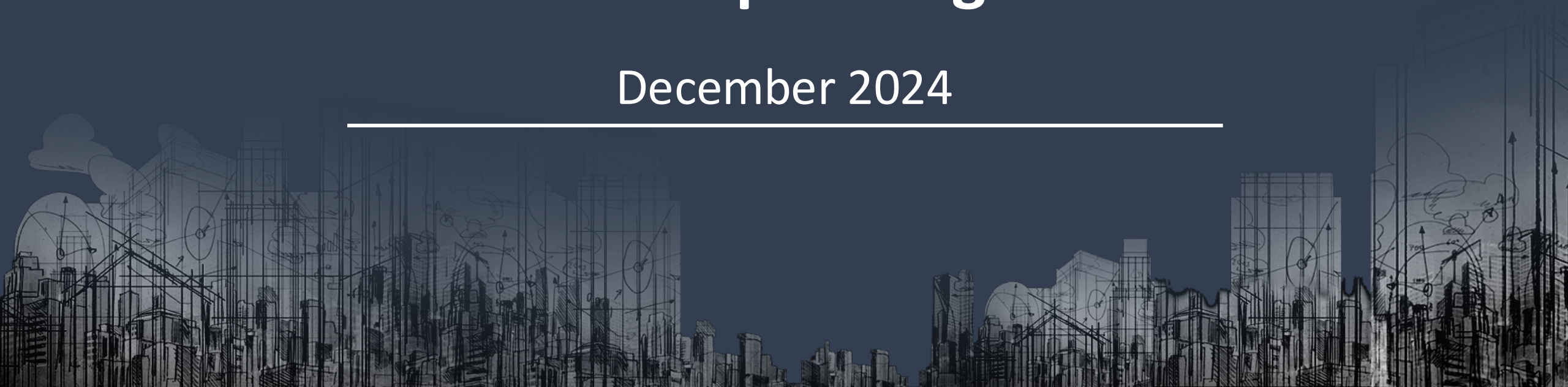




Collaborative Activity Planning Using the Pre-ETS Sequencing Guide

December 2024



Who is Transition Tennessee?



A grant-funded project that provides training and resources for:

- Educators
- Pre-Employment Transition Services Providers
- Students
- Parents and Guardians

Create a free account
or go to transitiontn.org

The screenshot shows the homepage of the Transition Tennessee website. At the top, there is a navigation bar with the logo on the left and links for HOME, FOR PROFESSIONALS, FOR STUDENTS, FOR FAMILIES, ABOUT, LOGIN, and a REGISTER button. Below the navigation bar is a blue banner with the title "Supporting Strong Transitions for Youth with Disabilities" and a welcome message. The main content area is divided into two columns. The left column is titled "What Transition Tennessee Offers" and lists the mission and a bulleted list of services. The right column features a graphic of three interlocking gears (blue, yellow, and red) with the words "Educator" and "Student Provider" overlaid. At the bottom of the main content area, there are two buttons: "Register Here" and "Login Here".

Transition Tennessee

HOME FOR PROFESSIONALS FOR STUDENTS FOR FAMILIES ABOUT LOGIN REGISTER

Supporting Strong Transitions for Youth with Disabilities

Welcome to Tennessee's online home for **training and resources** on preparing students with disabilities for life after high school. Our goal is to **improve transition outcomes** for youth and young adults with disabilities by sharing research-based practices and policies.

What Transition Tennessee Offers

The mission of TransitionTN is to ensure that students with disabilities have access to opportunities, instruction, supports, and services to elevate their in-school and post-school outcomes. Some of our work includes:

- Free training and resources for educators, Pre-Employment Transition Services (Pre-ETS) providers, and other transition stakeholders
- Assessment and Curriculum Databases
- Instructional guides for Pre-ETS
- Access to live and recorded webcasts and other virtual events
- Information about outside agencies
- Practical tip sheets and resources for families
- Monthly newsletter

Educator

Student Provider

Register Here Login Here

Agenda



- 1** Overview of the Pre-ETS Sequencing Guide
- 2** Strategies for Planning Pre-ETS
- 3** Collaborative Activity Planning
- 4** Mock Planning Session

Objectives



Identify planning strategies to create goal-oriented activities



Determine how to use the Pre-ETS Sequencing Guide to make activity planning easier



Identify how the Pre-ETS Sequencing Guide can make activities more impactful for students



Develop a unit plan using the Pre-ETS Sequencing Guide

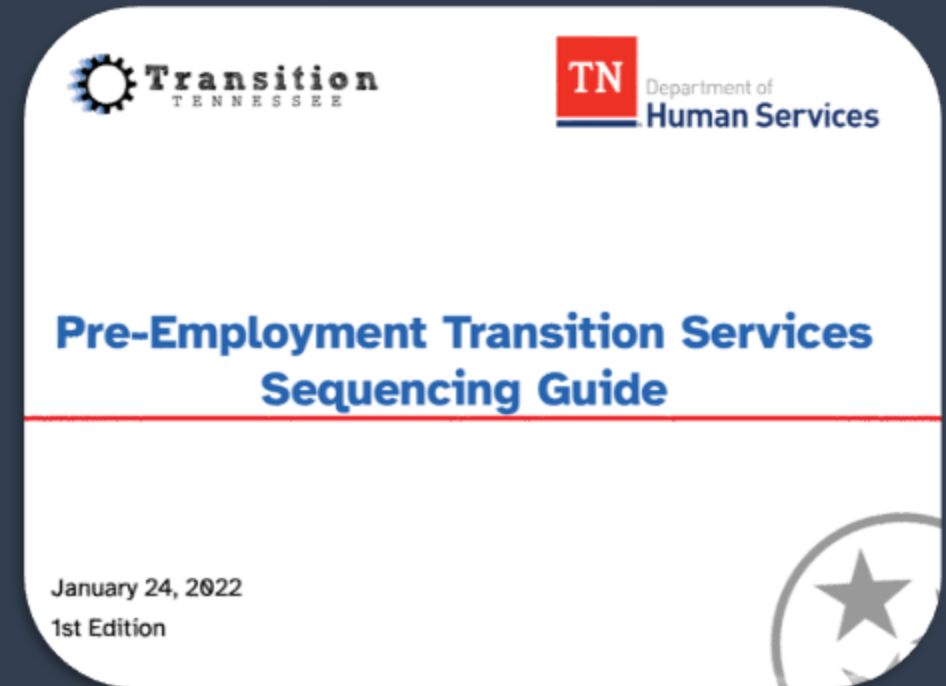


Overview of the Pre-Employment Transition Services Sequencing Guide

Pre-ETS Sequencing Guide



- Targets instruction based on students' needs rather than age or grade level
- Provides a structured learning plan
- Lists skills in a logical order
- Skills build on one another
- Provides a tool to track students' progress and proficiency



Structure of the Guide



Pre-Employment Transition Service

Competency Categories

Skill Topics

Skill Building Activities

How to Find the Guide



Transition
TENNESSEE

FOR PROFESSIONALS ▾ FOR STUDENTS FOR FAMILIES ABOUT ▾ JENA ▾

| EDUCATOR COURSES | PROVIDER COURSES | RESOURCES | TRAINING & SUPPORTS |
|---------------------------------------|--|--------------------------|--------------------------|
| GUIDING PRINCIPLES | GUIDES FOR PRE-ETS | RESOURCE LIBRARY | WEBCASTS |
| AGE-APPROPRIATE TRANSITION ASSESSMENT | POWER OF EARLY WORK EXPERIENCES | ASSESSMENT DATABASE | CONFERENCES & ACADEMIES |
| ADDRESSING TRANSITION IN THE IEP | OVERVIEW OF WIOA AND PRE-ETS | CURRICULUM DATABASE | TRAININGS |
| PATHWAYS TO EMPLOYMENT | CONNECTING WITH FAMILIES AND EMPLOYERS | PRE-ETS SEQUENCING GUIDE | VIRTUAL TRANSITION FAIRS |
| PATHWAYS TO POSTSECONDARY EDUCATION | DEVELOPING STRONG PARTNERSHIPS | FAMILY RESOURCES | TECHNICAL ASSISTANCE |
| PATHWAYS TO COMMUNITY LIFE | STRATEGIES FOR EFFECTIVE INSTRUCTION | COMMUNITY CONVERSATIONS | COMMUNITIES OF PRACTICE |
| PATHWAYS TO SELF-DETERMINATION | POSTSECONDARY TRANSITION PLAN | SUPPORTS & PARTNERSHIPS | PROFESSIONAL DEVELOPMENT |
| | INSTRUCTION IN SELF-ADVOCACY | | |
| | WORK-BASED LEARNING | | |
| | JOB EXPLORATION COUNSELING | | |
| | POSTSECONDARY EDUCATION COUNSELING | | |
| | WORKPLACE READINESS TRAINING | | |

<https://transitiontn.org/pre-ets-sequencing-guides/>

Instructional Practices



Scaffolding

Teaching process that systematically builds on the student's experience and knowledge



Task Analysis

Breaking down complex skills into steps that need to be mastered to demonstrate proficiency



Differentiation

Adjusting the way a lesson is taught to meet the needs of all students



Generalization

Teaching how to use skills across a variety of environment and activities



Additional Features



- Facilitates collaborative planning
- Assists with effective grouping of students
- Provides an option for students, teachers, providers, and families to track progress



Provider Feedback



“I use it to plan yearly activities”



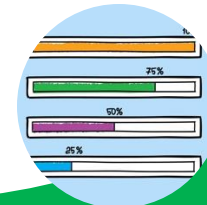
Long-Term Planning

“I use it to collaborate with teachers”




Collaboration

“It has made it easier to track student skills and growth”



Track Progress



Approaches to Planning Pre-Employment Transition Services

Person-Driven Planning



- A collaborative approach that centers on an individual's goals, preferences, and aspirations
- Helps create a plan that is tailored to an individual's personal vision for the future



A Person-Driven Approach to Planning



Strategies for using a person-driven approach:

- Inform students of the purpose of activities
- Focus on student's unique goals and interests
- Keep the student in the driver's seat
- Facilitate collaboration with the student, other school staff, and family members
- Remain flexible and adapt to students' changing needs

Backwards Planning



- Start with an end goal, or desired outcomes, and work backward to plan services and activities
- Can help focus planning and service delivery



Backwards Planning



STEP 1

Identify the desired outcomes for students

STEP 2

Identify what students know and determine how they will show their learning

STEP 3

Design services and activities that help students achieve the desired outcome

Traditional Planning Method



Step 1

Step 2

Step 3

Choose a topic,
skill, or focus area

Design activities
around the topic

Review what
students have
learned



Example 1

Marathon Training

Running a Marathon Using Backwards Planning



End Goal

Complete a marathon within a target time and with consistent endurance

Evaluate

Identify your present running level and measure progress by tracking distances and pace

Activities

Follow a structured training plan focused on running, cross-training, and nutrition



Example 2

Job Exploration Counseling

Backwards Planning for Service Delivery



End Goal

Students will obtain general knowledge of career fields, career clusters, career pathways, and employment options

Evaluate

For Activity #1: Students will complete the worksheet with at least 80% accuracy

Activities

Research 16 career clusters and complete the Career Fields, Clusters, Pathways, and Jobs worksheet

Planning Structures



- Long-Term Planning
- Unit Planning
- Activity Planning



Long-Term Plan



Long-Term Plan



- Big picture view or road map that guides services for a year, a semester, or a quarter
- When planning across longer periods of time, consider:
 - Alignment with students' goals
 - Topics of instruction
 - Order of instruction



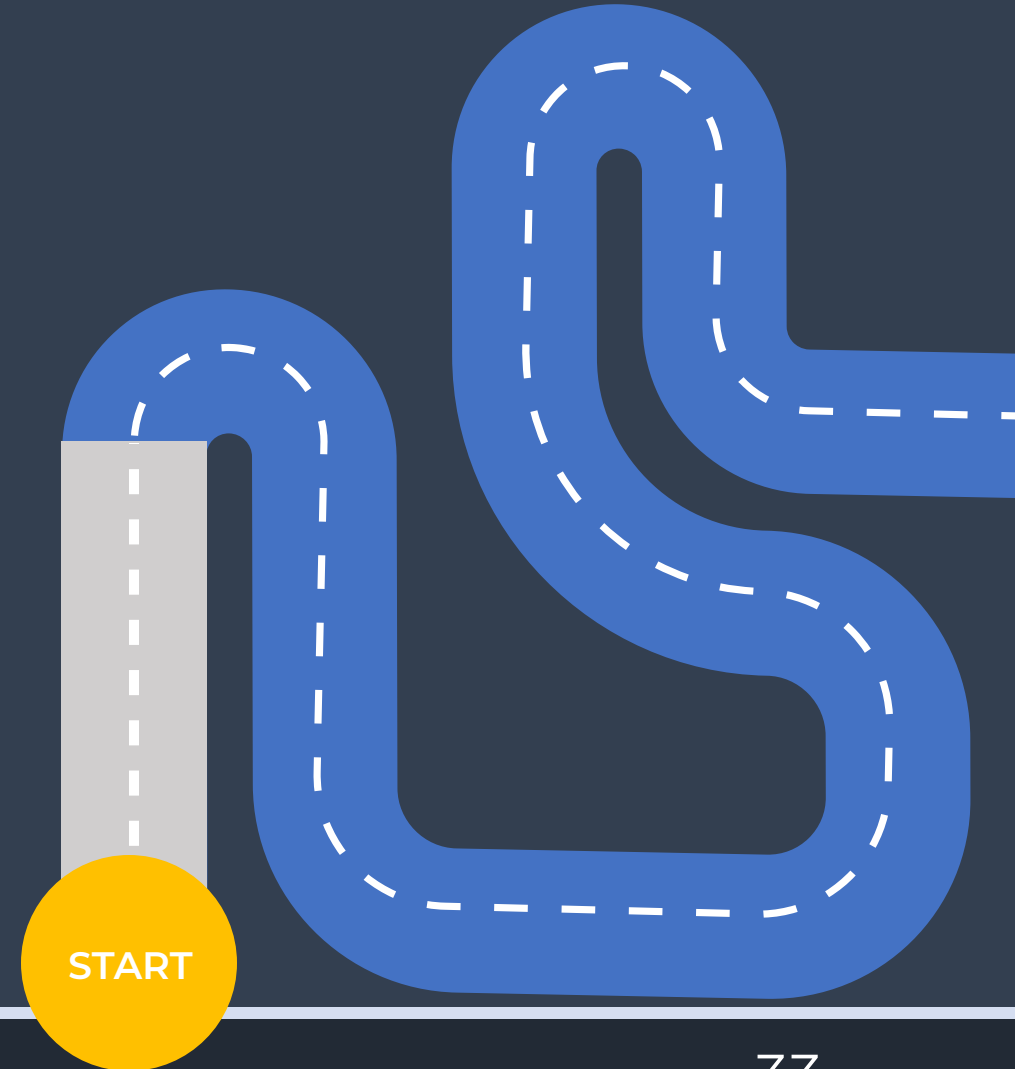
Unit Plan



Unit Planning



- Narrow the main topics identified in long term plan
- Choose content and resources
- Determine how much time will be spent on each topic
- Identify how you will evaluate students



Activity Plan



Activity Planning



- Objective
- Resources and materials
- Step-by-step plan
- Setting/environment
- Accommodations
- Evaluation and next steps

Category: Individualized Planning

Skill Topic: Gathering information on postsecondary education and training options

Priority for Student or Group:

- ☐ High
☐ Medium
☐ Low

Skill Building Activities
(The student can...)

Student Progress
(The student's progress is _____)

1. Understand the difference between high school and college:
- Class schedule, homework, attendance, and grading
 - Qualifying for accommodations
 - Communication with teachers/professors
 - Student responsibility
 - Cost
 - Social opportunities
 - Accommodations vs. special education services

☐ Minimal ☐ Developing ☐ Satisfactory

2. Create a list of postsecondary education options and determine if they support their chosen career path

☐ Minimal ☐ Developing ☐ Satisfactory

3. Understand that there are more postsecondary education and training options available other than just college:
- Career pathways related to workshop and training programs
 - Trade and technical schools (TCAT)
 - Military
 - Postsecondary programs at community colleges and universities for students with intellectual and developmental disabilities. (Inclusive Higher Education Programs)

☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify which postsecondary education/training programs align with their career aspirations:
- Degrees and certifications offered in various postsecondary settings

☐ Minimal ☐ Developing ☐ Satisfactory



Collaborative Activity Planning

What is Collaboration?

The process of people
working together to
achieve a
common goal

- 1 Understanding of the goals and barriers
- 2 Identification of solutions to barriers
- 3 Delegation of responsibilities
- 4 Meaningful communication

Benefits of Using the Guide to Plan Together



- Coordinate and inform meaningful transition services
- Maximize your time with students
- Complete activities in a logical order
- Avoid duplication of services
- Eliminate guesswork and save time



Include All Team Members



Coordinate with other teachers and providers

- What is the best instructional approach for this activity?

Identify ways families can support learning

- How can these skills be practiced at home or in the community?

Make students aware of the “why”

- Can students explain how this activity will help them reach their goals?



Divide and Conquer



“Collaboration among agencies, parents, and students has been cited in research as a predictor of positive post-school outcomes including paid employment”



Example 1

PROVIDER

TEACHER

FAMILY

TEACHER

PROVIDER

Skill Building Activities
(The student can...)

Student Progress
(The student's progress is _____)

1. Define assertiveness as a method of communication that allows individuals to:

- a. Communicate in a confident and respectful way
- b. Acknowledge and express both positive and challenging feelings
- c. Share opinions and information confidently
- d. Express needs and wants to others
- e. Advocate for personal rights
- f. Stand up for their point of view while also respecting the rights and beliefs of others

☐ Minimal ☐ Developing ☐ Satisfactory

2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations

- a. Verbal
- b. Nonverbal

☐ Minimal ☐ Developing ☐ Satisfactory

3. Determine how they can improve their communication by reflecting on their past experiences with communicating their needs and wants

☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify and demonstrate the steps to engaging in assertive communication:

- a. Know what they want prior to a conversation or meeting
- b. Develop and ask questions before reacting
- c. Consider the perspectives of others
- d. Assume there is a solution to disagreements
- e. Listen to ideas and opinions of others
- f. Understand that "no" is an acceptable response

☐ Minimal ☐ Developing ☐ Satisfactory

5. Participate in role-play scenarios to practice assertively sharing information and responding to others

☐ Minimal ☐ Developing ☐ Satisfactory

Example 2

TEACHER

TEACHER

STUDENT

PROVIDER

PROVIDER

| Skill Building Activities (The student can...) | Student Progress (The student's progress is _____) |
|--|--|
| 1. Define assertiveness as a method of communication that allows individuals to: <ol style="list-style-type: none"> Communicate in a confident and respectful way Acknowledge and express both positive and challenging feelings Share opinions and information confidently Express needs and wants to others Advocate for personal rights Stand up for their point of view while also respecting the rights and beliefs of others | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations <ol style="list-style-type: none"> Verbal Nonverbal | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 3. Determine how they can improve their communication by reflecting on their past experiences with communicating their needs and wants | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 4. Identify and demonstrate the steps to engaging in assertive communication: <ol style="list-style-type: none"> Know what they want prior to a conversation or meeting Develop and ask questions before reacting Consider the perspectives of others Assume there is a solution to disagreements Listen to ideas and opinions of others Understand that "no" is an acceptable response | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 5. Participate in role-play scenarios to practice assertively sharing information and responding to others | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |

Identify Instructional Resources

- Curriculum
- Assessments
- Supporting Videos
- Community Connections
- Presentations
- Activity sheets/ Handouts



Coordinating Resources

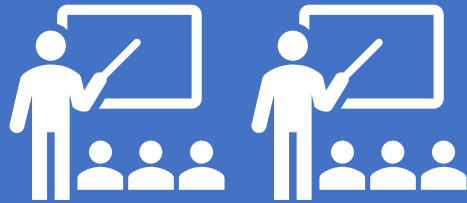


- Do I need professional development on this topic?
- What do we already have available?
- What can we share with each other?
- What is the most effective way to use these resources?
- What additional resources do we need?
- What can I share with caregivers to help them gain an understanding of the topic?

Co-Teaching Options



Whole Group



Parallel



Alternative



Stations

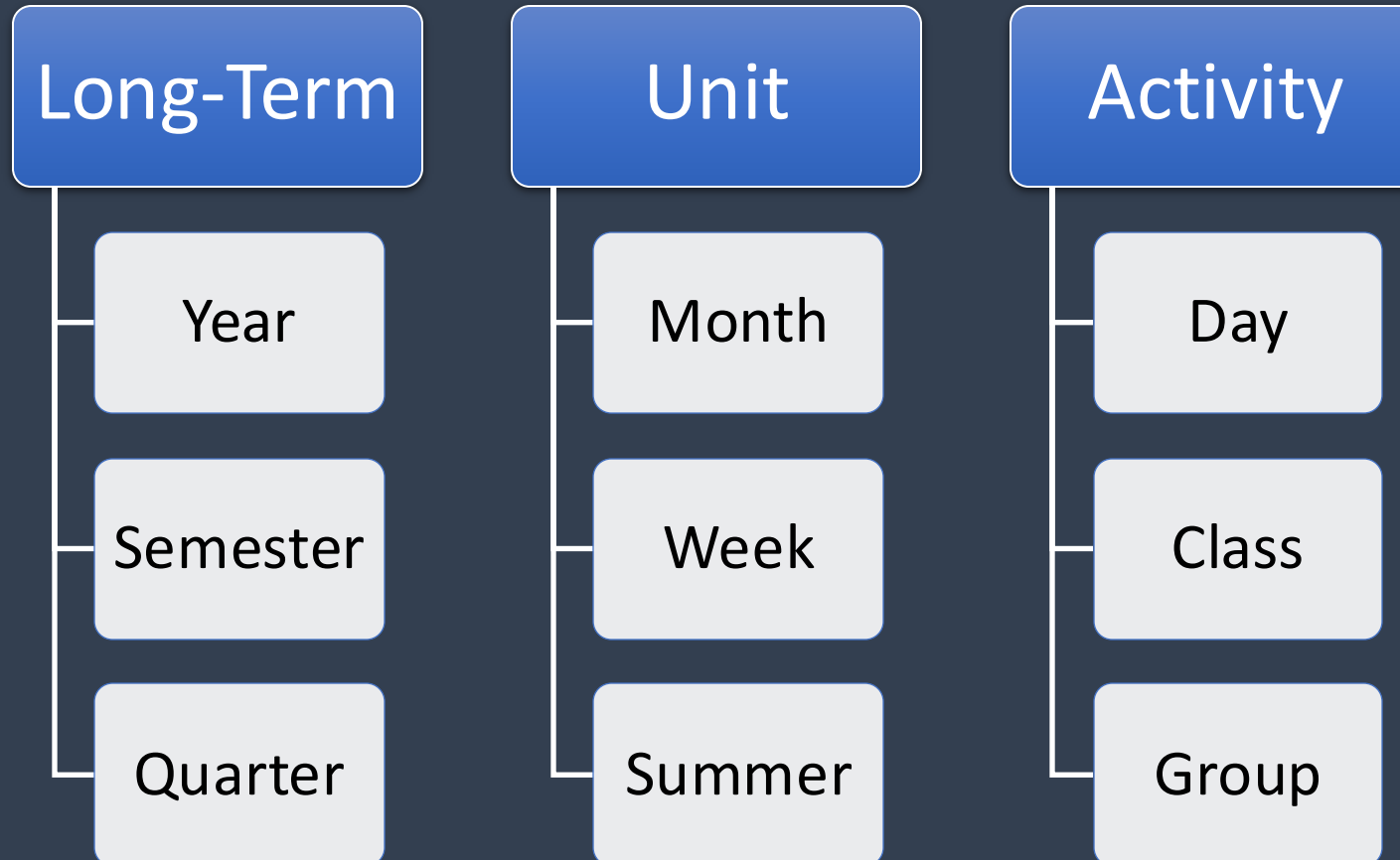


Mock Planning Session

GOAL

Leave with at least one new strategy or idea for using the Pre-ETS Sequencing Guide for long-term, unit, and/or specific activity planning

Planning Structures



Planning in Practice



Long-Term

CRP meets with the teacher every **semester** to map out skill topics for each month

TSW meets with the teacher **quarterly** to map out activity plans using IEP progress reports to inform planning

Unit

Provider takes the identified skill topics and examines the skill-building activities to create a **monthly** plan

Activity

Provider and teachers collaborate to identify which resources or materials will be used **daily** for each skill-building activity

Mock Planning Session



Planning
Demonstration

Target
Students

Plan
a Unit

Share
Activities

Planning Demonstration



Long-Term Plan: 2nd Semester

Navigating the Sequencing Guide

See below for a list of the Pre-ETS and categories included for each service. If you are using an electronic version of the guide, navigate to each individual Pre-ETS section by clicking the section titles below. To easily navigate back to the beginning of each Pre-ETS section, click the section title located in the top left corner of each page.

Job Exploration Counseling

Career Awareness

Career Exploration

Individualized Career Planning and Preparation

Experience-Based Job Exploration

Counseling on Postsecondary Education Opportunities

Self-Awareness

Individualized Planning

Advocacy and Accessibility

Financial Literacy

Logistics

Instruction in Self-Advocacy

Self-Advocacy and Self-Determination

Self-Awareness

Knowledge of Rights and Responsibilities

Communication of Needs and Preferences

Leadership

Expanding Self-Advocacy

Workplace Readiness Training

Communication

Financial Literacy

Work Maturity

Advocacy and Accessibility

Job Seeking

Work-Based Learning Experiences

Self-Awareness

Career Awareness – Workplace Tours

Career Exploration – Job Shadowing

Career Exploration – Informational Interviews

Work Experience – Work-Based Learning

Job Skills

Additional Work-Based Learning Experiences

Long-Term Plan: 2nd Semester

| | January | February | March | April | May |
|------|--------------------------------------|--|-------|---|-----|
| CPSE | Individualized Planning | | | | |
| JEC | | Individualized Career Planning & Preparation | | | |
| ISA | Communication of Needs & Preferences | | | | |
| WRT | | | | Job Seeking | |
| WBLE | | | | Career Exploration – Informational Interviews | |

Pre-ETS → Category



Counseling on Postsecondary Education Opportunities

Self-Awareness

Individualized Planning

Advocacy and Accessibility

Financial Literacy

Logistics

Pre-ETS → Category → Skill Topic

Counseling on Postsecondary Education (PSE) Opportunities

Counseling on PSE opportunities ensures that students can explore the many opportunities available to them after high school. Counseling helps students match their personal needs with a PSE option that offers the supports, academic setting, and social experiences they desire. Additionally, counseling can ensure that students clearly understand that they have choices and options, just like their peers without disabilities. Some of the most common competency categories under the Counseling on PSE category are:

- **Self-Awareness**
 - Knowledge of jobs within career pathways that require postsecondary education or training
 - Developing planning and goal setting skills as it relates to postsecondary education counseling
 - Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings
- **Individualized Planning**
 - Gathering information on postsecondary education and training options
 - Narrowing postsecondary education options
- **Advocacy and Accessibility**
 - Understanding the difference between supports and accommodations in postsecondary education and high school
 - Understanding rights and responsibilities in a postsecondary education setting as a student with a disability
- **Financial Literacy**
 - Knowledge of the cost of attending postsecondary education or training options
 - Understanding the process of applying for financial aid (Free Application for Federal Student Aid – FAFSA), grants, scholarships, and loans
- **Logistics**
 - Understanding of admissions requirements
 - Developing skills to complete a college application for admission

CPSE Skill Topic: Gather information on PSE and training options and begin to narrow options

January 2025

| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|-----------------|----------------|----------------|--------------------|----------------|
|  | | | 1 No School | 2 No School | 3 No School |
| | 6 No School | 7 No School | 8 | 9 | 10 |
| | 13 | 14 | 15 | 16 | 17 |
| | 20 No School | 21 | 22 | 23 TCAT Tour | 24 |
| | 27 | 28 | 29 | 30 College Tour | 31 |

Category: Individualized Planning**Skill Topic:** Gathering information on postsecondary education and training options

| Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low | |
|--|--|
| Skill Building Activities (The student can...) | Student Progress (The student's progress is _____) |
| 1. Understand the difference between high school and college: a. Class schedule, homework, attendance, and grading b. Qualifying for accommodations c. Communication with teachers/professors d. Student responsibility e. Cost f. Social opportunities g. Accommodations vs. special education services | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 2. Create a list of postsecondary education options and determine if they support their chosen career path | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 3. Understand that there are more postsecondary education and training options available other than just college: a. Career pathways related to workshop and training programs b. Trade and technical schools (TCAT) c. Military d. Postsecondary programs at community colleges and universities for students with intellectual and developmental disabilities. (Inclusive Higher Education Programs) | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 4. Identify which postsecondary education/training programs align with their career aspirations: a. Degrees and certifications offered in various postsecondary settings | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |

CPSE Skill Topic: Gather information on PSE and training options and begin to narrow options

January 2025

| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|-----------------|----------------|----------------|--------------------|----------------|
| | | | 1 No School | 2 No School | 3 No School |
| Understand that there are more PSE and training options available other than just college | 6 No School | 7 No School | 8 | 9 | 10 |
| Understand that there are more PSE and training options available other than just college | 13 | 14 | 15 | 16 | 17 |
| | 20 No School | 21 | 22 | 23 TCAT Tour | 24 |
| | 27 | 28 | 29 | 30 College Tour | 31 |

COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

Category: Individualized Planning

Skill Topic: Narrowing postsecondary education options

| Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low | |
|---|--|
| Skill Building Activities (The student can...) | Student Progress (The student's progress is _____) |
| 1. Discuss with parent/guardian or support network the PSE information and schools they want to tour | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 2. Set up campus tours and discuss each visit: a. Set up opportunities for students to talk with other students attending the schools of interest b. Meet with student disability services to determine types of accommodations available c. Reflect on what they observed and learned during the tour | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 3. Consider and compare college cost, programs offered, financial aid options, and other areas of interests | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |
| 4. Identify the major/area of concentration/certification or credential program they want to apply and enroll in: a. Determine which schools they will submit an admissions application for | <input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory |

CPSE Skill Topic: Gather information on PSE and training options and begin to narrow down options

January 2025

| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|-----------------|----------------|----------------|--------------------|----------------|
| | | | 1 No School | 2 No School | 3 No School |
| Understand that there are more PSE and training options available other than just college | 6 No School | 7 No School | 8 | 9 | 10 |
| Understand that there are more PSE and training options available other than just college | 13 | 14 | 15 | 16 | 17 |
| Set up campus tours - meet with disability services offices and reflect on what was observed | 20 No School | 21 | 22 | 23 TCAT Tour | 24 |
| Set up campus tours - meet with disability services offices and reflect on what was observed | 27 | 28 | 29 | 30 College Tour | 31 |

My Resources



- Video to introduce TCAT
- Video to introduce Chattanooga Community College
- TransitionTN Activities
 - Student Guide for Asking Questions During a College Tour
- TransitionTN Student Website
 - Lesson about Types of Postsecondary Education
- College evaluation worksheet

CPSE Skill Topic: Gather information on PSE and training options and begin to narrow options

January 2025

| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|-----------------|----------------|---|--------------------|--|
| | | | 1 No School | 2 No School | 3 No School |
| Understand that there are more PSE and training options available other than just college Materials: TransitionTN Student Lesson - Types of Postsecondary Education | 6 No School | 7 No School | 8 TTN Student Lesson Role Play & Think About Questions | 9 | 10 TTN Student Lesson School-Based Activity |
| | 13 | 14 | 15 TTN Student Lesson School-Based Activity Cont'd | 16 | 17 TTN Quick Activity & My Portfolio |
| Set up campus tours - meet with disability services offices and reflect on what was observed Materials: Student Guide for asking questions (one for each tour), TCAT Intro Video , , Chattanooga State Intro Video , TCAT/College Evaluation Form (one for each tour) | 20 No School | 21 | 22 Develop Questions to Ask on Tour | 23 TCAT Tour | 24 Complete College Tour Eval Form |
| | 27 | 28 | 29 Develop Questions to Ask on Tour | 30 College Tour | 31 Complete College Tour Eval Form |

Activity Example

January 8th

- Why is it important to research the credentials offered by postsecondary education programs?
- What are important factors to consider when choosing a college or training program?
- What actions can you take to explore the college or training options that interest you?

Which School Would You Like to Explore?

4-year Universities and Colleges

Colleges of Applied Technology

2-year Community Colleges: Degree and Non-Degree

Inclusive Higher Education Programs

Degrees, Certifications, and Courses

Rakesh

"I know I want to continue my education after high school. I was hoping you could explain more about TCAT's degrees, certificates, and courses offered."



Example Unit Plan

1 session per week



January 2025

| | | | | |
|--------------------------------|--|--|---|--|
| Group | Sample High School- 3rd Period John, Sandra, Juaquin, Joseph, Marie, Ashley, Kyla | | | |
| Schedule | Wednesdays 10:15-11:15 (60 min 1x week) | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| Pre-ETS | Counseling on Postsecondary Education Opportunities | | | |
| Skill Topic | Knowledge of jobs within career pathways that require postsecondary education or training | | | |
| Skill-Building Activity | Discuss and explain their personal motivation to continue their education after high school | Identify and explore the wide variety of postsecondary education options | Discuss how their career interests align with postsecondary education options <i>Examples: Create a list of jobs or career clusters that they are interested in exploring</i> | Discuss and explain the skills necessary to successfully transition to a postsecondary education or training program <i>Examples: Academic skills, Advocacy skills, Soft skills, Independent living skills, Social skills</i> |
| Activity Materials | Youtube Video: Why College? Watch video and then have students complete the Explore Work My Journal Activity and discuss https://explore-work.com/my-journal-education-options-self-reflection-activity-start/ | TTN Fact Sheet https://transitiontn.org/student/wp-content/uploads/2021/03/PSE_Types-of-PSE_Fact-Sheet.pdf TTN Role-Play Scenario: Types of PSE https://transitiontn.org/student/school/exploring/types-of-postsecondary-education/ | Career Clusters Interest Inventory https://scholarmatch.org/wp-content/uploads/2016/05/Career-Interest-Survey.pdf Select three career videos to watch from #1 and rank them most interested to least interested https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx | Types of PSE Chart https://transitiontn.org/student/wp-content/uploads/2021/03/PSE_Types-of-PSE_PSE-Charts.pdf Explore Work Interactive Graphic of Choices https://explore-work.com/click-pic-lots-of-choices/ Program Exploration Recording Form https://transitiontn.org/student/wp-content/uploads/2021/03/PSE_Types-of-PSE_Recording-Form.pdf |

Activity Example

Week 3



Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

| | | | | |
|--------------|---|---|---|---|
| BOX 1 | Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. | Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver | School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture | Total number circled in Box 1 <div></div> |
|--------------|---|---|---|---|

| | | | | |
|--------------|--|---|---|---|
| BOX 2 | Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. | Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent | School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education | Total number circled in Box 2 <div></div> |
|--------------|--|---|---|---|

| | | | | |
|--------------|---|---|--|---|
| BOX 3 | Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. | Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious | School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies | Total number circled in Box 3 <div></div> |
|--------------|---|---|--|---|

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Hospitality and Tourism



[Amusement and Recreation Attendants](#)

[Animal Trainers](#)

[Athletes and Sports Competitors](#)

[Baggage Porters and Bellhops](#)

[Bakers](#)

[Baristas](#)

[Bartenders](#)

[Chefs and Head Cooks](#)

[Concierges](#)

[Cooks, Fast Food](#)

[Cooks, Institution and Cafeteria](#)

[Cooks, Private Household](#)

[Cooks, Restaurant](#)

[Cooks, Short Order](#)

[Dining Room and Cafeteria Attendants and Bartender Helpers](#)

Career Videos


[Back to videos](#)

Average Pay

Athletes and Sports Competitors
\$70,280/yr
 Across the U.S.

Learn More

Career Outlook

Athletes and Sports Competitors
 **Bright**
 New job opportunities are **very likely** in the future.

Learn More


Typical Training

Athletes and Sports Competitors
 Typical training at entry is a **No formal educational credential**

Learn More

Athletes and Sports Competitors Career Video

Description: Compete in athletic events.



Video Transcript
 Do you dream about a future as a professional athlete? While few people make a living from athletics- dedication to your sport, and outstanding athletic ability, can take you into the big leagues. Athletes and sports competitors carry out game or competition strategies while following the rules and regulations of their sport. They compete in team sports, such as football, baseball, basketball, hockey, and soccer, and individual sports, such as tennis, running, golf, and skiing. They may compete

Let's Plan Together

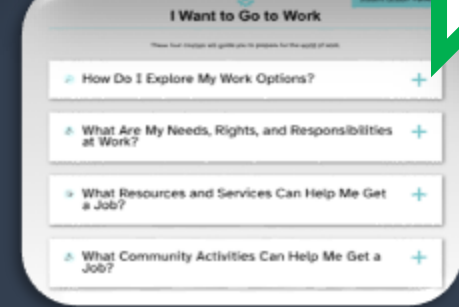


Planning
Demonstration

Target
Students

Plan
a Unit

Share
Activities



Materials



Pre-ETS Sequencing Guide: Instruction in Self-Advocacy



Guided Notes

Guided Notes for Mock Planning

Target Students
Think about a specific student or a group of students you work with and answer the following questions:

1. What are students' goals for after high school?
2. What are their needs?
3. What information do you need to create meaningful activities?

Use the space below to brainstorm your thoughts.

Plan a Unit: Select Skill Building Activities
Go to the skill topic and look at the skill building activities. Which skill building activities will you focus on each week? Consider the following questions and use the space below to brainstorm your thoughts.

1. Which skill building activities align with your students' goals and needs?
2. How often do you work with this group of students?
3. How many sessions will you need to teach the skill-building activities you selected?

| January 2025 | |
|--------------|--------|
| Thursday | Friday |
| | 3 |
| | 10 |
| | 17 |
| | 24 |
| | 31 |

TransitionTN Student Site Index

TransitionTN Student Website: Lesson and Activity Bank

I WANT TO GO TO WORK Course

Lesson Title

How Do I Explore My Work Options?

- Self-Assessments
- Labor Market and Types of Employment
- Benefits of Going to Work

What Resources and Services Can Help Me Get a Job?

- Gathering Your Resources
- Vocational Rehabilitation
- Community Resource Mapping

What Community Activities Can Help Me Get a Job?

- Networking to Get a Job
- Experiences to Learn about Work
- Lesson 3- Coming Soon!

I WANT TO CONTINUE MY EDUCATION Course

Lesson Title

How Do I Explore My Options for Continuing My Education?

- Types of Postsecondary Education
- Preparing to Continue My Education
- Career Pathways and Goals

What Are My Needs, Rights, and Responsibilities When I Continue My Education?

- Rights and Responsibilities Change After High School
- Disability Disclosure in the College
- Communication College

What Resources and Services Can Help Me Continue My Education?

- Gathering Your Resources
- Vocational Rehabilitation
- Community Resource Mapping

What Community Activities Can Help Me Continue My Education?

- Networking to Continue My Education
- Experiences to Learn about College
- Lesson 3- Coming Soon!

I WANT TO LIVE AN INDEPENDENT LIFESTYLE Course

Lesson Title

How Can I Be Independent with My Finances?

- Banking Basics

How Can I Be Independent at Work?

- Workplace Policies- Coming Soon!

Quick Activities

- Self-Assessments
- Professional Emails
- Vocational Rehabilitation Counselors
- Types of Employment
- Communicating in Job Interviews
- Job Accommodations
- Living Away From Home
- VR Customer Responsibilities
- Understanding Your PINS
- College Fairs
- Online Searches
- Campus Tours
- Keeping Your Resources Organized
- Assertive Communication
- Accommodations in College

Target Students

- Think about a specific group of students that you are currently working with
- List the information you know on your guided notes page
 - What are their goals for after high school?
 - What are their needs?
 - What information do you need to create meaningful activities?

Guided Notes For Mock Planning

Target Students

Think about a specific student or a group of students you work with and answer the following questions:

1. What are students' goals for after high school?
2. What are their needs?
3. What information do you need to create meaningful activities?

Use the space below to brainstorm your thoughts.






Guided Notes for Mock Planning

Target Students

Think about a specific student or a group of students you work with and answer the following questions:

1. What are students' goals for after high school?
2. What are their needs?
3. What information do you need to create meaningful activities?

Use the space below to brainstorm your thoughts.

- 
- **TransitionTN High School 3rd period**
 - **9 students**
 - **6 want to go to PSE and 3 want to go straight to work**
 - **All will need accommodations and need to practice communicating their needs**



>

>

Skill Topic: _____ January 2025

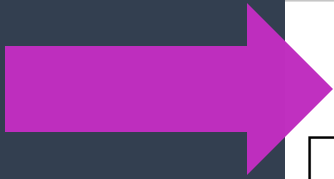
| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|--------|---------|-----------|----------|--------|
| SBA | | | | | |
| SBA | | | | | |
| SBA | | | | | |
| SBA | | | | | |
| SBA | | | | | |

Fill in the skill topic on the calendar

Instruction in Self-Advocacy

Self-advocacy is any time a person speaks or acts on their own behalf to improve their quality of life. The goal of Instruction in Self-Advocacy is to support students in developing the knowledge, skills, and confidence they need to become actively involved in decisions that affect their success and future. Through Instruction in Self-Advocacy, students learn about their ability to effectively communicate, convey, negotiate, and assert their own interests and/or desires. Some of the most common competency categories under the Instruction in Self-Advocacy category are:

- **Self-Advocacy and Self-Determination**
 - Working knowledge of self-advocacy skills and how they support self-determination
 - Understanding a person-driven approach to advocating and planning for the future
- **Self-Awareness**
 - Developing knowledge of themselves through reflection and self-assessments
 - Developing awareness of their disability and its impact on education, employment, and/or independent living
 - Understanding their role in making decisions and setting goals
- **Knowledge of Rights and Responsibilities**
 - Working knowledge of disability-related laws
 - Understanding of disability disclosure in various settings
 - Working knowledge of rights and responsibilities in the workplace
 - Working knowledge of rights and responsibilities in postsecondary education
 - Working knowledge of rights and responsibilities in the community and social settings
- **Communication of Needs and Preferences**
 - Recognizing effective communication strategies in employment, postsecondary education, and the community
 - Working knowledge of assertive communication
 - Utilizing tools that aid in effective communication
- **Leadership**
 - Understanding opportunities for the development of leadership skills
 - Feeling empowered to be actively involved in support planning meetings and planning for the future
- **Expanding Self-Advocacy**
 - Gaining confidence and self-advocacy skills through mentorships
 - Gaining knowledge of individualized supports by creating a community resource map



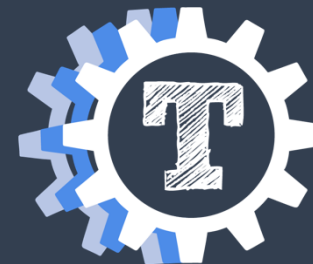
Skill Topic: Working knowledge of assertive communication

January 2025



| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|--------|---------|-----------|----------|--------|
| | | | 1 | 2 | 3 |
| SBA: | 6 | 7 | 8 | 9 | 10 |
| SBA: | 13 | 14 | 15 | 16 | 17 |
| SBA: | 20 | 21 | 22 | 23 | 24 |
| SBA: | 27 | 28 | 29 | 30 | 31 |

Plan a Unit: Select Skill-Building Activities



1

Which skill-building activities align with your students' goals and needs?

2

How often do you work with this group of students?

3

How many sessions will you need to teach the skill-building activities?

4

Fill in the skill-building activities for each week using the calendar



Answer each question on your guided notes page



Pre-Employment Transition Services Sequencing Guide: Instruction in Self-Advocacy

January 24, 2022

1st Edition

Microsoft Outlook



Plan a Unit: Select Skill Building Activities

Go to the skill topic and look at the skill building activities. Which skill building activities will you focus on each week? Consider the following questions and use the space below to brainstorm your thoughts.

1. Which skill building activities align with your students' goals and needs?

- 2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations
 - a. Verbal
 - b. Nonverbal

2. How often do you work with this group of students?

1x a week

3. How many sessions will you need to teach the skill-building activities you selected?

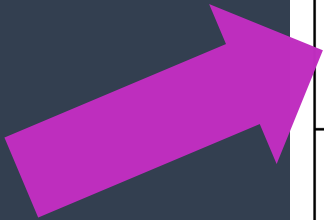
3 sessions

Skill Topic: Working knowledge of assertive communication

January 2025



| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--------|---------|-----------|----------|--------|
| | | | 1 | 2 | 3 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 6 | 7 | 8 | 9 | 10 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 13 | 14 | 15 | 16 | 17 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 20 | 21 | 22 | 23 | 24 |
| SBA: | 27 | 28 | 29 | 30 | 31 |



Share Activities



1

List resources,
materials, and
curricula you will use

2

List any opportunities
for collaboration for
these skill-building
activities

3

Brainstorm activities
with your group

4

Add information
about resources
to your calendar
or guided notes
page

Share Activities
Use the box below to list materials, resources, and curricula you will use.

List opportunities to collaborate with your group on these activities.

Resource Options

- Curriculum
- Assessments
- Supporting Videos
- Community Connections
- Presentations
- Activity sheets/ Handouts





Share Activities

Use the box below to list materials, resources, and curricula you will use.

- **TransitionTN Quick Activity**
- **TransitionTN Lesson
Communication in College**

List opportunities to collaborate to deliver the skill building activities.

- **Check-in with Speech Therapist**
- **Email Theater teacher to see if they may be able to help with role-play activity**

Space for brainstorming activities:

- **Use this space for any additional ideas so that you have it to reference back to**



| Skill Building Activity (SBA) | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|-----------------|--|----------------|--------------------|----------------|
| | | | 1 No School | 2 No School | 3 No School |
| SBA: N/A- No School on Tuesday | 6 No School | 7 No School | 8 | 9 | 10 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 13 | 14 TTN Assertive Communication Quick Activity | 15 | 16 | 17 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 20 No School | 21 TTN Comm in College Fact Sheet and Get Involved Game | 22 | 23 TCAT Tour | 24 |
| SBA: Compare and contrast the use of passive, aggressive, and assertive communication in a variety of situations | 27 | 28 Venn Diagram Activity | 29 | 30 College Tour | 31 |

Activity Example

January 21st



Communication in College

For students who want to continue their education

Types of Communication

- When you are in college, it is important to talk about your needs and rights.
- There are three general types of communication, **assertive**, **passive** and **aggressive**.

Assertive: Being confident, respectful, and open when you speak

Passive: Worried that speaking up for your needs could make the other person uncomfortable.

Aggressive: Demanding things and pushing your thoughts on a person in a way that makes them feel uncomfortable.

GET INVOLVED GAME

Path: I Want to Continue My Education

Lesson: Communication in College

Directions: Read each scenario and decide which option shows that the college student is responsible and uses effective communication.

Jacob is in a Chemistry class where the professor assigns a lab partner to each student. Jacob's partner decided it would be easier to divide up the tasks for the lab assignment. Jacob is struggling with his part. Which is the best way for Jacob to communicate this to his partner?

| Option 1 | Option 2 |
|---|---|
| <input type="checkbox"/> "I give up. This is too hard. Can you do it for me?" | <input type="checkbox"/> "I'm struggling a little with this section. Do you think you could help me out?" |

It's the first day of Melissa's History class and she picked out where she is going to sit for the semester. After sitting down, she noticed that the seat in front of her has a better view of the board. Since there is someone sitting there, she decides to talk to the classmate to see if they would change seats with her.

| Option 1 | Option 2 |
|---|--|
| <input type="checkbox"/> "Hi there, I have difficulty seeing the board from this seat. Would you mind trading seats with me?" | <input type="checkbox"/> "You have to trade seats with me. I can't see the board." |

Next Steps/ Takeaways



Use students' goals as the anchor for activity planning



Explore using the Pre-ETS Sequencing Guide for long-term planning, unit planning, and specific activity planning



Use at least one new or different instructional strategy this semester and evaluate the impact on your services

Post-Survey



Please take a moment to
complete our post-survey



Contact Us



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