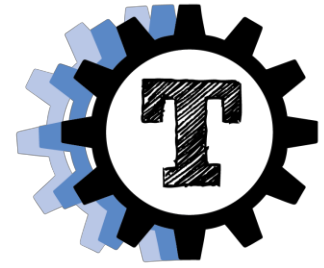


Transition
T E N N E S S E E

Designing Group Activities for Students

Hope Armstrong and Leah Burgess

Objectives



Discuss instructional approaches to help you deliver person-driven
Employment Transition Services (Pre-ETS)

Pre-



Explore the benefits of effectively grouping your students



Identify strategies for grouping students to deliver Pre-ETS

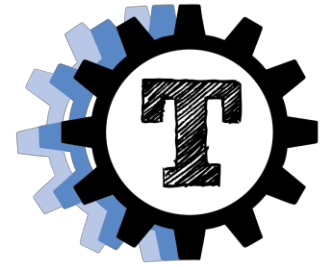


Understand how to maximize time with students through effective grouping
strategies



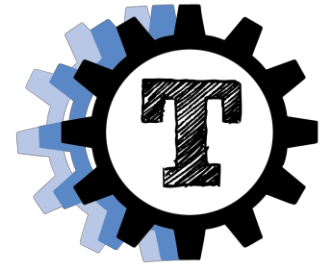
Gathering Student Information

Benefits of Gathering Student Information



- Gathering information about your students will help you learn about their goals
- Helps with grouping students to improve their learning
 - Students will be exposed to a variety of viewpoints that will help them learn

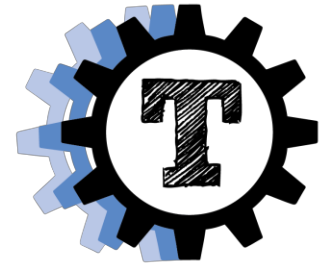




Low Stress Games

- Use games like Uno, BINGO, or Kahoot to learn more about your students
- Adapt the low-stress game to align with Pre-ETS
- Adapted Uno:
 - “Green” card means the student will describe one of their strengths
 - “Reverse” card means the student answers career-related questions or job goals
- Use the information gathered from the game to group students

TransitionTN Provider Course



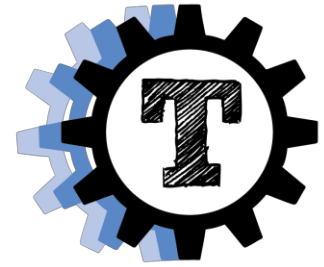
- *Practical Strategies to Get to Know Your Students*
 - Understand the benefits
 - Explore practical strategies
 - Identify key factors providers should consider

The screenshot shows a web-based course interface. On the left, a dark blue sidebar contains the title 'Practical Strategies to Get to Know Your Students' and a progress indicator '11% COMPLETE'. Below this is a list of four lessons, each with a hamburger menu icon and a progress circle. Lesson 1 is marked as complete with a checkmark. The main content area features a large photo of a smiling man in a blue shirt and tie. Above the photo, there are instructions for users to click on 'continue' and 'choices' buttons and a recommendation for screen reader users. Below the photo, a text box describes the start of the year and a 'CONTINUE' button is visible.

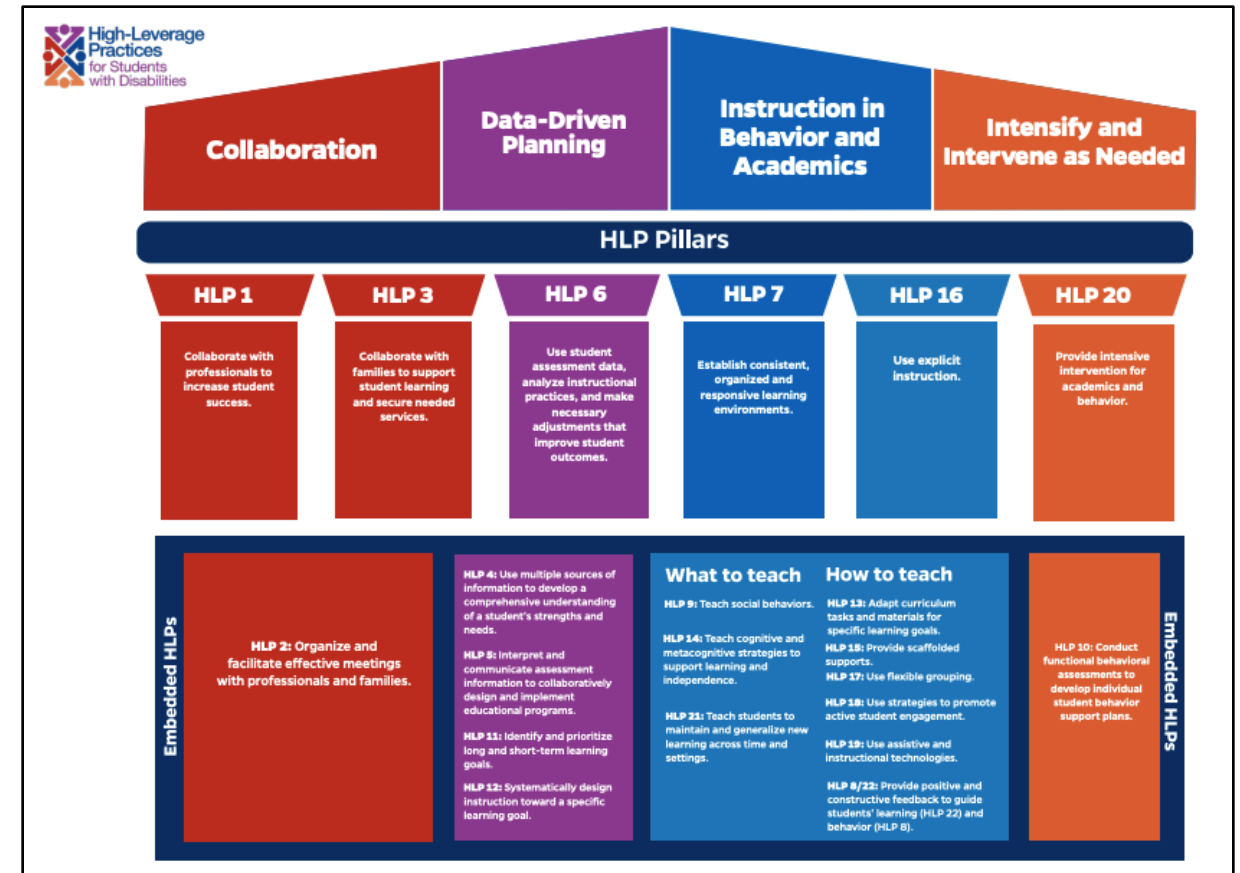


Instructional Strategies

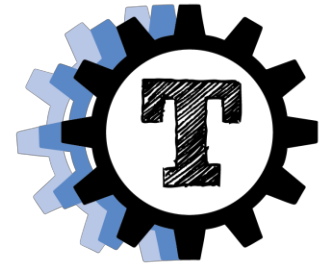
What are High Leverage Practices (HLPs)?



- Evidence-based practices that focus on improving results for learners
- Set of key practices for educators to implement that are fundamental to support student learning



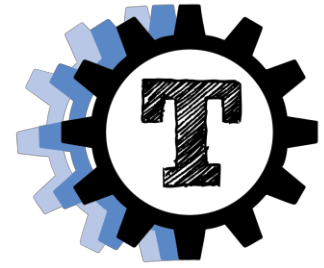
Using HLPs



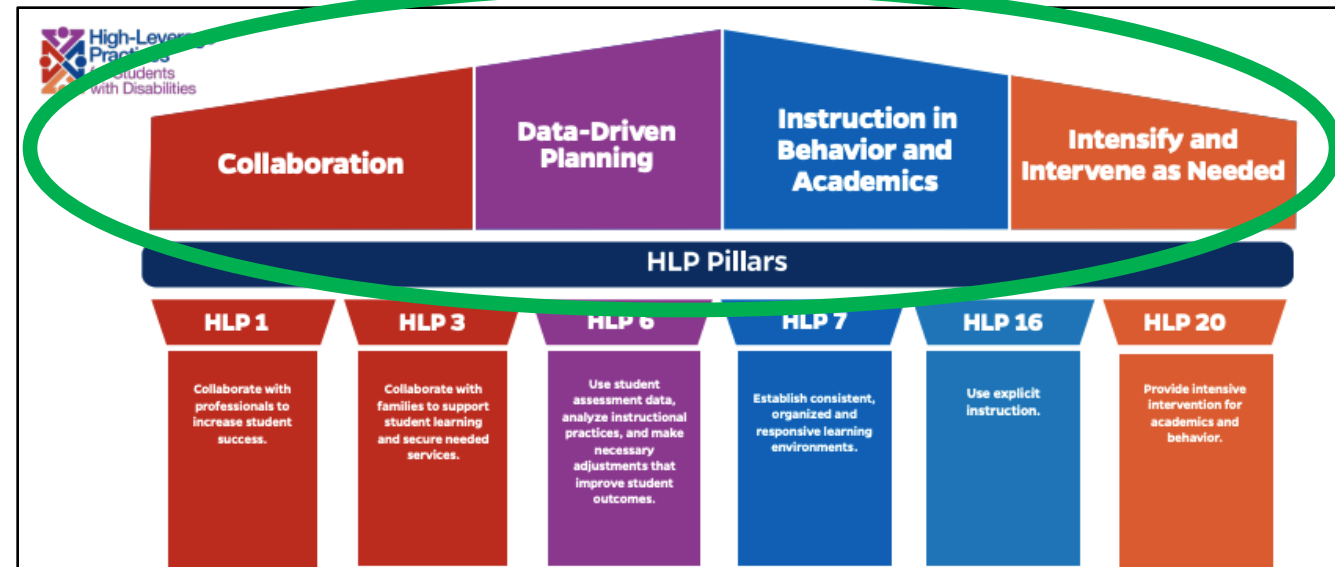
1. Set a clear and defined goal
2. Use the domains and supporting pillars to achieve this goal
3. Provide frequent opportunities for feedback and reevaluation



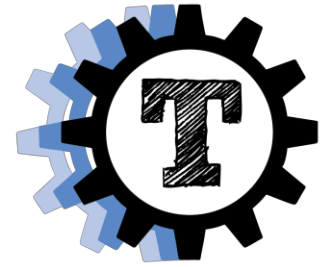
HLP Domains



- Four domains:
 - Collaboration
 - Data-driven planning
 - Instruction in behavior and academics
 - Intensify and intervene as needed
- Six Pillars support the four domains

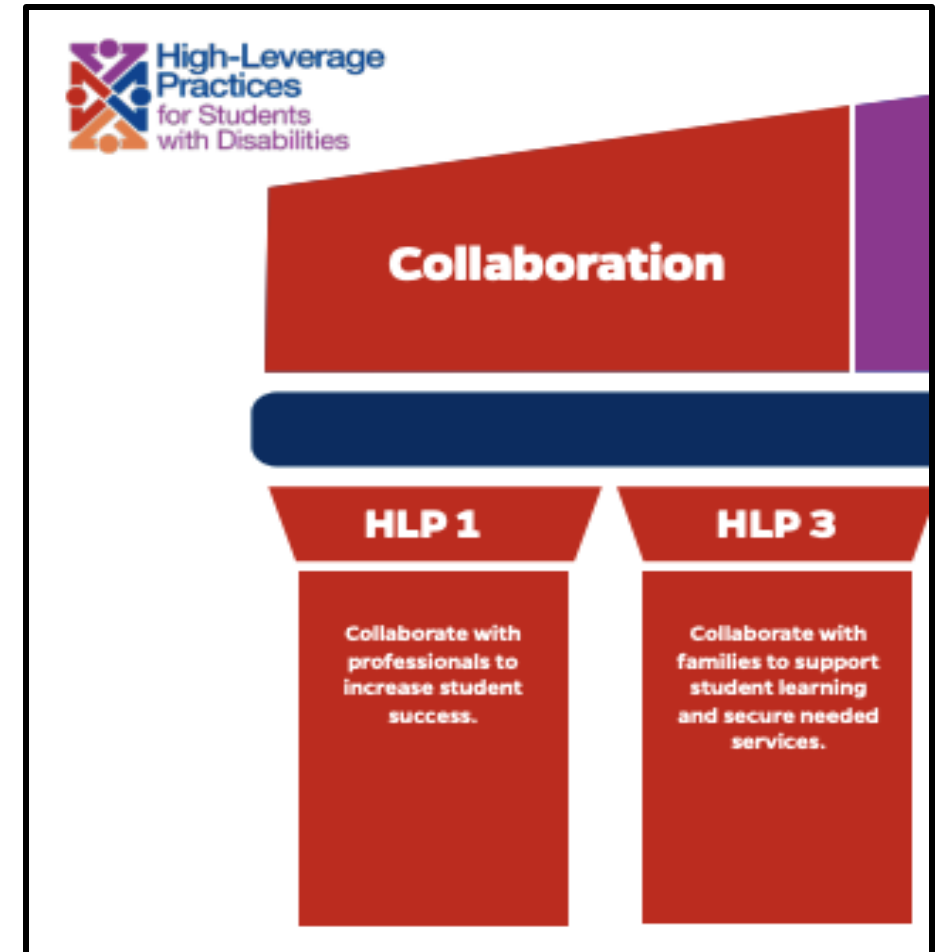


Domain: Collaboration



HLP supporting pillars:

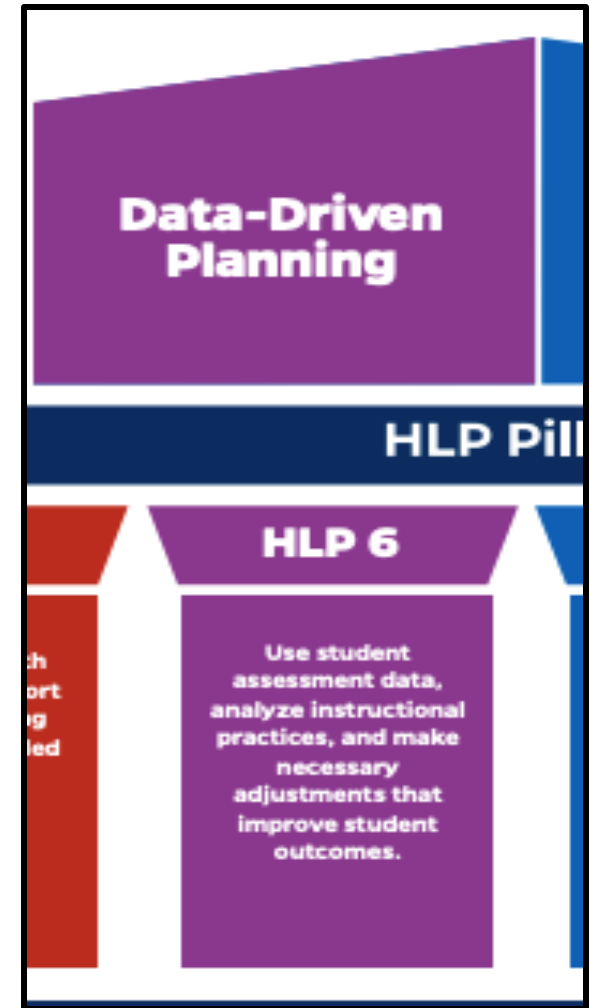
- HLP 1: With professionals to increase student success
- HLP 3: With families to support student learning and secure services
- **Example:** Using community partners to schedule Work-Based Learning Experiences



Domain: Data-driven Planning

HLP supporting pillars:

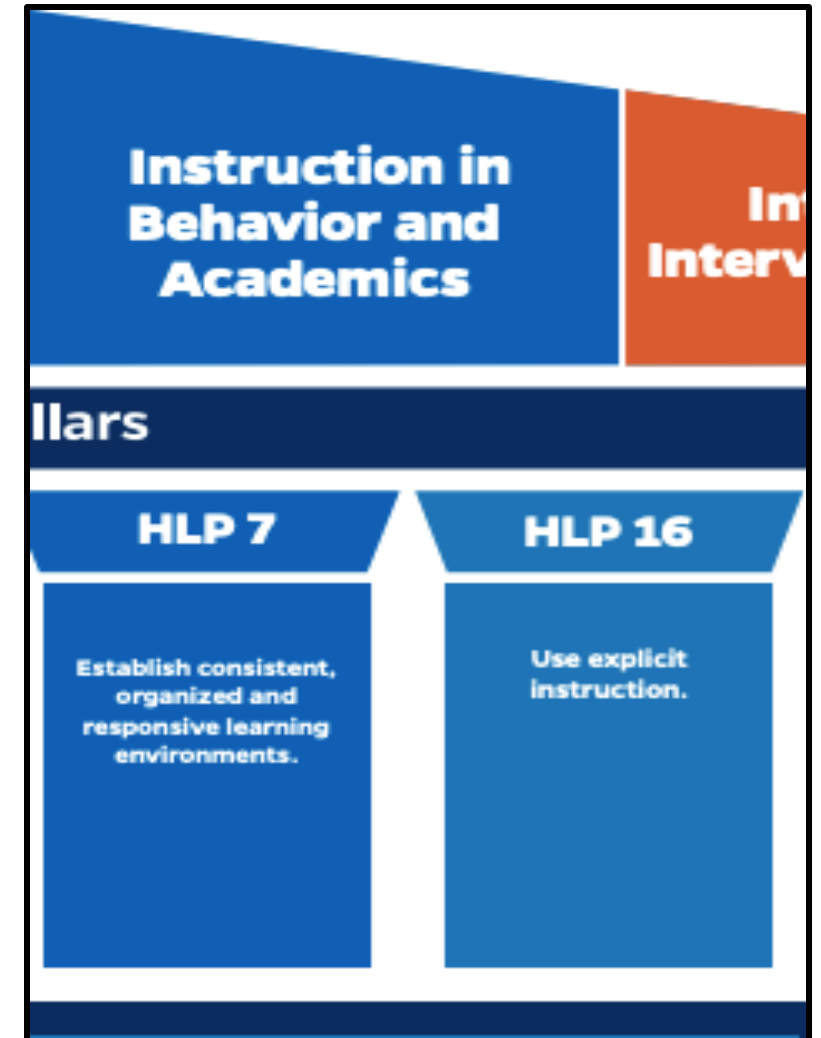
- HLP 6: Use student assessment data, analyze instructional practices, and adjust as needed
- **Example:** Using the results from student interest inventories to plan Instruction in Self-Advocacy activities



Domain: Instruction in Behavior and Academics

HLP supporting pillars:

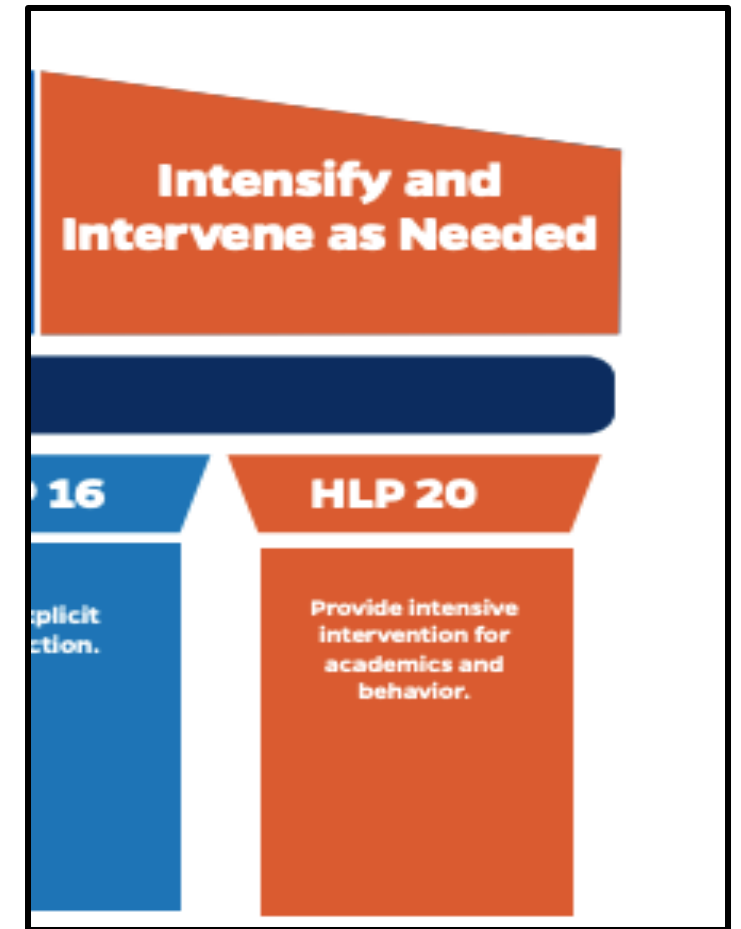
- HLP 7: Establish a consistent, organized, and respectful learning environment
- HLP 16: Use explicit instruction
- **Example:** Group students based on their communication needs when completing Workplace Readiness Training activities



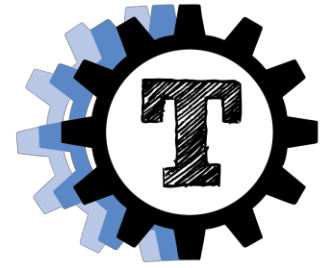
Domain: Intensity and Intervene as Needed

HLP supporting pillars:

- HLP 20: Provide intensive instruction
- **Example:** Provide individualized instruction
 - Evaluate a student's postsecondary education goals and their understanding of the options they have
 - Plan individualized Counseling on Postsecondary Education activities by grouping students based on the options they want to explore



Trainings to Support Collaboration



- Strengthening Pre-ETS through Collaboration
- Person-Driven Planning: Collaboration and Community Engagement
- Community Approach to Pre-ETS

Person-Driven Planning: Collaboration and Community Engagement



August 25, 2023 | Duration: 50m 06s

During this session, we'll be discussing the importance of getting to know your students. The training also provides examples of ways to engage with your students. Using person-driven strategies, you can tailor services based on your students' needs. Getting to know your students and personalizing their transition experience helps students meet their individualized goals. Collaborating with your school and community partners can help students achieve their goals.

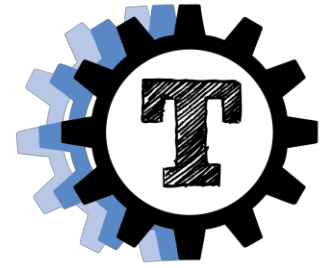


Presentation Slides



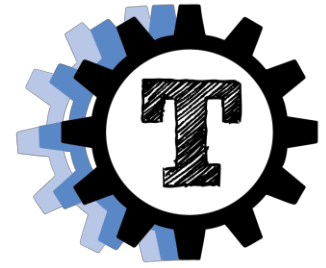
Finding My Fit: Employment Success Video

Apply HLPs



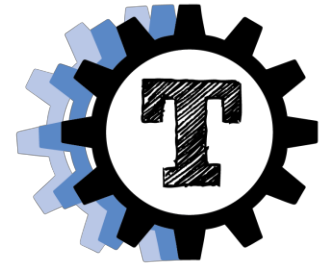
- Grouping students supports each of the pillars
- Think about:
 - What are you teaching?
 - How are you going to teach it?
 - What adaptations, differentiation, and assistive technology are needed?
 - How are you going to evaluate your students' learning?
 - How will you evaluate the services you are providing?

What is Grouping?



- Dividing a class of students into smaller sets to meet their learning needs
- Grouping students encourages:
 - Active learning
 - Critical thinking
 - Communication
 - Decision-making skills





Benefits of Grouping

Grouping students can increase student:

- Motivation
- Participation
- Confidence

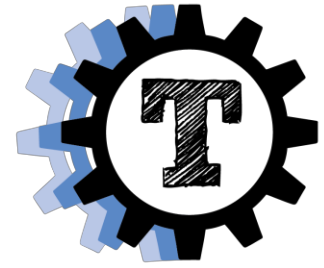
Grouping students can also contribute to:

- Learning
- Retaining



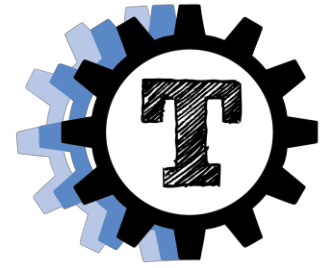
Identifying Strategies for Grouping Students

School Schedules and Grouping Students



- Providers may not be involved in how the school groups students for Pre-ETS
- May have limited flexibility with student schedules
 - Results in having a variety of students available at certain times to receive Pre-ETS
- For example:
 - A school may allocate time slots for providers to see specific groups of students

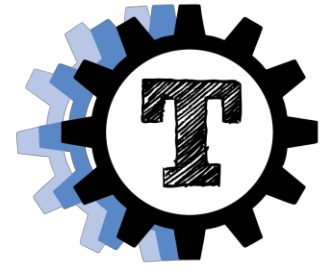
Grouping Example 1



Group by School Schedule	Group Options for Providers
9 th Grade 9:00 am to 10:00 am on Tuesday	<ul style="list-style-type: none">• Students have a specific career in mind• Students need to explore career clusters
10 th and 11 th Grade 11:00 am to 12:00 pm on Wednesday	<ul style="list-style-type: none">• Students who are familiar with or have already created a resume• Students that need a resume

Group Options for Providers	Pre-ETS Activities
9th Grade <ul style="list-style-type: none"> Students have a specific career in mind Students need to explore career clusters 	Job Exploration Counseling <ul style="list-style-type: none"> CareerOneStop Career Videos O*NET Interest Profiler
10th and 11th Grade <ul style="list-style-type: none"> Students who are familiar with or have already created a resume Students that need a resume 	Workplace Readiness Training and Instruction in Self-Advocacy <ul style="list-style-type: none"> Students explore jobs that align with the skills listed on their resume Students use a One-page Profile template or resume template to create a resume

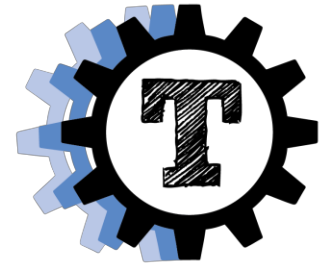
Grouping Example 2



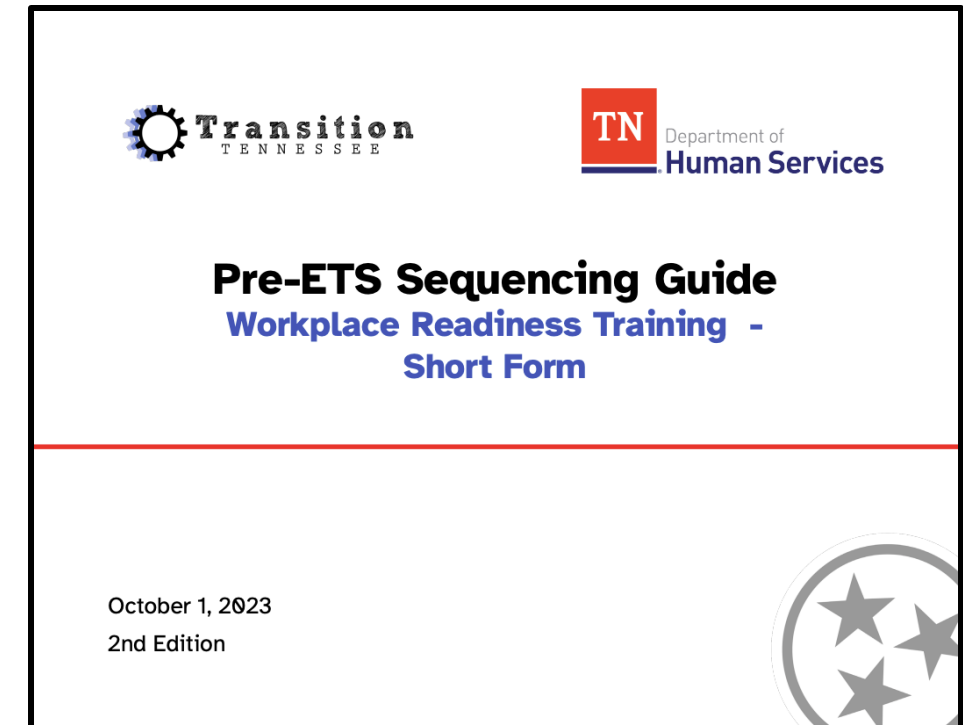
Group by School Schedule	Group Options for Providers
12 th Grade and Resource classes from 9:00 am to 10:00 am on Monday	<ul style="list-style-type: none">• Students that want to go to college but are unsure how to apply to college or training programs• Students that are unsure how to disclose their disability in college but know they will need accommodations
Students receiving special education diplomas weekly on Friday anytime between 9:00 am and 1:00 pm	<ul style="list-style-type: none">• Students want to learn about Community Resource Maps• Students want to learn about what resources to add to their Community Resource Map

Group Options for Providers	Pre-ETS Activities
<p>12th Grade and Resource Class</p> <ul style="list-style-type: none"> • Students that want to go to college but are unsure how to apply to college or training programs • Students that are unsure how to disclose their disability in college but know they will need accommodations 	<p>Counseling on Postsecondary Education</p> <ul style="list-style-type: none"> • Students use the Preparing to Continue My Education student lesson to learn how to apply to college • Students use the Disability Disclosure in College student lesson to learn about sharing information about their disability
<p>Students Receiving Special Education Diplomas</p> <ul style="list-style-type: none"> • Students want to learn about Community Resource Maps • Students want to learn about what resources to add to their Community Resource Map 	<p>Instruction in Self-Advocacy</p> <ul style="list-style-type: none"> • Students use the Community Resource Mapping student lesson to learn about community resource maps • Students use the Quick Activity Keeping Your Resources Organized to learn what resources they can add to a Community Resource Map

Skill-Based Grouping

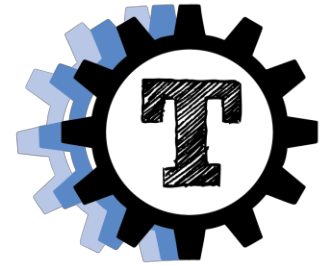


- Provider is planning a Workplace Readiness Training activity
- **Category:** Job-seeking
- **Skill Topic:** Understanding the process of interviewing for a job
- Questions providers could ask to form student groups:
 - Have you interviewed for a job recently?
 - Do you have a job?



Skills-Based Grouping

Example 1



Have you interviewed for a job recently?

Group 1: Yes

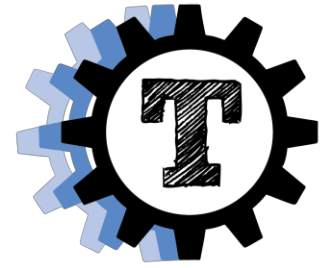
Student Lesson: [Communication in the Workplace](#)

Group 2: No

Quick Activity: [Communicating in Job Interviews](#)

Skills-Based Grouping

Example 2



Do you have a job?

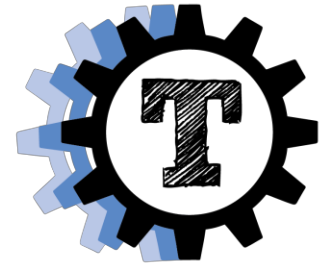
Group 1: Yes

Student Lesson: [Workplace Policies and Rules](#)

Group 2: No

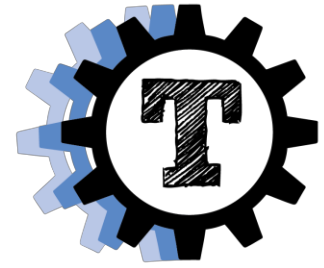
Student Lesson: [Experiences to Learn about Work](#)

Effective Grouping



- Group students based on similarities in experience, skills, and knowledge
- Gives providers the ability to:
 - Deliver person-driven instruction
 - Consider each student's preferences, interests, needs, and strengths
 - Individualize instruction based on student goals

Re-evaluate Groups



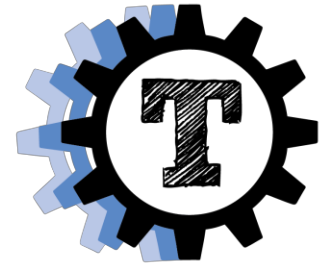
- Review your groups and determine if groups need to be changed or updated
- Review the services and activities you are offering
 - Student interests will change





Station Teaching

What is Station Teaching?

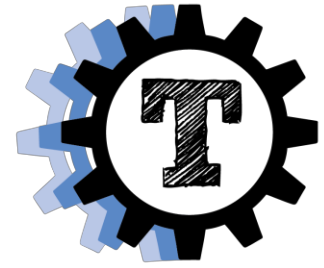


Instructional approach that divides the content into distinct components

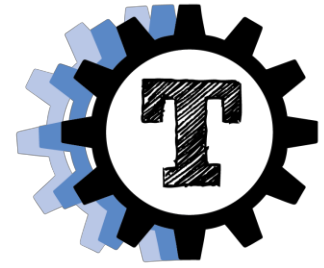
Students rotate through stations and complete the assigned tasks

Stations include direct instruction, independent work, or group activities

Benefits of Station Teaching



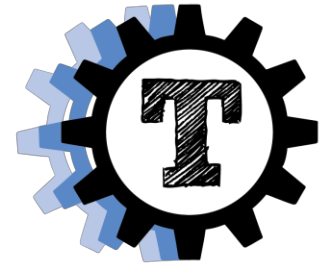
- Provider focuses on a specific part of the lesson or content to meet the students' needs
- Working with a smaller group of students gives the opportunity to be:
 - Responsive to students' questions
 - Identify preferences
 - Consider student needs
- Provides natural breaks in instruction
 - Clear transitions between activities and learning



Plan to Use Station Teaching

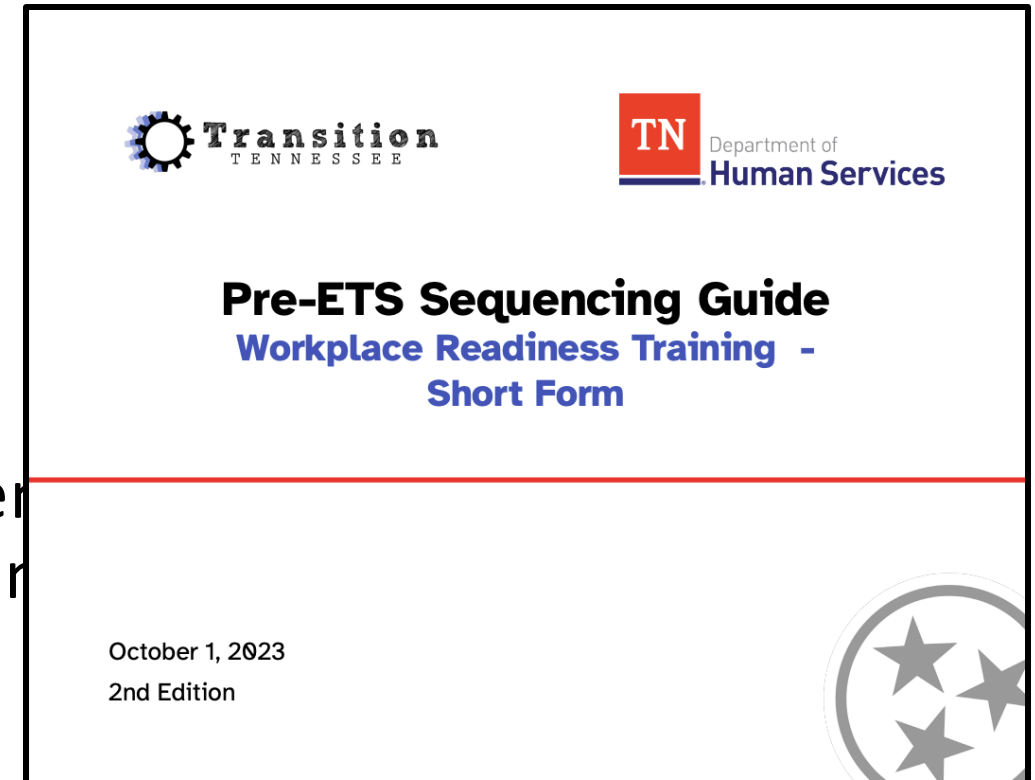
- Identify the Pre-ETS or transition topic you will be delivering
 - What knowledge or skill do you want the student to learn based on their preferences and interests
- Use the Pre-ETS Sequencing Guide to select:
 - Category
 - Skill topic for stations
 - Individual station activity
- Determine the time needed for each station
- Identify how to group your students

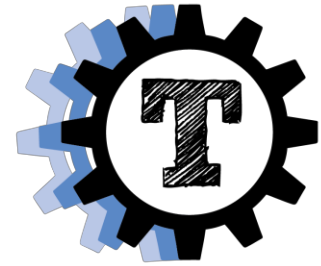
Example of Station Teaching



Provider is focusing on Workplace Readiness Training Pre-ETS

- **Category:** Financial Literacy
- **Skill Topic:** Understanding of the different purposes and services involved in banking





Plan Station Activities

Next Step:

- Identify the individual station activities that support the students' learning about the skill topic
- Determine how to group your students

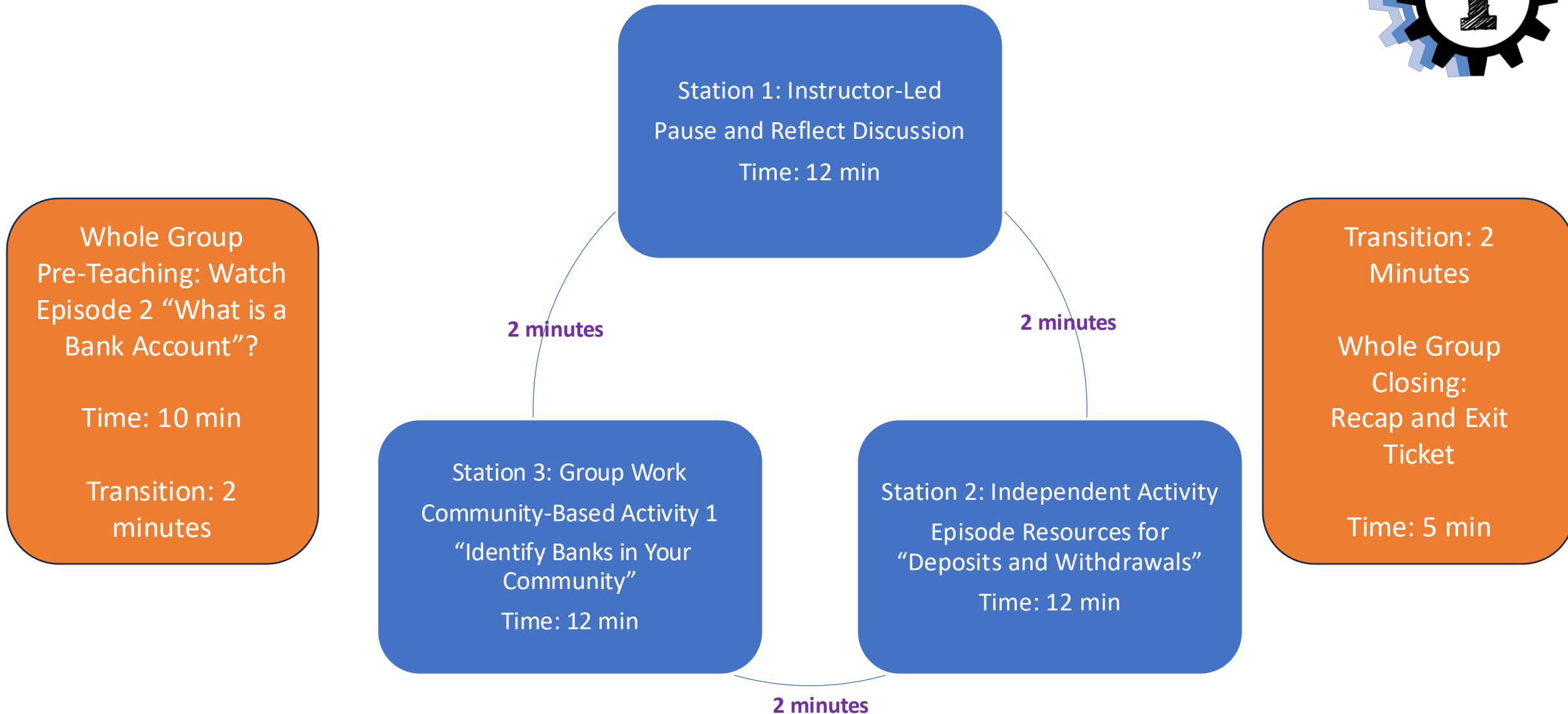
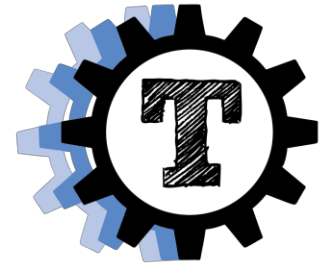


Plan Station
Activities

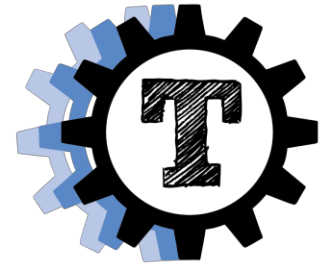
Skill Topic: Understanding of the different purposes and services involved in banking

1. Define and identify the different services a bank can provide:
 - a. Checking accounts
 - b. Savings accounts
 - c. Loans and investments
 - d. Foreign currency exchange
 - e. Secure lockboxes
 - f. Credit cards and debit cards
2. Explain and demonstrate the steps and requirements to opening checking and savings accounts
3. Demonstrate how to deposit and withdraw money from their account
4. Compare and contrast banking options in their local community

Example Station Activities



Evaluate Student Progress

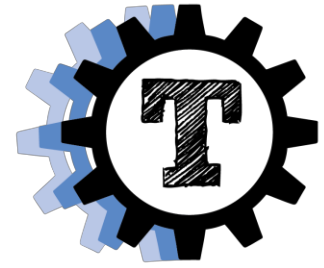


- Examples of evaluating student progress:
 - Handouts
 - Exit tickets
 - Information for T-Folio
 - Permanent products





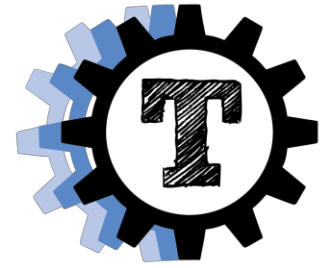
Station Teaching Simulation



Station Teaching Simulation Logistics

- For today's stations:
 - Demonstrate how stations can be used in the classroom
 - We will not be rotating due to the number of participants in our training
- In your classroom:
 - Students move from station to station when using this strategy

Station Simulation Game Plan



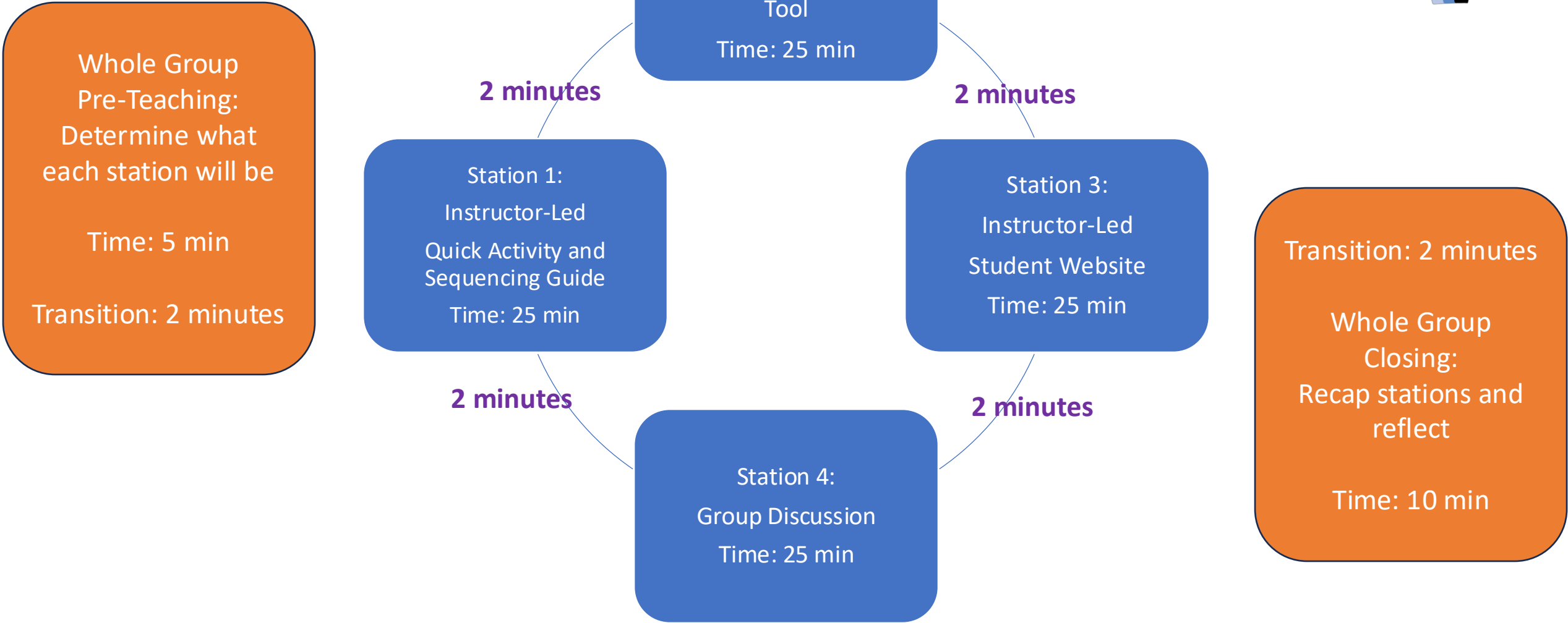
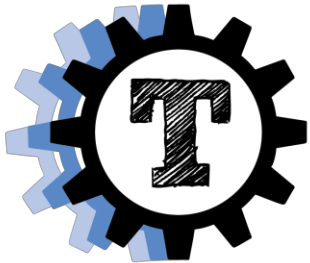
1. Whole Group Introduction: **5 minutes**
2. Station Simulation: **100 minutes**

Station	Time
Station 1	25 minutes
Station 2	25 minutes
Station 3	25 minutes
Station 4	25 minutes

***Each station will have a 2-minute transition period**

3. Whole Group Wrap-Up: **10 minutes**

Station Activities

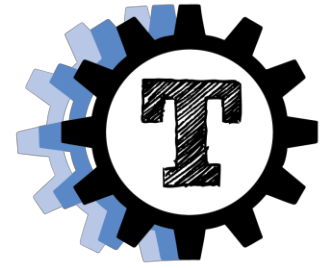




Whole Group Pre-Teaching

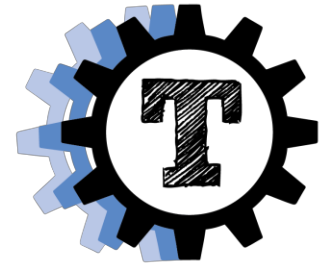
5 minutes

Station Objectives



- Identify instructional strategies you can use to deliver services
- Gather at least one new tool or idea from each station

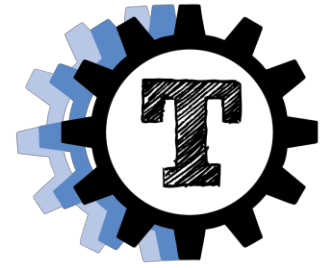




Station 1: Quick Activity

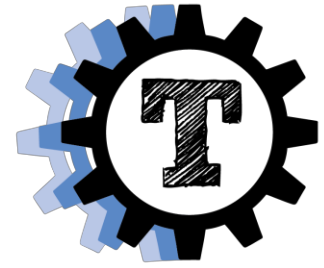
- Transition Tennessee's Quick Activities and Pre-ETS Sequencing Guide
- **Station Goal:** Participants will connect TransitionTN's Quick Activities to Pre-ETS Sequencing Guide's Skill-Building Activities
- **Time:** 25 minutes
- **Structure:** Instructor-led
- **Evaluation:** Completed handout

Station 2: Quality Implementation Tool



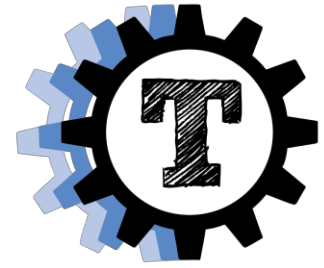
- Quality Implementation Tool Survey
- **Station Goal:** Participants will evaluate their services by completing the Quality Implementation Tool Survey
- **Time:** 25 minutes
- **Structure:** Independent activity
- **Evaluation:** Completed survey

Station 3: Student Website

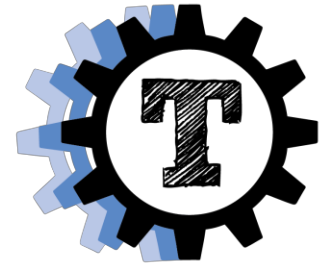


- Transition Tennessee's Student Website
- **Station Goal:** Participants will understand how to use Transition Tennessee's Student Website to develop stations
- **Time:** 25 minutes
- **Structure:** Instructor-led
- **Evaluation:** Completed station map

Station 4: Group Discussion



- Group discussion
- **Station Goal:** Participants will network with other providers to learn at least one new activity you can use with your students
- **Time:** 25 minutes
- **Structure:** Group discussion
- **Evaluation:** Exit Ticket



Example Groups

Group 1	Group 2	Group 3	Group 4
John Beth Sam Jose	Jamal Rebecca Justine Marcus	Allison Trevor Heather Jamie	Chris Patrick Jeffery Amanda

This is an example of how you can display student groups before beginning rotations

- Explain how students will start at the station number that aligns with their group

For today's simulation, you will be in Group 1 and will begin at station 1

Transition to Station 1

[Info][Reveal*]

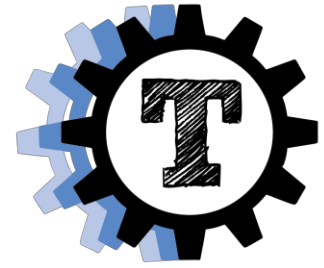
Welcome! Select a time and click Start.

0 hr ▴ ▾5 min ▴ ▾0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

Start TimerLight Theme ▴ ▾



Station 1: Quick Activity

- Transition Tennessee's Quick Activities and Pre-ETS Sequencing Guide
- **Station Goal:** Participants will identify how TransitionTN's Quick Activities can be used with the Pre-ETS Sequencing Guide to plan and deliver targeted services
- **Time:** 25 minutes
- **Structure:** Instructor-led
- **Evaluation:** Completed handout

Transition to Station 2

[Info][Reveal*]

Welcome! Select a time and click Start.

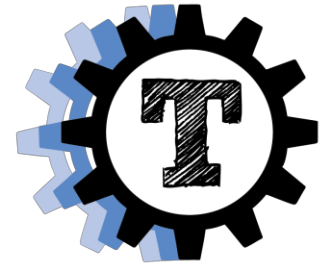
0 hr ▴ ▾5 min ▴ ▾0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

Start TimerLight Theme ▴ ▾

Station 2: Quality Implementation Tool



- Quality Implementation Tool Survey
- **Station Goal:** Participants will evaluate their services by completing the Quality Implementation Tool Survey
- **Time:** 25 minutes
- **Structure:** Independent activity
- **Evaluation:** Completed survey

Station 2

[Info]

[Reveal*]

Welcome! Select a time and click Start.

0 hr ▴ ▾

5 min ▴ ▾

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00:05:00

☐ Play sound when timer ends

Start Timer

Light Theme ▴ ▾

Transition to Station 3

[Info][Reveal*]

Welcome! Select a time and click Start.

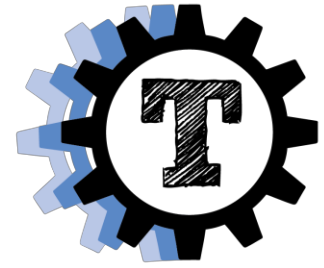
0 hr ▴ ▾5 min ▴ ▾0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

Start TimerLight Theme ▴ ▾

Station 3: Student Website



- Transition Tennessee's Student Website
- **Station Goal:** Participants will understand how to use Transition Tennessee's Student Website
- **Time:** 25 minutes
- **Structure:** Instructor-led
- **Evaluation:** Completed station map

Transition to Station 4

[Info][Reveal*]

Welcome! Select a time and click Start.

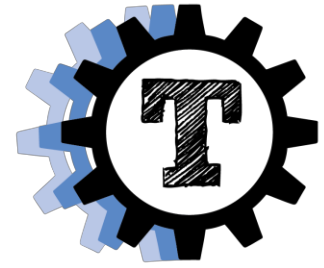
0 hr ▴ ▾5 min ▴ ▾0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

Start TimerLight Theme ▴ ▾

Station 4: Group Discussion



- Group discussion
- **Station Goal:** Participants will network with other providers to learn at least one new activity you can use with your students
- **Time:** 25 minutes
- **Structure:** Group discussion
- **Evaluation:** Exit Ticket

Station 4

[Info]

[Reveal*]

Welcome! Select a time and click Start.

0 hr ▴ ▾

5 min ▴ ▾

0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

Start Timer

Light Theme ▴ ▾

Transition to Whole-Group Closing

[Info][Reveal*]

Welcome! Select a time and click Start.

0 hr ▴ ▾5 min ▴ ▾0 sec ▴ ▾

00:05:00

☐ Play sound when timer ends

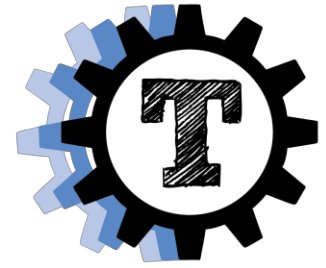
Start TimerLight Theme ▴ ▾



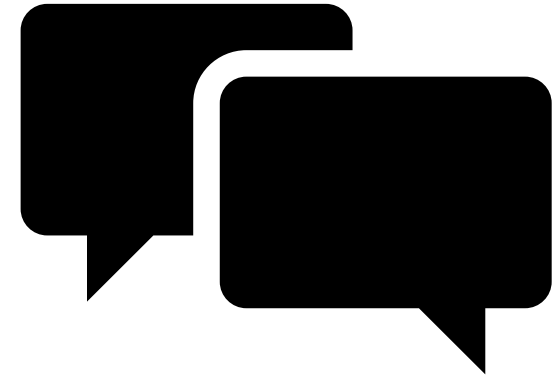
Whole Group Closing and Recap

5 minutes

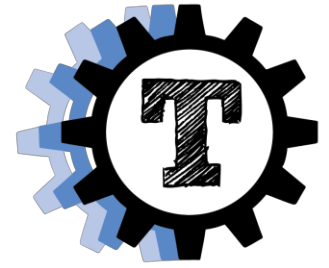
Let's Discuss



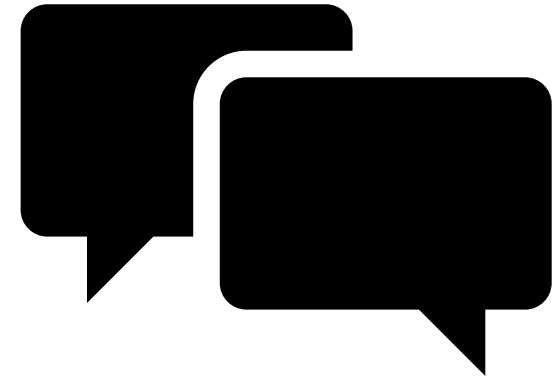
What instructional methods or activities can you incorporate in your classroom?



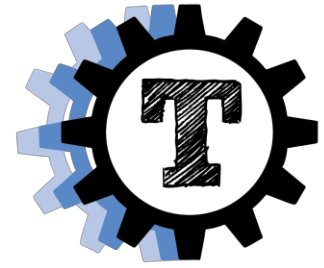
Discuss Evaluation and Progress



How can grouping help you with evaluating and enhancing your services?

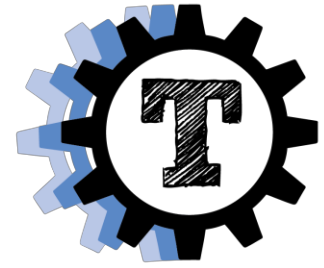


Recap Benefits of Stations



- Working with a smaller group of students gives the opportunity to be:
 - Responsive to students' questions
 - Identify preferences
 - Consider student needs
- Provides natural breaks in instruction
 - Clear transitions between activities and learning

Plan for Next Steps



Self-Advocacy Skill Building Activity:

Take self-assessments in targeted areas to gather information about themselves and increase self-awareness

Instruction Tool:

Transition Tennessee Quick Activity Self-Assessments

What activities and stations would you plan?

Self-Advocacy Example

- **Pre-ETS:** Instruction in Self-Advocacy
- **Category:** Self-awareness
- **Skill Topic:** Developing knowledge of themselves through reflection and self-assessments



Category: Self-Awareness

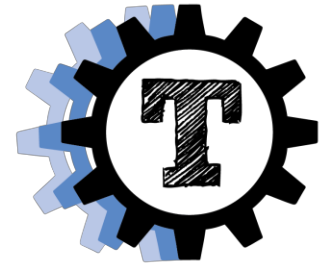
Skill Topic: Developing knowledge of themselves through reflection and self-assessments

Priority for Student or Group:

- ☐ High
☐ Medium
☐ Low

Skill Building Activities (The student can...)	Student Progress (The student's progress is ____.)
1. Define self-awareness as the ability to recognize and understand their feelings, thoughts, actions, strengths, and challenges, as well as the needs, feelings, and perspectives of others	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand the two types of self-awareness: a. Public awareness is how others see them b. Private awareness is understanding something about themselves that others might not see	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Describe themselves by outlining their strengths, challenges, interests, likes, dislikes, support needs, and goals as it relates to their community involvement, employment, or postsecondary education opportunities	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Determine the areas they feel they need to further explore: a. Strengths, interests, and preferences b. Learning styles c. Support needs d. Goals and aspirations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Review and discuss results of self-assessments and identify the various ways they can use this information	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Discuss how others may perceive their behaviors, strengths, and weaknesses and the impact that can have on future goals such as employment, postsecondary education, and community involvement	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

Self-Advocacy Station Examples



Whole Group
Pre-Teaching: Use
the Quick Activity
Self-Assessments

Time: 10 min
Transition: 2
minutes

Station 1: Instructor-Led
Review the Fact Sheet for
the Self-Assessment Student
Lesson
Time: 12 min

2 minutes

Station 3: Group Work
Play the Self-Assessments
Game with a partner
Time: 12 min

2 minutes

Station 2: Independent
Activity
Complete the I'm Determined
One-Pager on Identity and
Self-Awareness
Time: 12 min

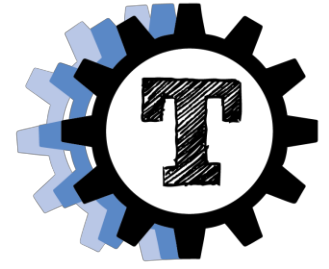
2 minutes

Transition: 2
minutes

Whole Group
Closing:
Recap and Exit
Ticket

Time: 5 min

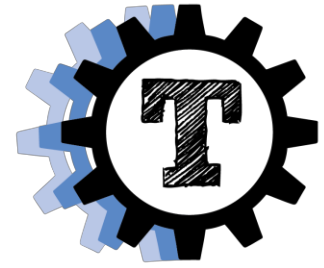
Recap the Benefits of Grouping Students



- Small group activities can impact:
 - What students understood from the activity
 - Students' individual experiences
- Effective grouping helps you:
 - Deliver person-driven instruction
 - Consider each student's PINS
 - Individualize instruction based on student goals



Takeaways



Discussed instructional approaches to help you deliver person-driven Employment Transition Services (Pre-ETS)

Pre-



Explored the benefits of effectively grouping your students

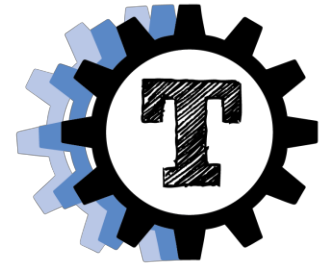


Identified strategies for grouping students to deliver Pre-ETS



Determined how to maximize time with students through effective grouping strategies

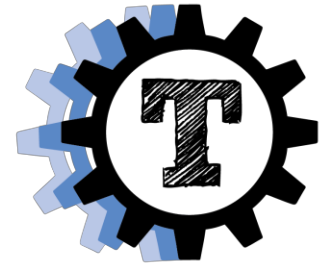
Webcast Announcement



- **Title:** A Person-Centered Approach to Paid Employment in High School
- **Date:** Tuesday, September 16th, 2025
- **Time:** 3:00 pm – 4:30 pm CT



Student Website: New Content

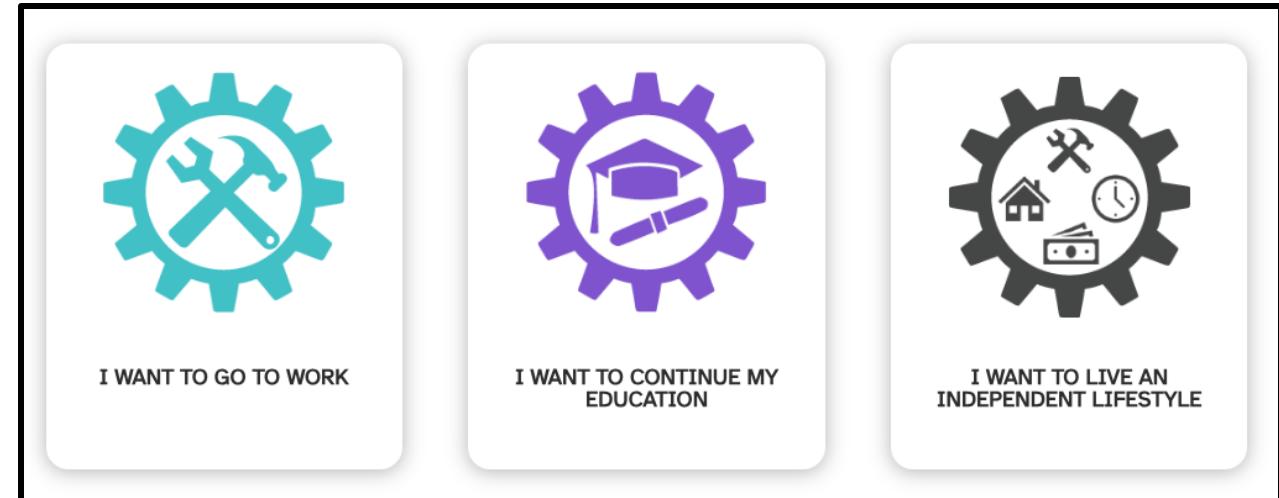


Student Lessons:

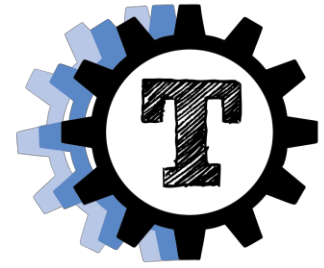
- I Want to Continue My Education
 - Participating in College Experiences
- I Want to Go to Work
 - Participating in Work Experiences
- I Want to Live an Independent Lifestyle
 - Workplace Policies and Rules

Quick Activities:

- Certified Work Incentive Counselors
- Social Security Benefits
- Career Clusters and CTE



Student Website: Coming Soon



TRANSITIONTN HOME STUDENT HOME LESSONS ▾ QUICK ACTIVITIES INSTRUCTOR GUIDE ABOUT ▾

Quick Activities:

- Adding Resources to Google My Maps
- Steps to Disability Disclosure
- Tennessee Disability Pathfinder

Student Lesson:

- I Want to Live an Independent Lifestyle
 - Budgeting

Quick Activities

Complete these quick activities to prepare you for life after high school.

To find more lessons and activities visit our [lesson index](#).

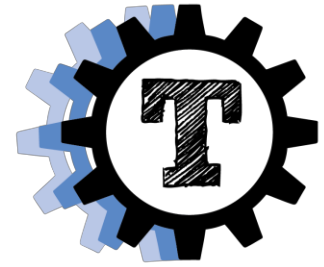
Activities About Work

- [Career Clusters and CTE](#)
- [Professional Emails](#)
- [Vocational Rehabilitation Counselors](#)
- [Types of Employment](#)
- [Career Fairs](#)
- [Communicating in Job Interviews](#)
- [Job Accommodations](#)
- [Social Security Benefits](#)
- [Certified Work Incentives Counselors](#)
- [Types of Employment](#)
- [Self-Assessments](#)

Activities About Continuing Education

- [Living Away From Home](#)
- [VR Customer Responsibilities](#)
- [College Fairs](#)
- [Online Searches](#)
- [Campus Tours](#)
- [Keeping Your Resources Organized](#)
- [Assertive Communication](#)
- [Accommodations in College](#)
- [Understanding Your PINS](#)

Questions?



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