with support as needed. Topics covered include; student's continuing to learn about their interests, self awareness, volunteerism, budgeting, independent living, resumes, cover letters, and finalizing post secondary plans (for those appropriate for). Student should also be compiling all their paperwork (portfolio, evaluation, IEP, SOP, progress reports) in preparation for graduation.

- ❑ [Consumer Guide to Transition Planning](#) students can complete this form or compare their previous years to see what stayed the same or changed. The discussion should revolve around finalizing information and determining what needs to be done to reach their goals.
- ❑ **Attend/Run IEP Meeting:**
 - ❑ [Pre-conference Interview Question Guide](#) -complete prior to your IEP meeting, have parent's/guardian's complete bottom half.
 - ❑ Discuss student measurable postsecondary goals and the track needed to be taken in high school.
 - ❑ Draw/update your [blueprint/flowchart](#) of your transition plan(transition services/activities)using the template for postsecondary education, employment, independent living or military (if applicable). The items that branch out from the main topic are activities and people that you will need to complete in order to reach your goal.
 - ❑ Prepare [IEP Meeting Script](#)

OR

- ❑ Complete the [Student Run IEP Template](#) prior to meeting in order to prepare for the meeting. The goal is to have the student run his/her meeting in its entirety or partially run it.

OR

- ❑ Using the blank [Transition Meeting Agenda](#) in conjunction with the [agenda with prompts](#), have the student complete as much as they can for each section prior to their IEP meeting. This information can be shared during the meeting (preferably by the student).
- ❑ Student generated accommodations (hand out to teachers or use the accommodations letter)
 - ❑ [Student Accommodation Letter](#): Make a copy of the student accommodation letter template. Using the template, individualize the letter to fit your specific needs. This template is just that, a template, so be as creative and informative as you would like. The letter will be used to communicate a description of your disability, strengths, areas of weakness, and listing some accommodations and modifications that will help you in that specific class.

- Breakdown by each class. What specific accommodations or modifications will you need for each of your classes? (These should vary as your needs are different for each class).
 - For example, I may have a learning disability with writing and need more modifications and accommodations in my English and Social Studies classes than my math class.
 - Use can also use the ["At A Glance"](#) format to assist you in this process of differentiating between classes and the accommodations and modifications you will need .You can share this document with your teachers as part of advocating for yourself.

- [Contact List](#) -Students will either start or add to their list of support people (teacher, guidance counselor, administrator, community supports) and agencies in their life. *It is important for students to update contact information if data has changed.*

- Personal Interest Inventories:** Students should complete the interest inventories as a final component prior to graduation to determine future planning. They should write a brief summary of their results and "aha" moments.
 - ["ME! Scale"](#)
 - If there are areas that the student is not able to do, these should be prioritized immediately! (All students leaving high school should be able to describe their disability, strengths, needs, etc.)
 - ["My Future"](#)
 - ["Values Inventory"](#)
 - ["How Well Do You Get Along With Others?"](#)
 - ["How Do You Handle Difficult People?"](#)
 - ["How I Feel About Myself"](#)
 - ["Strengths Audit"](#)

- Understanding Self Awareness**
 - Have students complete the ["Understanding Self-Awareness & Self-Advocacy"](#) worksheet.
 - Read ["Mike's Story"](#) and answer the questions at the bottom.

- Make a list of places in the surrounding area that you could volunteer at to help make a difference.
 - You are encouraged to pick one and volunteer 1 hour/week for 1 month.

- If you are 18, [register to vote](#)
 - Using the link, read about the steps needed to take to register as a voter. *It is important to note that a student needs either a valid driver's license or state ID and a current email.*

- [DB101/Social Security Benefits Planning](#) This curriculum has some pre-work for the educator and then it includes a 1 hour curriculum for students to learn about DB101 and benefits and the importance of still being able to work without losing benefits.

- ❑ Attend Mentoring Day
- ❑ [E-College](#) (for any students planning on attending 2 or 4 year college)
- ❑ Attend College for a Day events
- ❑ Moving On Your Own- Using the [template](#), brainstorm a list of things needed for moving to an apartment. Using the Internet, research the cost of the items needed.
- ❑ **Choosing A Place to Live**
 - ❑ Complete ["Thinking About A Place to Live"](#).
- ❑ **Conflict Resolution:** Use the link; <http://www.buildingpeace.org/conflict-styles> to complete an assessment that determines how you handle conflict. Read the results. Do you agree or disagree? Once completed, print the results and attach to your binder.
 - ❑ Students may need some support with reading and vocabulary support. You can either complete the online survey or do the paper version, however, you will need to enter those responses in at another time.
- ❑ **2- 3 college visits**
 - ❑ Students are encouraged to sign up with their counselors when schools arrange for college visits, or can do so with parents. If students are interested in attending 4 year colleges, these should have been completed in 11th grade.
- ❑ **Financial Aid/Scholarships**
 - ❑ Research what financial aid is and if it applies to you using the following [Website](#). Look up the deadline for application completion for your state so you are aware when applying for colleges.
 - ❑ Watch: [Federal Student Aid: Overview of the Financial Aid Process](#)
 - ❑ Watch: [How to Fill Out the FAFSA](#)
 - ❑ Using the following [website](#), "Affordable College.com" explore various scholarships that may be available to you in relation to your disability.
 - ❑ Check with your school counselor as well. They have a wealth of information on scholarships.
- ❑ **College Applications**
 - ❑ 4-year college applications should start the summer before your senior year. Most students complete them during the fall of their 12th grade year.
 - ❑ Read over the Quick Guide: [The Anatomy of the College Application](#) to learn about the key components of a college application.
 - ❑ Read over the [College Application: How to Begin](#) to learn about the basics of applying.

- 2 year applications can be completed during your 12th grade year.
 - Learn the steps to admissions for a 2 year college [here](#)
 - Minnesota has a plethora of community colleges available, use [MNSCU](#) website to explore those options and apply.
 - Complete a practice college application using the [Universal Application](#)
 - [MNSCU 2 year college application](#)

- If you haven't yet, consider applying for Vocational Rehabilitation Services (for students that will need support in attaining and maintaining employment).

- Talk to 2-3 College Reps if necessary.

- Prepare for attending a postsecondary program, prepare [Documenting My Disability worksheet](#).
 - It may benefit students to connect with the disability coordinator of the college they are interested in or planning on attending. Be prepared with the completed information in the worksheet above. You will need to state your disability, strengths, needs, and accommodations that you have utilized in order to be successful. You will also need; IEP, evaluation, summary of performance.

- For those attending college, meet with your school counselor to solidify application requirements, scholarships, transcript information, etc.

- Resume**
 - Complete the ["Resume Worksheet"](#) to the best of your ability. Once your rough draft is complete, create an electronic resume that you can always use. (Use a "resume" template to assist with the layout. Office Publisher has many templates as well as online.
 - The following websites can assist you in writing a resume:
 - [Resume.com](#)
 - [Resume Genius](#)
 - [Monster](#)

- Cover Letter**
 - Cover letters are one page documents that you send with your resume when applying for a job. It is meant to: Introduce yourself to the hiring manager, argue why you'd be a good fit for the job, fill in the places your resume cannot describe, and further explain other aspects of your resume.
 - Use this [template](#) to assist you with laying out your cover letter.
 - The following websites can assist you with writing a cover letter:
 - [Monster](#)
 - [Resume Genius](#)
 - [The Balance](#)

- ❑ Develop a list of **References**:
 - ❑ When you apply for jobs, you will be asked for references. Choose your references with care. What they say can make a big difference. Remember to send them a thank you note when you know they have given you a recommendation.
 - ❑ Use the [MNSCU Careerwise](#) website to learn about references.

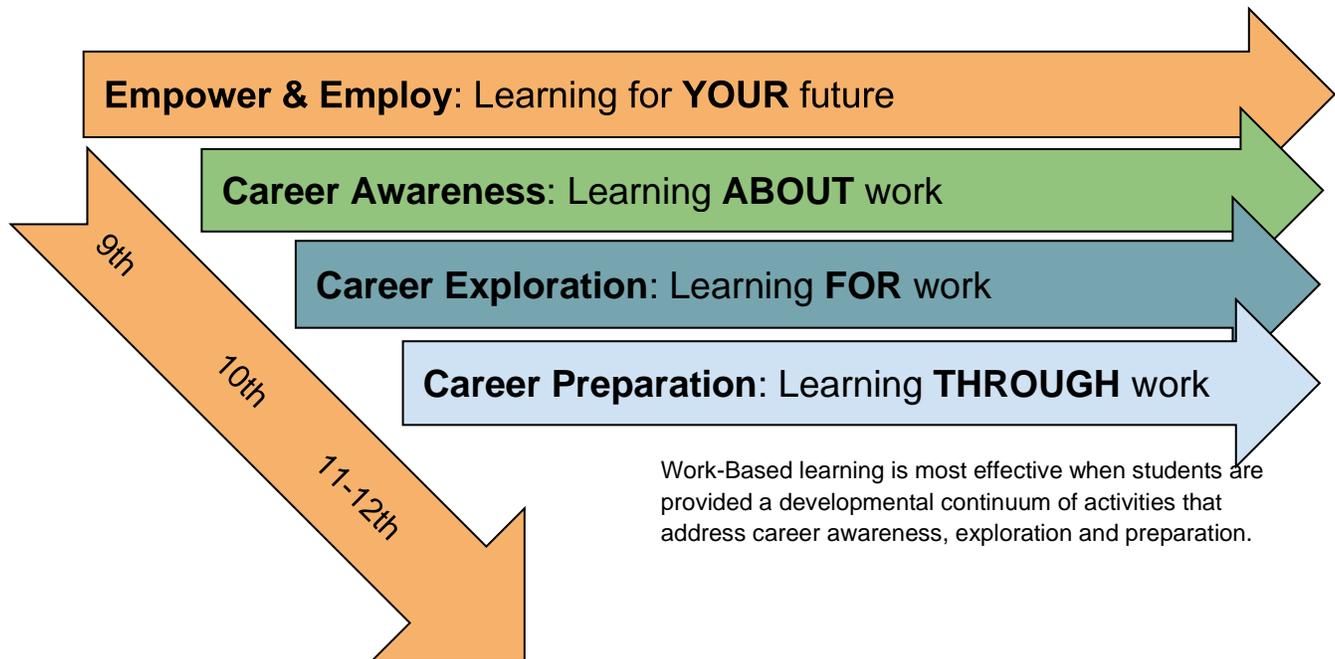
- ❑ Work Based Learning-competitive employment
 - ❑ Contact the NLSEC Work Based Coordinators at the start of the school year to set up some opportunities for work.

- ❑ Review over Summary of Performance. Compile IEP, evaluation, progress reports into a folder for records.

- ❑ Complete the "[Post-IEP Planning](#)" worksheet. Students should be rating themselves all "3" at this point. *Some aspects of this worksheet will not apply to some students.*

- ❑ Complete your [High School Course Planning worksheet](#)

Work Based Learning Continuum: 9th-12th Grade



Grade 9:

Career Awareness

- Address WBL Needs @ annual IEP mtg
- Learning Style Inventory
- Career Interest Inventory
- Employability Skills Inventory
- Student participates in a workplace tour
- Class Speakers
- Visit parent at work
- Attend Mentoring Day
- Job shadow
- Informational interview

Grade 10: Career Exploration

- Student participates in a transition course
- Take Aptitude, Interest, Vocational Assessments (as needed)
- Job shadow
- Informational Interview
- Attend College for a Day
- Attend Mentoring Day
- If available, have an in-school job
- Research Occupations
- Labor Market information

Grade 11-12: Career Preparation

- Internships

- Entrepreneurship
- Attend Mentoring Day
- E-College
- Youth Apprenticeship
- Attend College for a Day
- IEP transition goals would also be specific to student career goals

Guest Speakers

Agency	Topics	Contact Info:
Access North	housing, cooking, transportation, safety, employment, self-advocacy, socialization, college planning, money management, healthy relationships...	Duluth: 218-625-1400 Aitkin: 218-429-0106 www.accessnorth.net
Northeast Minnesota Office of Job Training	career guidance, career assessments of skills, interests, and abilities, job search skills, work experience, completing job applications, resumes, cover letters, preparing for job interviews, employer expectations, occupation in demand, personal finance, business ethics...	Duluth: 218-302-8400 Aitkin: 218-735-6121 Cloquet: 218-878-5000 www.nemojt.org/Services/Teenagers.aspx
Vocational Rehabilitation Services	VRS counselor will speak to a class about VRS services and the application process.	Aitkin, Carlton, Pine: 218-878-5012 Lake: 218-302-8422 St. Louis: 218-302-8420
Area Colleges	Contact area colleges and speak with the disability coordinators about coming out to your classroom to speak.	LSC: Georgia Robillard -218-733-7650 UMD: Emily Norenberg -218-726-8000 CSS: Melissa Watschke -218-723-6000 UWS: 715-394-8101 WITC: Kristy McGiffert -218-394-6677