



DRIVING
TOWARD
TRANSITION

TAP

STUDENT
TRANSITION AND
ACHIEVEMENT
PORTFOLIO

TEACHER'S MANUAL

2012 - 2013

TUHSD SPECIAL SERVICES AND COMMUNITY TRANSITION TEAM |

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Transition: The act of passing from one state or place to the next (TranCreative LLC, 2008).



RATIONAL BEHIND THE TRANSITION AND ACHIEVEMENT PORTFOLIO

In conjunction with TUHSD Community Transition Team, the Special Services Department developed the Transition and Achievement Portfolio (TAP) system. The concept of a portfolio has been around for a long time and has been used by many professionals such as artists, architects, photographers, etc., as a way to display their work to potential educational institutes, employers, and clients (Shenandoah Valley Regional Program, 2005). In higher education portfolio assessment has become more and more essential for determining the full application of student knowledge and is often used as a fractional if not final assessment tool. Most training and educational institutes require students to have some form of achievement portfolio such as an electronic e-portfolio or artifacts binder (SETDA, 2008). The Special Education Teacher of Record (TOR) is accountable for specific IDEA requirements related to Indicator 13 Post-Secondary High School Transition as well as implementing, collecting and tracking the necessary data and evidence to demonstrate progress on post high school, academic achievement, and social, emotional and behavioral goal attainment and transition activities and assessment throughout the annual IEP school year.

“Percent of youth with IEP’s aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a) (3) (B))

The Transition and Achievement Portfolio (TAP) includes a 4-year Scope and Sequence of reasonable and attainable transition outcomes and objectives with a check list for each year of high school (Transition Coalition, 2011). These transition services are documented throughout the IEP and include Present Levels of Academic Achievement and Functional Performance (PLAAFP), transition needs and activities, age appropriate assessments, coordinated set of activities and course of study that meets the federal and state regulations for transition of students with disabilities, 9th-12th grade. Academic Achievement will continue to be evaluated through school records, IEP reviews, and evaluation of quarterly progress on IEP Annual goals and objectives, the evidence collected and preserved in the student’s TAP.

Most of the assessments and activities are part of what all of our teachers are expected to do and are doing. The hope is that this system will facilitate collecting and documenting evidence and will foster within the student a sense of independence and confidence concerning who they are now and what they want to do with their life after graduation (Shenandoah Valley Regional Program, 2005). In addition to assisting the student’s participation and engagement in the IEP team process. The final over-arching goal is to support the needs of students, teachers, administration, and parents who work with exceptional students.

TEACHER EXPECTATIONS

We anticipate the completion of a TAP portfolio for each student on your TOR list, will simplify your life. By gathering documents throughout a student's high school career, evidence is collected for both your professional use and the student's postsecondary success. Since SY 2011-12 is an implementation year, it is expected each of us will encounter growing pains as we learn this new method of data collection.

In order to support each student, the following expectations are in place:

- Teachers will follow all timelines as described.
 - These include completing the student profile section and gathering artifacts for each 9th grade and AIMS A Eligible student on the TOR list.
- It should be noted that **bolded** artifacts are required.
 - Others are optional, as appropriate and needed.
 - Feel free to be creative as you consider artifacts and items to add to each student's portfolio.
- Quarterly progress updates will be reviewed by evidence in TAP portfolio.
- Teachers will facilitate student engagement in the TAP process.
- Through engagement and modeling, the student will learn and demonstrate targeted transition skills.



"The most important trip you may take in life is meeting people halfway."

Tolleson Union High School District #214
Special Services Department
District Office Organizational Chart
6/30/11

Wendy Barrie, Director of Special Services

- Private Placements
- Placement Reviews
- Budget
- Curriculum
- Related Services
- Psychologists
- Home Bound
- Personnel
- Equipment
- Legal Issues
- Gifted Programs
- 504
- Consult as needed

Andi Asel, Program Coordinator for Special Education

- Private Placements
- Residential Treatment Centers IEPs
- Placement Reviews
- Direct Service Claiming (DSC)/Medicaid
- Compliance Issues
- Staff Development
- Facilitator - DC/Psych/Sec Meetings
- SEAS Coordinator
- Genesis/SAIS Information
- Staff Development
- Procedure Manual
- Federal, state and district reports
 - Census
 - OCR, OSEP
- AIMS-A
- ESY
- CCHS, TUHS
- Consult as needed

Leigh Virgil, Program Coordinator for Special Education

- Alternative Placements
 - CEA
 - Lighthouse Academy
- District Curriculum and Instruction
- Technology
- Transition programming
- TAP – Development & Management
- Facilitator - DC/Psych/Sec Meetings
- Compliance Issues
- Staff Development
- Inclusion/Co-Teaching Facilitator
- AIMS
- Procedure Manual
- LCHS, SLHS, WHS
- Consult as needed

Phyllis Anzellotto, Transition Specialist - District Office

- Transition Training
 - Students, Parents, and Staff
- Transition IEP Planning
 - Transition Needs and Activities
 - Course of Study
 - Graduation
- Resource Directory – Maintenance & Updating

Yvette Aragon, Administrative Assistant

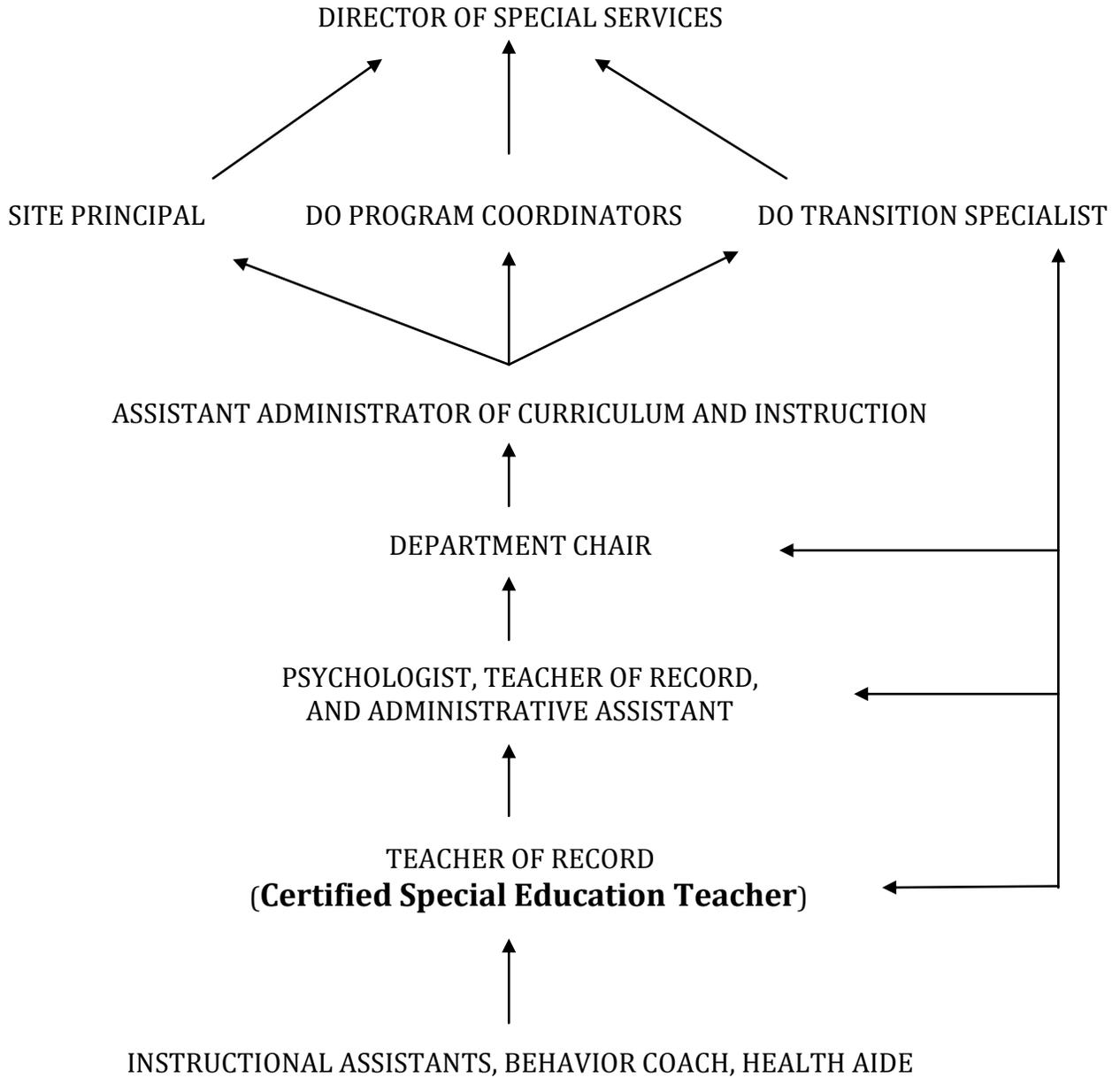
- Admin to Director and Program Coordinator
- Homebound
- Budget
 - Invoices
 - P.O.s
- District Office Supplies
- Private Placement Attendance
- Residential Treatment Vouchers
- Gifted
- Timecards
- PAFs
- Personnel Rosters
- 504
- OCR – Personnel Report
- Mail
- Receive Documents
 - IEPs
 - Evaluations
 - Manifestation Determinations
 - All Meeting Documents
- SEAS Support
 - Verify Student Information
 - Monitor Compliance Dates
 - Reports as needed
- Maintain District Office Special Education Files

Denise Arce, Administrative Assistant

- Records Requests
 - Outgoing
 - Support for incoming
- District Archived Files
- Receive Documents
 - IEPs
 - Evaluations
 - Manifestation Determinations
 - All Meeting Documents
- SEAS Support
 - Verify Student Information
 - Monitor Compliance Dates
 - Reports as needed
- Weekly Compliance Report
- Maintain District Office Special Education Files
- Support Services
- Feeder School Correspondence/Incoming 9th Grade Records

FLOW OF INFORMATION

6-29-11



Never drive faster than your guardian angel can fly.

~Author Unknown

TOR STUDENT CONTACT LOG

Student Name:

Teacher of Record:

| Date/ Time | Topic | Follow Up Needed | Follow Up Completed? |
|--------------------------|---|--|---|
| 08/24/08 EXAMPLE: | Introduced myself to SpongeBob and asked him how his first two weeks of school have been. Handed him a self-advocacy assessment and asked him to think if there is anything I can help him with | Sponge Bob needs to complete the self-advocacy assessment and turn in to me by 9/10/08. Sponge Bob needs to let me know if there is anything he needs me to help with | Self-advocacy turned in 9/10/08. Nothing identified as an issue. |
| | | | |
| | | | |
| | | | |
| | | | |

This document is on the S: Drive in the Teacher TAP Portfolio ability to Print or Fill-In

TAP STUDENT PORTFOLIO COMPONENTS

PORTFOLIO SECTION TABS

Student Profile

- All Student Demographic Information

Instruction

- All Information Pertaining to the Student's Academic Achievement

Employment

- Evidence of Pre-Employment Skills, Interests and Preferences and Experiences of the Student

Community

- Evidence of Involvement in Community Activities

Daily Living

- Evidence of Age Appropriate Independent Living Skills and Assessments

Training & Adult Living

- Evidence of Preparing to Transition to Adult Life

Related Services

- Evidence of Outside Agency Needs

Functional & Vocational Evaluation

- Results of Completed Evaluations (if appropriate)

My Resources

- Student Individualized Resources

Student Profile

All Student Demographic Information



- **Demographics**
 - **Genesis Student Profile page**
 - **Attendance**
 - **Discipline**

- **IEP Components**
 - **SEAS IEP Pg. 1 Demographics**
 - **PLAAFP**
 - **Annual Goal Pages**
 - **Measurable Postsecondary Goal Page**
 - **Accommodations Page**

- **Evaluation Eligibility Page(s)**

"Disability is a natural part of the human existence and in no way diminishes the right of persons with developmental disabilities to live independently, enjoy self-determination, make choices, contribute to society, and experience full integration and inclusion in the economic, political, social, cultural, and educational mainstream of American society."

- The Developmental Disabilities Assistance and Bill of Rights Act Amendment of 1993

Instruction

All Information Pertaining to the Student's Academic Achievement



- **Federal, State, District And Classroom Achievement**
 - **AIMS OR AIMS-A**
 - **Reading Program Documentation, Assessments And Results**
 - **Math Program Documentation, Assessments And Results**
 - **Writing Rubric Documentation, Assessments And Results**
- **Formative & Anecdotal Assessments**
 - **Reports From Parent, Staff, And Student**
- **Documentation Of Participation In The IEP (Student Led IEP)**
- **Knowledge And Understanding Of Accommodations**
- **Choice In Course Selection**
- **IEP Goal Progress Reports**
- **IEP Accommodation Pages**
- **Functional Behavior Intervention Plan (If Appropriate)**
- **Learning Styles Inventories And Results**
- **Course Of Study Aligned To Measurable Post-Secondary Goals (MPG's)**
- **Student Work Samples/Artifacts**
- **Psycho-Educational Evaluation**
- **Academic/Honors Awards**
- **Documentation Of Additional Educational Opportunities**
 - **Field Trips**
 - **Community Based Instruction Activities**
 - **Elective Classes And/or Independent Study**
- **Assistive Technology**
- **Communication Needs**
- **Behavioral Supports**



Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

Native American Saying

Employment

Evidence of Pre-Employment Skills, Interests and Preferences, and Experiences of the Student



- **Documentation Of Job Skills Inventory, Interest and Career Inventories**
- **Documentation Of Community Based Instruction (CBI) Activities and/or Educational Field Trips**
- **Employment Skills Inventory**
- **Mastery Employment Skills List (Interview Skills, Negotiation Skills, Communication Skills, Listening Skills)**
- **Computer Skills**
- **"Soft-Skills" Inventories**
- **Course Of Study Aligned To Desired Measurable Postsecondary Goal (MPG)**
- **Assistive Technology**
- **Communication Needs**
- **Behavioral Supports**
- **Student Work Samples/Artifacts**



Additional Educational Opportunities

- Fund raising experiences (school clubs)
- Volunteer experiences
- Employment
- Job shadowing experiences
- Job training
- Practice job applications
- Practice resume
- Letters of recommendation
- Contact information card
- Social Security Card
- License or State ID
- Food Handler's Card
- CPR, First Aid
- Baby-sitter's Certification
- Junior Achievement
- Part-time vs. full time employment
- Summer jobs such as: lawn maintenance, babysitting, newspaper route, etc.

Community

Evidence of Involvement in Community Activities



- **Documentation Of Community Experiences**
 - Volunteer Work
 - Participation In Sports and/or Academic Clubs
 - Church
 - Community Organizations: YMCA, Boys & Girls Club, Boy/Girl Scouts
 - Family Outings: Camping, Vacations, Library, Mall, Etc.
 - **Transportation Goals and/or Experiences: Driver's License, Light Rail, Dial-A-Ride, Taxi, Train, Plane, Etc.**
 - Car Ownership: Gas, Maintenance, Etc.
- Hobbies And Skills Lists For:
 - Camping: Raising a Tent; Following Directions; Reading a Map; Outdoor Cooking; Etc.
 - Dirt Bike Riding: Engine Maintenance, Off Road Vehicle Rules And Regulations, Equipment, Etc.
- **Student Work Samples/Artifacts**
 - Assistive Technology
 - Communication Needs
 - Behavioral Supports

*Every activity has a list of competency skills that may meet instruction, employment, daily living, post-secondary training and adult living skill needs.



Daily Living

Evidence of Age Appropriate Independent Living Skills and Assessments



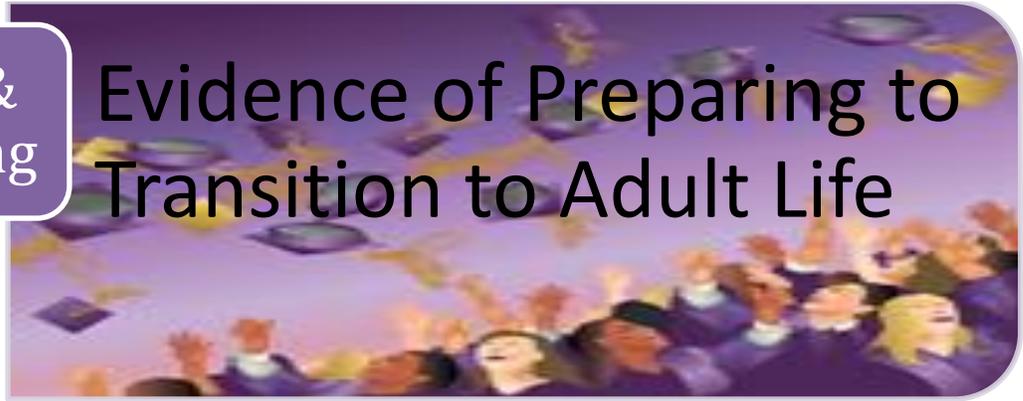
- Financial Budgeting
- Taxes, Insurance
- **Consumer skills: Cost Estimation, Purchasing, Spending, Credit**
- Paycheck/Pay stub
- **Documentation of House-hold Chores and/or Daily Routines and Responsibilities**
 - Homework, Errands, Shopping
- **Time management skills**
 - Agenda items, Daily Planner, Calendar, Appointment Keeping, Time Estimation Skills (how long does it take to...), Sleep, Relaxation, Exercise
- Hygiene
- Medical Needs – Arizona Health Care Cost Containment System (AHCCCS)
- Cooking; Food costs, Following a Recipe
- State and City Resources: Food Stamps, Child Care, etc.
- Clothing:
 - Costs, Sizes, Climate Appropriate, Environment Appropriate
- **Citizenship Duties and Responsibilities**
- **Legal Consequences for Behavior**
- **Healthy living and Choice Making** (Wellness/Health Class Surveys)
- **Student Work Samples/Artifacts**
- Assistive Technology
- Communication Needs
- Behavioral Supports



“What we really want to do is what we are really meant to do. When we do what we are meant to do, money comes to us, doors open for us, we feel useful, and the work we do feels like play to us.” [Julia Cameron quotes](#)

Training & Adult Living

Evidence of Preparing to Transition to Adult Life



- **SOP Summary of Performance**
- **Transcripts**
- Applying to School
 - University, College, or Tech/Trade School and/or Military
 - Supported Workshop, Sheltered Workshop
 - Needed Assessments (SAT, ASSET, ASVAP, etc.)
 - Contacting on Site DRC Disabilities Resource Center
- **Meeting with an Academic Advisor or TOR; Course Selections**
 - Certificate, Associates and Degree Programs
- **Housing**
 - Options, Costs, Rental contracts
 - University, College, or Tech/Trade School and/or Military housing
- Financial Aide
- Scholarships
- Working While Attending School
 - Part-time vs. Full-Time Employment
- **Guardianship**
- AZ Health Care Cost Containment System (AHCCCS)
- AZ Division of Development disabilities (DDD)
- Connect with Regional Behavioral Health Agency
- **Student Work Samples/Artifacts**
- **Selective Services**
- **Register to Vote**
- **Assistive Technology**
- **Communication Needs**
- **Behavioral Supports**

*"One morning you will awake to find that you are the person who dreamed of doing what you wanted to do; simply because you had the courage to believe in your potential and to hold on to your dream."
-Donna Levine*

Evidence of Outside Agency Needs



Agency Documentation

- **Identify Potential Community Agencies**
 - DDD – Division of Developmental Disabilities
 - VR – Vocational Rehabilitation
 - Social Security
 - RBHA – Regional Behavioral Health
- **Qualifications/Eligibility for outside agency services**
- **Completed Applications for Related services**
- Assistive Technology
- Communication Needs
- Behavioral Supports



“I chose not to add “DIS” to my ability.”

Robert M. Hensel

Functional & Vocational
Evaluation (if
appropriate)

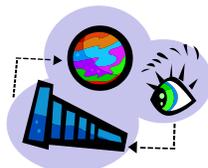
Results of Completed Functional/Vocational Evaluations



Functional Vocational Evaluation is a student-centered appraisal process for vocational development and career decision-making. It allows students, educators, and others to gather information about such development and decision-making. Functional vocational evaluation includes activities for transitional, vocational, aptitudes, skills and career planning; instructional goals; objectives; and implementation. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”.

- **AIMS A - RESULTS**
- PIC’s – Picture Interest Survey
- BRIGANCE – Employability Assessment
- **Interests and Aptitudes**
- **Evaluate Need for Specific Assistive Devices**
 - **Communication Needs**
 - **Behavioral Supports**
- Real Work Sample Assessment
- Situation Assessment
- Curriculum-based Assessment (Make sure the curriculum is relevant)

I see the world differently, but still I see the world..... Anonymous

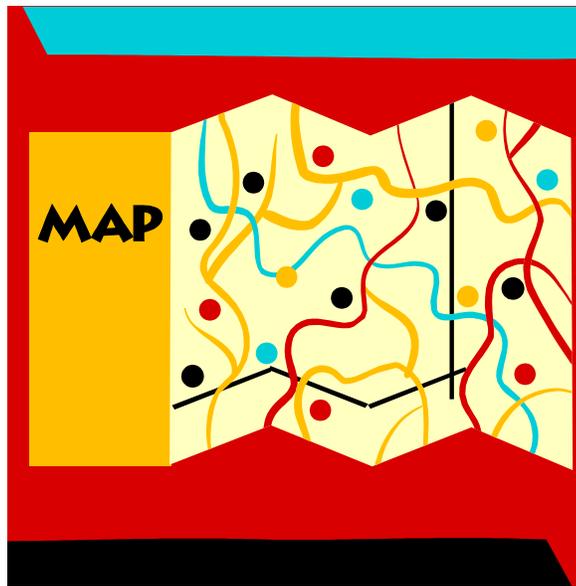


My Resources

Student Individualized Resources



- Post-Secondary Education/Training Searches
- Post-Secondary Education/Training Scholarship Searches
- Copies of Post-Secondary Education/Training Applications
- Copies of Completed Job Applications
- Technical Manual Vocabulary Sheets
- Family Information



"Your goals are the road **maps** that guide you and show you what is possible for your life."

~ [Les Brown quotes](#)

9th GRADE

QUARTERLY PROGRESS WILL BE MONITORED

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|-------|---|---|--|------------------------|
| 1 - 4 | Demonstrate Engagement In School - Assess And Evaluate Academic Performance Including: Grades, Study Skills, Attendance, Discipline, Extra-Curricular Activities, Student VUE, Teacher Input. | Genesis Student Vue | Schedule Attendance Report Student Vue Grades Discipline Reports Extracurricular (I.E. Clubs/ Sports) | STUDENT PROFILE |
| | IEP Overview (Focus On Academic/Annual Goals) | SEAS | Full Student IEP (FBA/ FBIP) IEP Goals | STUDENT PROFILE |
| | Identify And Understand Ability And Their Disability (IEP PLAAFP) | SEAS Special Ed Office | IEP Pages: - Demographics - PLAAFP MET Information - Eligibility Page (Description Page) - Eligibility Signature Page | STUDENT PROFILE |
| | Identify Accommodations For Success In School (IEP Component Pg. 8) | SEAS | IEP Accommodation Page* | STUDENT PROFILE |
| 5 - 8 | | | | |
| | Identify Special Education Services (IEP Page 9) | SEAS | IEP Statement Of Services* | STUDENT PROFILE |
| | Identify Self-Advocacy Skills (Assess/Evaluate) | S Drive: TAP Resources Student Interview Teacher Feedback | Student Contact Log* Academic Self-Advocacy Questionnaire And Results | INSTRUCTION |
| | Understand And Activate Resources And Accommodations | SEAS Student Interview | Accommodations Page From IEP Student Contact Log | INSTRUCTION |
| | Quarterly Progress Report On All Goals - Annual & Mpg's. | Seas | Quarterly Progress Report - Completed In SEAS IEP Pgs. Transition Needs & Activities, Transition Assessments, Course of Study | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|---------|--|---|--|------------------------|
| 9 - 12 | | | | |
| | Assess And Evaluate Interest And Preferences Using Transition Assessments (IEP Transition Pages) | S Drive: TAP Resources SEAS CTE/ SST Curriculum | At Least One Transition Assessment Of Choice IEP Transition Pages* | EMPLOYMENT |
| | State Student's Top 3 Postsecondary Interested And Career Preferences (IEP Transition Pages) | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | EMPLOYMENT |
| 13 - 18 | | | | |
| | Evaluate School And Work Skills | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | INSTRUCTION |
| | Identify Measurable Postsecondary Goals (Or When Annual IEP Comes Due) | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | EMPLOYMENT |
| | Identify Daily Living Skills | S Drive: Tap Resources Student Interview Teacher Feedback Parent Input | Student/ Teacher Contact Log* Parent Surveys IEP Input/ Conference Notes | DAILY LIVING |
| | Identify Extra-Curricular Options (Needs And Activities Pages Of The IEP) | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student/ Teacher Contact Log* Parent Surveys IEP Input/ Conference Notes | COMMUNITY |
| | Quarterly Progress Report | Seas | Quarterly Progress Report - Completed In Seas | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|----------------------|---|--|--|------------------------|
| 2 nd Sem. | Student Involvement | | | |
| 19 – 24 | Introduce 4 Year Transition And Achievement Portfolio to Student as a Documentation Tool. | S Drive: TAP Resources | Review Checklists* | N/A |
| | Evaluate Credits/Transcripts | Genesis | Student Transcript* | INSTRUCTION |
| | Identify Future Course Work | Genesis Seas | Student Transcript Course Of Study* | INSTRUCTION |
| 25 – 29 | | | | |
| | Identify Components Of Summary Of Performance | SEAS | Summary Of Performance* | STUDENT PROFILE |
| | Evaluate Participation In On-Campus School To Work and/or Career Skill Development (CTE, Elective, Vocational Instructional, CBI Transition Course Work, SST, Etc.) | Genesis Class Work | Grades In CTE Course/ Life Skills Vocational CBI/ Field Trip Artifacts SST Related Work Samples | EMPLOYMENT |
| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |
| 30 – 33 | | | | |
| | Evaluate School And Work Skills | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | EMPLOYMNET |
| | Identify Volunteer and/or Part-Timework Experiences | S Drive: TAP Resources | At Least One Transition Assessment Of Choice IEP Transition Services Needs And Activities Page* | EMPLOYMENT |
| 33 – 36 | | | | |
| | Teacher Evaluation Of TAP | ALL | Fill In Missing Information Review Checklist Of Required Components | ALL |
| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

10th grade

QUARTERLY PROGRESS WILL BE MONITORED

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|-------|--|--|---|--------------------|
| 1 - 4 | Demonstrate Engagement In School (Assess And Evaluate Academic Performance Including: Grades, Study Skills, Attendance, Discipline, Extra-Curricular Activities) | Genesis Student Vue Teacher Feedback | Schedule Attendance Report Student Vue Grades Discipline Reports Extracurricular Rosters (I.E. Clubs/ Sports) Documentation Of Teacher Feedback | STUDENT PROFILE |
| | Demonstrate Engagement In The IEP Process | SEAS | Full Student IEP (FBA/ FBIP) IEP Goals | STUDENT PROFILE |
| | Identify And Understand The Strengths And Weaknesses Of Their Disability | SEAS Special Ed Office | IEP Pages: - Demographics - PLAAFPH MET Information - Eligibility Page (Description Page) - Eligibility Signature Page | STUDENT PROFILE |
| | Identify Accommodations For Success In School (IEP Component Pg. 8) | SEAS | IEP Accommodation Page* | STUDENT PROFILE |
| | Identify Self-Advocacy Skills (Assess/Evaluate) | S Drive: TAP Resources Student Interview | Student Contact Log* Academic Self-Advocacy Questionnaire And Results | INSTRUCTION |
| 5 - 8 | | | | |
| | Assess And Evaluate Interest And Preferences Using Transition Assessments (IEP Transition Pages) | S Drive: TAP Resources SEAS CTE/ SST Curriculum | At Least One Transition Assessment Of Choice IEP Transition Pages* | EMPLOYMENT |
| | Evaluate School And Employment Skills | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | INSTRUCTION |
| | Understand And Demonstrate Self- Advocacy Skills | SEAS Student Interview S Drive: TAP Resources Teacher Feedback | Accommodations Page From IEP* Student Contact Log* Academic Self-Advocacy Questionnaire And Results Documentation Of Teacher Feedback | INSTRUCTION |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|--------------|---|---|--|------------------------|
| 5-8 cont. | Identify Independent Living Skills | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student/ Teacher Contact Log* Parent Surveys IEP Input/ Conference Notes | DAILY LIVING |
| | Quarterly Progress Report | Seas | Quarterly Progress Report - Completed In Seas | STUDENT PROFILE |
| 9 - 12 | | | | |
| | Evaluate Independent Living Skills | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student Contact Log* Parent Surveys IEP Input/ Conference Notes Documentation Of Parent Feedback | DAILY LIVING |
| | Explore And Identify Transportation Options | S Drive: TAP Resources SEAS | Transportation Discussion PLAAFP And IEP Transition Services Needs And Activities Pages* | COMMUNITY |
| | State And Demonstrate Knowledge Of Student's Top 3 Postsecondary Interested And Career Preferences (IEP Transition Pages) | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | Career And Independent Living Goals Update IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | EMPLOYMENT |
| 13 - 18 | | | | |
| | Identify Measurable Postsecondary Goals (Or When Annual IEP Comes Due) | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | EMPLOYMNET |
| | Identify Extra-Curricular Options (Needs And Activities Pages Of The IEP) | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student Contact Log* Parent Surveys IEP Input/ Conference Notes | COMMUNITY |
| | Quarterly Progress Report | Seas | Quarterly Progress Report - Completed In Seas | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| 2 nd Sem. | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|-------------------------|---|--|---|------------------------|
| 19 – 24 | Explore Future CBI Opportunities | School And District Transition Activities CTE/ SST Curriculum | Permission Slip To Attend One Transition Activity Of Choice SST/ CTE / Life Skills Vocational Work Samples | EMPLOYMENT |
| | Evaluate Credits/Transcripts | Genesis | Student Transcript* | INSTRUCTION |
| | Identify Future Course Work And Electives | Genesis SEAS | Student Transcript Course Of Study* <u>OR</u> Anticipated Course Planning Guide | INSTRUCTION |
| | Participate In Extra Curricular Options | Student Interview Teacher/ Coach Feedback | Extracurricular Rosters (I.E. Clubs/ Sports) Student Contact Log* | INSTRUCTION |
| 25 – 29 | | | | |
| | Identify Components Of Summary Of Performance | SEAS | Summary Of Performance* | STUDENT PROFILE |
| | Participate In On-Campus School To Work and/or Career Skill Development (CTE, Elective, Vocational Instructional, CBI Transition Course Work, SST, Etc.) | Genesis Class Work | Grades In CTE Course/ Life Skills Vocational CBI/ Field Trip Artifacts SST Related Work Samples | EMPLOYMENT |
| | Enroll In CTE Classes | SEAS Genesis: Student Vue | Course Of Study* Following Year Course Selection In Student Vue | INSTRUCTION |
| | Take Pre-Formal Assessments | Pre-SAT AIMS/AIMS-A SEAS | PLAAFP: Student Participation In Federal, State, And District Assessments. Assessments/ LRE | INSTRUCTION |
| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |
| 30 – 33 | | | | |
| | Evaluate School And Employment Skills | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | EMPLOYMENT |
| | Re-Evaluate Measurable Postsecondary Goals And Assess Readiness For Postsecondary Outcomes | SEAS S Drive: TAP Resources Teacher Feedback Student Vue | Career And Independent Living Goals Update IEP Measurable Post-Secondary Goals And Assessments* Documentation Of Teacher Feedback | EMPLOYMENT |
| | Identify Volunteer and/or Part-Timework Experiences | S Drive: TAP Resources | At Least One Transition Assessment Of Choice IEP Transition Services Needs And Activities Page* | EMPLOYMENT |
| | Identify Outside Agency Needs (Or When Annual IEP Comes Due) | SEAS S Drive: TAP Resources | Transition Services Needs And Activities Pages: Documentation Of DDD, VR, RBHA, Medical, etc. Follow-Up List Of Agencies For Parents | RELATED SERVICES |
| 33 – 36 | | | | |
| | Teacher Evaluation Of TAP | ALL | Fill In Missing Information Review Checklist Of Required Components | ALL |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

11th GRADE

QUARTERLY PROGRESS WILL BE MONITORED

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|-------|--|--|--|--------------------|
| 1 - 4 | Identify Strengths And Weaknesses Of Their Disability. | IEP Pages: Demographics PLAAFP MET Information Eligibility Page (Description Page) Eligibility Signature Page | Student Contact Log | STUDENT PROFILE |
| | Participate In Student Led IEP | IEP SST-9 Curriculum | Full Student IEP (FBA/ FBIP) IEP Goals | STUDENT PROFILE |
| | Access Student/Parent View | GENESIS | IEP Pages: - Demographics - PLAAFP MET Information - Eligibility Page (Description Page) - Eligibility Signature Page | STUDENT PROFILE |
| | Enroll In CTE Classes | IEP Course Of Study | GENESIS | STUDENT PROFILE |
| | Evaluate Credits On Transcript Toward Graduation | Credits Student Interview | Student Contact Log* | INSTRUCTION |
| 5 - 8 | | | | |
| | Assess Readiness For Postsecondary Outcomes | S Drive: TAP Resources SEAS CTE/ SST Curriculum | At Least One Transition Assessment Of Choice IEP Transition Pages* | EMPLOYMENT |
| | Evaluate Independent Living Skills | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | INSTRUCTION |
| | Evaluate Daily Living Skills | SEAS Student Interview S Drive: TAP Resources Teacher Feedback | Accommodations Page From IEP* Student Contact Log* Academic Self-Advocacy Questionnaire And Results Documentation Of Teacher Feedback | INSTRUCTION |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|---------|---|---|--|-------------------------|
| | Identify Independent Living Skills | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student/ Teacher Contact Log* Parent Surveys IEP Input/ Conference Notes | DAILY LIVING |
| | Quarterly Progress Report | SEAS | Quarterly Progress Report - Completed In SEAS | STUDENT PROFILE |
| 9 - 12 | | | | |
| | Re-Evaluate Self-Advocacy Skills | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student Contact Log* Parent Surveys IEP Input/ Conference Notes Documentation Of Parent Feedback | TRAINING & ADULT LIVING |
| | Re-Evaluate Measurable Post-Secondary Goals | CTE/ SST Curriculum SEAS | SST Related Work Samples PLAAFP And IEP Transition Services Needs And Activities Pages* | EMPLOYMENT |
| | Identify Employment Options Within Career Cluster Interests And Preferences Aligned With Identified Areas Of Strength | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | EMPLOYMENT |
| 13 - 18 | | | | |
| | Identify Scholarship Opportunities | S Drive: TAP Resources SEAS CTE/ SST Curriculum KUDER/ Guidance Counselor | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* KUDER CTE Interest Survey | TRAINING & ADULT LIVING |
| | Explore And Identify Transportation Options | S Drive: TAP Resources Student Interview Teacher Feedback Parent Input | Student Contact Log* Parent Surveys IEP Input/ Conference Notes | COMMUNITY |
| | Quarterly Progress Report | SEAS | Quarterly Progress Report - Completed In SEAS | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|----------------------|---|--|---|-------------------------|
| 2 nd Sem. | | | | |
| 19 – 24 | Identify Community Agency Needs (DDD, VR, Medical) | School And District Transition Activities CTE/ SST Curriculum | Permission Slip To Attend One Transition Activity Of Choice SST/ CTE / Life Skills Vocational Work Samples | EMPLOYMENT |
| | Transfer Knowledge Of Real-World Experiences: Money Management, Time Management, Independent Living...) | Genesis | Student Transcript* | TRAINING & ADULT LIVING |
| | Participate In Work Skills Instruction And Activities | Genesis SEAS | Student Transcript Course Of Study* | INSTRUCTION |
| | Participate In Extra Curricular Options | Student Interview Teacher/ Coach Feedback | Extracurricular Rosters (I.E. Clubs/ Sports) Student Contact Log* | INSTRUCTION |
| 25 – 29 | | | | |
| | Participate In Community Work And Vocational Experiences | SEAS | Summary Of Performance* | STUDENT PROFILE |
| | Summary Of Performance | Genesis Class Work | Grades In CTE Course/ Life Skills Vocational CBI/ Field Trip Artifacts SST Related Work Samples | EMPLOYMENT |
| | Take SAT/ACT/ASVAB/AIM RETAKES | SEAS Genesis: Student Vue | Course Of Study* Following Year Course Selection In Student Vue | INSTRUCTION |
| | Apply To Postsecondary Programs: Colleges, Training Programs | Pre-SAT SEAS | PLAAFP: Student Participation In Federal, State, And District Assessments. Assessments/ LRE | TRAINING & ADULT LIVING |
| | Quarterly Progress Report | SEAS | Quarterly Progress Report – Completed In SEAS | STUDENT PROFILE |
| 30 – 33 | | | | |
| | Complete Community Agency Processes | Genesis S Drive: TAP Resources Student Interview Teacher Feedback | Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback | TRAINING & ADULT LIVING |
| | IDENTIFY GAPS | SEAS S Drive: TAP Resources Teacher Feedback Student Vue | At Least One Transition Assessment Of Choice IEP Measurable Post-Secondary Goals And Assessments* Documentation Of Teacher Feedback Grades In Student Vue | EMPLOYMENT |
| | IDENTIFY GAPS | SEAS S Drive: TAP Resources | Transition Services Needs And Activities Pages: Documentation Of DDD, VR, REBA, Medical, Etc. Follow-Up List Of Agencies For Parents | RELATED SERVICES |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|--------------|----------------------------------|-----------------------------|--|---------------------------|
| 33 - 36 | | | | |
| | Teacher Evaluation Of TAP | ALL | Fill In Missing Information Review Checklist Of Required Components | ALL |
| | Quarterly Progress Report | SEAS | Quarterly Progress Report - Completed In SEAS | STUDENT PROFILE |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

12TH GRADE

QUARTERLY PROGRESS WILL BE MONITORED

| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
|---------|--|---|--|---|
| 1 - 4 | | | | |
| | Demonstrate Engagement In The IEP Process | Seas | Full Student IEP (FBA/ FBIP) IEP Goals Signature Page IEP/Met Student Feedback | STUDENT PROFILE |
| | Understand And Activate Resources And Accommodations | Seas Student Interview Teacher Feedback | IEP Accommodation Page* Student Feedback/Contact Log Observation | INSTRUCTION/ EMPLOYMENT |
| | Review Components of Summary Of Performance | Seas | Summary Of Performance* | STUDENT PROFILE |
| 5 - 8 | | | | |
| | Evaluate Credits/Transcripts | Genesis Guidance Office | Student Transcript* IEP Course Of Study | INSTRUCTION |
| | Enroll In Upper Class CTE Classes | Genesis | Student Transcript* IEP Course Of Study | INSTRUCTION/ EMPLOYMENT |
| | Quarterly Progress Report | Seas | Quarterly Progress Report - Completed In Seas | STUDENT PROFILE |
| 9 - 12 | | | | |
| | Participate In Off Campus Work And Vocational Experiences, Volunteer | Student Interview Class Field Trips Outside Agencies | Grades In CTE Course/ Life Skills Vocational CBI/ Field Trip Artifacts SST Related Work Samples/Employment Doc | EMPLOYMENT |
| | Exhibit Self-Advocacy Skills | S Drive: Tap Resources Student Interview Teacher Feedback | Student Contact Log* Self-Advocacy Questionnaire Results Observation | INSTRUCTION/ TRAINING & ADULT LIVING |
| 13 - 18 | | | | |
| | Exhibit School And Work Skills | Genesis S Drive: Tap Resources Checklist Student Interview Teacher Feedback | Schedule Attendance Report Student Vue Grades Academic Assessments Student Contact Log* Documentation Of Teacher Feedback Observation | INSTRUCTION / TRAINING & ADULT LIVING |
| | Exhibit Daily Living Skills | S Drive: Tap Resources Student Interview Teacher Feedback Parent Input | Student/ Teacher Contact Log* Parent Surveys Competence Checklist Observation | DAILY LIVING |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |
|----------------------|--|---|--|--|
| WEEKS | OBJECTIVES | ASSESSMENT RESOURCES | ARTIFACT | PORTFOLIO LOCATION |
| 2 nd Sem. | | | | |
| 19 – 24 | Choose Employment Options Within Career Cluster Interests And Preference | Genesis S Drive: Tap Resources Student Interview Teacher Feedback Guidance Office Web Search | Student Contact Log* Description Of Career And Educational Requirements; Results Of Search Employment Assessments | EMPLOYMENT |
| | Apply To University, Colleges, Post-Secondary Schools | Guidance Offices; College Websites | Confirmation Of Applications | POST-SECONDARY TRAINING & ADULT LIVING |
| | Identify Scholarships | Guidance Offices Web Search | Results Of Search; Guidance Office Lists | POST-SECONDARY TRAINING & ADULT LIVING |
| 25 – 29 | | | | |
| | Align Portfolio With Summary Of Performance | Seas | Summary Of Performance* | STUDENT PROFILE |
| | Transfer Knowledge To Real-World Experiences; (Money Management, Time Management, Independent Living, Taxes, Etc.) | Genesis Class Work | Grades In CTE Course/ Life Skills Vocational CBI/ Field Trip Artifacts SST Related Work Samples | POST-SECONDARY TRAINING & ADULT LIVING |
| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |
| 30 – 33 | | | | |
| | Complete Summary Of Participation/Senior Exit | Seas | Summary Of Performance* | STUDENT PROFILE |
| 33 – 36 | | | | |
| | Teacher Evaluation Of Tap | All | Fill In Missing Information Review Checklist Of Required Components | ALL |
| | Quarterly Progress Report | Seas | Quarterly Progress Report – Completed In Seas | STUDENT PROFILE |
| | | | | |

* The choice to have a contact long, office sign in sheet, or have students sign individual IEP pages will be left at TOR discretion; however, there must be some form of documentation that the TOR has gone over the specified TAP portfolio components with each student.

TAP SPECIAL SERVICES RESOURCE GUIDE by Section Tabs



Transition Portfolio Activities and Assessments

This Portfolio System and format is used with the permission of and is partly a product of the Shenandoah Valley Regional Program Transition Project in collaboration with the Virginia Department of Education. For additional information regarding the history and overview of the Project follow this link: http://www.rockingham.k12.va.us/rcps_sped/SVRP/History&Overview.htm

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TAP
Activities & Resource
BY GRADE LEVEL

The Special Education Transition Portfolio and accompanying Transition Portfolio Resource have been created for use with students and will enable educators to accomplish several things at once. First, by utilizing the transition activities in this portfolio, the door of communication between yourself and your students regarding transition services will open. Educators will be able to explain the importance of early transition planning and how these services will enable them to be successful adults once they graduate from school and are on their own.

Second, with each activity, teachers provide students an opportunity to identify their likes, dislikes, strengths, weaknesses, goals, etc. In turn, this will foster within students a sense of independence and confidence concerning who they are now and what they want to do with their life after graduation.

In addition, this portfolio will provide the students' parents a hands-on example of the transition activities their children have participated in each school year. This is a valuable tool for opening the lines of communication between school and home and a method to get meaningful input from parents regarding transition goals for their child.

Finally, documentation is being created from age 14 (or younger if deemed appropriate) through 21 of all of the transition services a student has participated in while in school.



Success is not a place at which one arrives, but rather the spirit with which one undertakes and continues the journey. ~  [Alex Noble](#)

The Special Education Transition and Achievement Portfolio

9th GRADE

| | | | |
|------------------|---------|---|---------------------------------|
| Date ___/___/___ | Age ___ | Academic Self-Advocacy Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Accommodations Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | ADHD Behavior Accommodations | Print |
| Date ___/___/___ | Age ___ | Anticipated Course of Study Planning Guide | Print / Fill-in |
| Date ___/___/___ | Age ___ | Assessment & Documentation Log | Print / Fill-in |
| Date ___/___/___ | Age ___ | Behavior Analysis Tracking | Print |
| Date ___/___/___ | Age ___ | Career and Independent Living Goals Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Community-Based Instruction Activity Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Computer-Based Career Exploration Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Eight Keys to Employability (Exit Evaluation Checklist) | Print / Fill-in |
| Date ___/___/___ | Age ___ | Eight Keys to Employability (Pre-Vocational Checklist) | Print / Fill-in |
| Date ___/___/___ | Age ___ | IEP Meeting - Attendance and Participation | IEP Signature |
| Date ___/___/___ | Age ___ | Independent Living Skills Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Individual Supports Assessments | Print / Fill-in |
| Date ___/___/___ | Age ___ | Job Application (About.com basic) | Link |
| Date ___/___/___ | Age ___ | Job-Related Self-Advocacy Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Job Shadowing Experience Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | KUDER NAVIGATOR | Link |
| Date ___/___/___ | Age ___ | Learning Styles Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Letter of Recommendation | Print |
| Date ___/___/___ | Age ___ | Monthly Job Skills Checklist | Print / Fill-in |
| Date ___/___/___ | Age ___ | Parent Transition Survey | Print |
| Date ___/___/___ | Age ___ | Parent -Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Photo Identification Card | Link |
| Date ___/___/___ | Age ___ | Required & Elective Course Discussion | Print / Fill-in |
| Date ___/___/___ | Age ___ | Self-Advocacy Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Student Academic Assessment Profile | Fill-in |
| Date ___/___/___ | Age ___ | Student Worksheet Disabilities | Print / Fill-in |
| Date ___/___/___ | Age ___ | Technical Center Visit Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Transportation Discussion Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | TOR Student Contact Log | Print / Fill-in |
| Date ___/___/___ | Age ___ | TUHSD Picture Interest Survey | Print |
| Date ___/___/___ | Age ___ | Vocational Class Sequence (Career & Tech) | Print / Fill-in |
| Date ___/___/___ | Age ___ | Volunteer Work Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Work Experience Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Other _____ | |
| Date ___/___/___ | Age ___ | Other _____ | |

Notes: _____

* Items in bold print are strongly suggested for the designated grades

10th Grade

| | | | |
|---------------------|----------|--|---------------------------------|
| Date ____/____/____ | Age ____ | Academic Self-Advocacy Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Accommodations Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | ADHD Behavior Accommodations | Print |
| Date ____/____/____ | Age ____ | Anticipated Course of Study Planning Guide | Print / Fill-in |
| Date ____/____/____ | Age ____ | Assessment & Documentation Log | Print/Fill-in |
| Date ____/____/____ | Age ____ | Behavior Analysis Tracking | Print |
| Date ____/____/____ | Age ____ | Career and Independent Living Goals Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Community Agency Support Discussion with Case Manager | Print / Fill-in |
| Date ____/____/____ | Age ____ | Community-Based Instruction Activity Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Computer-Based Career Exploration Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Diploma Options Discussion with Case Manager | Print / Fill-in |
| Date ____/____/____ | Age ____ | Driver's License (ADOT/MVD) | Print / Link |
| Date ____/____/____ | Age ____ | Eight Keys to Employability (Exit Evaluation Checklist) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Eight Keys to Employability (Pre-Vocational Checklist) | Print / Fill-in |
| Date ____/____/____ | Age ____ | IEP Meeting - Attendance and Participation | |
| Date ____/____/____ | Age ____ | Independent Living Skills Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Independent Living Activities Skills List | Print/Fill-in |
| Date ____/____/____ | Age ____ | Individual Career Plan | Print/Fill-in |
| Date ____/____/____ | Age ____ | Job Application (About.com basic) | Link |
| Date ____/____/____ | Age ____ | Job-Related Self-Advocacy Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Job Shadowing Experience Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | KUDER NAVIGATOR | Link |
| Date ____/____/____ | Age ____ | Learning Styles Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Letter of Recommendation | |
| Date ____/____/____ | Age ____ | Parent Transition Survey | Print |
| Date ____/____/____ | Age ____ | Photo Identification Card (ADOT/MVD) | Link |
| Date ____/____/____ | Age ____ | PSAT | Link |
| Date ____/____/____ | Age ____ | Required & Elective Course Discussion | Print / Fill-in |
| Date ____/____/____ | Age ____ | Self-Advocacy Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Student Academic Assessment Profile | Fill-in |
| Date ____/____/____ | Age ____ | Student Worksheet Disabilities | Print / Fill-in |
| Date ____/____/____ | Age ____ | Technical Center Visit Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | TOR Student Contact Log | Print / Fill-in |
| Date ____/____/____ | Age ____ | Transition/Vocational Data (update) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Transportation Discussion Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | TUHSD Picture Interest Survey | Print |
| Date ____/____/____ | Age ____ | Vocational Class Sequence (for next year) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Volunteer Work Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Work Experience Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Work Interest Inventory | Print / Fill-in |
| Date ____/____/____ | Age ____ | Work Maturity – Basic Job Behavior | Print / Fill-in |
| Date ____/____/____ | Age ____ | Other _____ | |

Notes:

* Items in bold print are strongly suggested for the designated grades.

11th Grade

| | | | |
|------------------|---------|--|---------------------------------|
| Date ___/___/___ | Age ___ | Academic Self-Advocacy Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Accommodations Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | ADHD Behavior Accommodations | Print |
| Date ___/___/___ | Age ___ | Anticipated Course of Study Planning Guide | Print / Fill-in |
| Date ___/___/___ | Age ___ | Assessment & Documentation Log | Print/ Fill-in |
| Date ___/___/___ | Age ___ | Behavior Analysis Tracking | Print |
| Date ___/___/___ | Age ___ | Career/College Search | Link |
| Date ___/___/___ | Age ___ | Career and Independent Living Goals Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Career Decision Making | Print |
| Date ___/___/___ | Age ___ | College Campus Visit(s) | |
| Date ___/___/___ | Age ___ | Community Agency Discussion with Case Manager | Print / Fill-in |
| Date ___/___/___ | Age ___ | Community-Based Instruction Activity Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Computer-Based Career Exploration Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Diploma Options Discussion with Case Manager | Print / Fill-in |
| Date ___/___/___ | Age ___ | Driver's License (ADOT/MVD) | Print / Link |
| Date ___/___/___ | Age ___ | Eight Keys to Employability (Exit Evaluation Checklist) | Print / Fill-in |
| Date ___/___/___ | Age ___ | How Do I See My Self? | Print / Fill-in |
| Date ___/___/___ | Age ___ | How Do I Develop My Skills | Print |
| Date ___/___/___ | Age ___ | IEP Meeting - Attendance and Participation | |
| Date ___/___/___ | Age ___ | Independent Living Skills Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Individual Supports Assessments | Print / Fill-in |
| Date ___/___/___ | Age ___ | Interview-Hints, Interview Questions | Print |
| Date ___/___/___ | Age ___ | Job Application (About.com basic or formal) | Link |
| Date ___/___/___ | Age ___ | Job-Related Self-Advocacy Questionnaire | Print / Fill-in |
| Date ___/___/___ | Age ___ | Job Shadowing Experience Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Job Information Forms | Print |
| Date ___/___/___ | Age ___ | Job Application Do's & Don'ts | Print |
| Date ___/___/___ | Age ___ | KUDER NAVIGATOR | Link |
| Date ___/___/___ | Age ___ | Learning Styles Inventory | Print / Fill-in |
| Date ___/___/___ | Age ___ | Parent Transition Survey | Print |
| Date ___/___/___ | Age ___ | Photo Identification Card (ADOT/MVD) | Link |
| Date ___/___/___ | Age ___ | Pocket Resume | Print/ Link |
| Date ___/___/___ | Age ___ | PSAT | Link |
| Date ___/___/___ | Age ___ | Required & Elective Course Discussion | Print / Fill-in |
| Date ___/___/___ | Age ___ | Resume (About.com) | Link |
| Date ___/___/___ | Age ___ | SAT | Link |
| Date ___/___/___ | Age ___ | Scholarship Search | Link |
| Date ___/___/___ | Age ___ | Strengths & Capabilities Inventory | Print / Fill-in |
| Date ___/___/___ | Age ___ | Technical Center Visit Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | TOR Student Contact Log | Print / Fill-in |
| Date ___/___/___ | Age ___ | Transportation Discussion Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | TUHSD Picture Interest Survey | Print |
| Date ___/___/___ | Age ___ | Vocational Class Sequence (for next year) | Print / Fill-in |
| Date ___/___/___ | Age ___ | Volunteer Work Record | Print / Fill-in |
| Date ___/___/___ | Age ___ | Work Experience Record | Print / Fill-in |

Notes:

* **Items in bold print are strongly suggested for the designated grades.**

12th Grade

| | | | |
|---------------------|----------|--|---|
| Date ____/____/____ | Age ____ | Academic Self-Advocacy Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Accommodations Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | ADHD Behavior Accommodations | Print |
| Date ____/____/____ | Age ____ | Applications for Colleges (College Interview) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Applications for Technical Centers | Print / Link |
| Date ____/____/____ | Age ____ | Assessment & Documentation Log | Print / Fill-in |
| Date ____/____/____ | Age ____ | Behavior Analysis Tracking | Print |
| Date ____/____/____ | Age ____ | Career/College Search | Link |
| Date ____/____/____ | Age ____ | Career and Independent Living Goals Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | College Campus Visit(s) | |
| Date ____/____/____ | Age ____ | Community Agency Discussion with Case Manager | Print / Fill-in |
| Date ____/____/____ | Age ____ | Community-Based Instruction Activity Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Computer-Based Career Exploration Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Diploma Options Discussion with Case Manager | Print / Fill-in |
| Date ____/____/____ | Age ____ | Driver's License (ADOT/MVD) | Print / Link |
| Date ____/____/____ | Age ____ | Eight Keys to Employability (Exit Evaluation Checklist) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Financial Aid Application (FAFSA) | Link |
| Date ____/____/____ | Age ____ | IEP Meeting - Attendance and Participation | |
| Date ____/____/____ | Age ____ | Individual Supports Assessments | Print / Fill-in |
| Date ____/____/____ | Age ____ | Job Application (About.com basic or formal) | Link |
| Date ____/____/____ | Age ____ | Job-Related Self-Advocacy Questionnaire | Print / Fill-in |
| Date ____/____/____ | Age ____ | Job Shadowing Experience Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | KUDER NAVIGATOR | Link |
| Date ____/____/____ | Age ____ | Letter of Recommendation | |
| Date ____/____/____ | Age ____ | List of References | Print / Fill-in |
| Date ____/____/____ | Age ____ | Parent Transition Survey | Print |
| Date ____/____/____ | Age ____ | Photo Identification Card | Link |
| Date ____/____/____ | Age ____ | Pocket Resume | Print / Link |
| Date ____/____/____ | Age ____ | Required & Elective Course Discussion | Print / Fill-in |
| Date ____/____/____ | Age ____ | Resume (About.com: Formal) | Link |
| Date ____/____/____ | Age ____ | SAT | Link |
| Date ____/____/____ | Age ____ | Scholarship Applications | Link / Link |
| Date ____/____/____ | Age ____ | Scholarship Search | Link |
| Date ____/____/____ | Age ____ | Student Academic Assessment Profile | Fill-in |
| Date ____/____/____ | Age ____ | Technical Center Visit Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | TOR Student Contact Log | Print / Fill-in |
| Date ____/____/____ | Age ____ | Transcripts | |
| Date ____/____/____ | Age ____ | Transitional/Vocational Data (update) | Print / Fill-in |
| Date ____/____/____ | Age ____ | Transportation Discussion Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | TUHSD Picture Interest Survey | Print |
| Date ____/____/____ | Age ____ | Volunteer Work Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Work Experience Record | Print / Fill-in |
| Date ____/____/____ | Age ____ | Working Conditions Inventory | Print / Fill-in |
| Date ____/____/____ | Age ____ | Work Behavior Checklist | Print / Fill-in |
| Date ____/____/____ | Age ____ | Other _____ | |

* Items in bold print are strongly suggested for the designated grades.

Topic Brief

Summary of Performance (SOP)

Frequently Asked Questions

1. Should the student receive a copy of the Summary of Performance (SOP)?

Yes. According to 34 CFR §300.305(e)(3) – “. . . the public agency must provide **the child** with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”

2. Should the parent of a student who is 18 years or older receive a copy of the SOP?

The parent of a student who is 18 years or older should receive a copy of the SOP only if the student has provided written permission for the parents to get a copy of IEP/PPT records. Specify SOP on the release form since it is not a formal part of the IEP. Best practice would suggest that it would be helpful for most students if the parent(s) also received a copy of the SOP.

3. If the student is at a level of functioning at which he/she would not readily understand the SOP, could it be given to the parent(s)?

Yes. Although IDEA does not require that a copy of the SOP be given to the parent(s), best practice would indicate that the parent(s) should also receive a copy in addition to the student or instead of the student if he/she would not be able to understand it. However, if the student has reached the age of majority under State law (i.e., 18), he/she would have to give written consent if the parents were not the individual(s) appointed to represent the educational interests of the child.

4. Should the SOP be reviewed (face-to-face) with the student/parent?

Best practice indicates that to the extent possible, the SOP should be reviewed with the student (and parents when appropriate) in a face-to-face informal meeting or conversation. A formal PPT meeting does not need to be initiated to review the SOP.

5. If the student is not available to meet to receive the SOP, can it be mailed to him/her? (e.g., home bound student, student who was expelled but completed graduation requirements at home with a tutor).

Although mailing the SOP to a student meets the requirements of IDEA, it would be preferable that district personnel make every effort to discuss it with a student - preferably in person (in school or home) or at the very least, over the phone with the student looking at a copy.

6. It is understood that "exiters" consists of graduates and students aging out. What about students who drop out, or who are old enough to "sign themselves out" and transfer directly to finish at Adult Education? Does an SOP need to be completed for these students?

A student who drops out or signs out before graduation or turning 21 (with or without warning) would not need to have an SOP.

7. Does the SOP have to be shared with, reviewed by or approved by the PPT?

No. The SOP does not have to be shared with, reviewed by or approved by the PPT. However, best practice would indicate that the development of the SOP should be a group effort. All personnel who have worked with the student should have the opportunity to provide input into the SOP.

8. Where should the SOP be kept; should it be attached to a PPT packet?

The SOP should be kept with a student’s special education records. It should not be attached to the student’s final IEP or PPT packet.

9. **Why do we have “student’s secondary disability” on page 1 of the SOP since we do not use “secondary disability” anymore as part of the PPT/IEP?**

“Student’s secondary disability, if applicable” is on the SOP form to allow districts to include other co-occurring or additional disabilities when appropriate.

10. **What is the date that should be used for the prompt on page 1 of the SOP: “When was the student’s disability (or disabilities) formally diagnosed”?**

History of disability determination and length of time a student has been diagnosed with a particular disability are important pieces of information for future service providers. It is important to include the date and disability from the original diagnosis, if it is readily available, as well as the date and current disability designation. The following is an example of how this might be recorded in this section of the SOP: “Initial OHI 6–15–99; re-labeled ED 5–1–03.”

11. **How should districts address the term: “present level of performance” in the second column, particularly for students who are graduating and may be functioning well below their grade level?**

On the SOP form, districts are encouraged to “. . . attach copies of the most recent assessment reports that address academic, cognitive and functional performance and were instrumental in making a determination of the student’s disability or diagnosis, and/or that will assist in postsecondary planning.” **Information from these reports need not be replicated on this form; however, additional information regarding a change in a student’s present level of performance may be reported.** This information should have been discussed prior to the development of the SOP and should not be a surprise to the student or the parent(s). Sample SOP’s are being collected and compiled and will be available in the fall, 2006. In the meantime, if anyone has specific questions, please contact Dr. Patricia Anderson – 860/713–6923 or patricia.anderson@ct.gov.

12. **Should the information included in the SOP review all of the areas on the form or just those areas that were addressed by the IEP?**

According to 34 CFR §300.305(e)(3) – “. . . the public agency must provide the child with a **summary of the child’s academic achievement and functional performance**, which shall **include recommendations on how to assist the child in meeting the child’s postsecondary goals.**” All areas on the SOP form that address academic achievement and functional performance should be addressed.

13. On the SOP form, districts are encouraged to “. . . **attach copies of the most recent assessment reports** that address academic, cognitive and functional performance . . . and /or that will assist in postsecondary planning.” One district **questioned if this had to be done** for two reasons:

- 1.) If the PPT believes it is not in the student's best interest to have/see the reports because of potentially damaging information, and
- 2.) There is nothing formal that indicates that a district HAS to attach recent reports; instead, a district could cull out the critical information and include that in the SOP.

Once a student turns 18 (unless he/she does not have the capacity to manage his/her own affairs), **he/she is entitled to a copy of anything that is in his/her file** or the information could be requested by the individual(s) appointed to represent the educational interests of the child. Therefore the student would be able to have a copy of any recent diagnostic reports. Students should be empowered to understand and appropriately use all information in their special education records as well as retain copies of such documentation for future use.

14. A district has told staff that **only central office personnel can release information/records**, so teachers are not allowed to copy sections of a special education/PPT folder and distribute them to students. **Teachers asked if they need to forward the SOP to Central Office for final distribution?**

The State Department of Education does not determine district-level policy regarding the copying and distribution of records. This appears to be an internal district issue/decision. However, some type of process should be identified for school personnel to be able to efficiently attach a copy of a recent report to an SOP and disseminate it to students and their parent(s).

15. Under Functional Areas, the last section is labeled: "Additional Important Considerations" in which is listed: "e.g., *medical problems . . .*" Question: **According to HIPAA, identifying medical information should not be listed. What type of information contained in a student's educational records should be included in this section?**

HIPAA [Health Insurance Portability and Accountability Act of 1996] privacy rules pertain to medical providers who transmit information electronically and specifically exempts health records that are covered by FERPA [Family Educational Rights and Privacy Act]. FERPA protects educational records, including any health records maintained by the school, and permits the sharing of such medical information if there is a legitimate educational interest. Districts are encouraged to share only functional information regarding a child's disability not diagnostic information. For example, "child has difficulty breathing and requires medication" rather than "child has asthma," or "child has difficulty with attention."

Recommendations/accommodations should also be stated in functional terms: "child requires frequent meal breaks;" "child requires daily medication for behavior;" or "child needs short periods of instruction." CSDE 4 SOP 9/25/06 Bureau of Special Education

16. Regarding the recommendations section of the SOP (Part 4), **can it be clearly specified that if a recommendation that is later found to be needed is not listed, that the school is not responsible for the omission?** [How can it be insured that the school would not be held accountable later for an omitted recommendation?]

While a district cannot ensure that they could not be held accountable for an omitted recommendation, the SOP should be a review [summary] of a child's academic and cognitive achievements and functional performance through the date on which the SOP is due. The SOP shall also include recommendations (that are based on the above summary) on how to assist the child in meeting the child's postsecondary goals. This would typically be as close to the end of the school year in which the student graduated/exited as possible.

17. **How should we use or have the student complete the last page of the SOP?**

Part 5 of the SOP – *Student Input* – is an optional section, but when used could be very effective in identifying the ability of a student to understand and explain his/her disability and need for accommodations. It can be given to a student to complete in writing or it can be a recording form for a discussion between the student and a district professional. In some instances, when a child is non-verbal, this form could be completed by a family member. Some districts are following "best practice" by choosing to give Part 5 to students at the beginning of their last year and using the information (or lack thereof) as a tool to identify additional goals or activities for the year.

18. **Can the SOP form be modified by the district so that it can be linked directly to the electronic IEP system being used** (e.g., Clarity) so that many of the fields would be automatically filled?

Right now, **districts can modify the format of the IEP or SOP form in any way that does not change the flow of the information or its substance** (e.g., spacing, font, orientation, etc.). Working with the IEP system developer to see that their system is compatible with CT's IEP form and the SOP might be a possible option. **However, the SOP is not an official part of the IEP.** If the district version of the SOP form were to be automatically populated from the fields in a student's IEP, this would not be considered a "best practice" and might be construed as a formal part of the IEP. In this instance, it might be assumed that the PPT would then have to review the SOP - which is not required under IDEA.

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Select the links for descriptions of the following: [Alex](#), [Allison](#), [David](#), [Jamarreo](#), [Jason](#), [Jeremy](#), [Jodi](#), [John](#), [Kevin](#), [Lilly](#), [Lissette](#), [Paulo](#), [Rolanda](#), [Stephanie](#)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

| Questions | Postsecondary Skills | | |
|---|----------------------|------------|--------------------|
| | Education Training | Employment | Independent Living |
| 1. Is there a measurable postsecondary goal or goals in this area? | Y N | Y N | Y N |
| Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? | | | |
| <ul style="list-style-type: none"> If yes to all three, then circle Y OR if a postsecondary goal(s) is (are) not stated, circle N | | | |
| 2. Is (are) the postsecondary goal(s) updated annually? | Y N | Y N | Y N NA |
| Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? | | | |
| <ul style="list-style-type: none"> If yes, then circle Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, circle N | | | |
| 3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment ? | Y N | Y N | Y N NA |
| Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? | | | |
| <ul style="list-style-type: none"> If yes, then circle Y OR if no, then circle N | | | |
| 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | Y N | Y N | Y N |

Is a type of [instruction](#), [related service](#), [community experience](#), or [development of employment and other post-school adult living objectives](#), and if appropriate, [acquisition of daily living skills](#), and provision of a [functional vocational evaluation](#) listed in association with meeting the post-secondary goal(s)?

- If yes, then circle Y OR if no, then circle N

| | | | |
|---|-------|-------|-------|
| 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | Y N | Y N | Y N |
|---|-------|-------|-------|

Do the transition services include courses of study that align with the student's postsecondary goal(s)?

- If yes, then circle Y OR if no, then circle N

| | | | |
|--|-------|-------|-------|
| 6. Is (are) there annual IEP goal(s) related to the student's transition service needs? | Y N | Y N | Y N |
|--|-------|-------|-------|

Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition service needs?

- If yes, then circle Y OR if no, then circle N

| | | | |
|---|-------|-------|-------|
| 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | Y N | Y N | Y N |
|---|-------|-------|-------|

For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?

- If yes, then circle Y OR if no, then circle N

| | | | |
|--|------------|----------|------------|
| 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? <i>Definition of service coordination.</i> | Y N NA | Y N NA | Y N NA |
|--|------------|----------|------------|

For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal?

Was consent obtained from the parent (or student, for a student the age of majority)?

- If yes to both, then circle Y
- If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N
- If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA
- If parent or individual student consent (when appropriate) was not provided, circle NA

Does the IEP meet the requirements of Indicator 13? (Circle one)

Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or **No** (one or more Ns circled)

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Special Education Terms and Definitions

Adapted Physical Education (APE): Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE.

Accommodations: Changes that allow a person with a disability to participate fully in an activity. Examples include, extended time, different test format, and alterations to a classroom.

ADD/ADHD: Attention deficit disorder and attention deficit hyperactivity disorder are medical conditions characterized by a child's inability to focus, while possessing impulsivity, fidgeting and inattention.

Anxiety in Children: Defined as extreme agitation, filled with tension and dread. Anxiety is different than fear. Children with anxiety may or may not qualify for special education. Those who need modifications to their school day can achieve this through a 504 plan.

Assessment or Evaluation: Term used to describe all of the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs.

Asperger's Syndrome: A type of pervasive developmental disorder (PDD) that involved delays in the development of basic skills, including socializing, coordination and the ability to communicate.

Autism: A brain development disorder characterized by impaired social interaction, communication and by restricted and repetitive behavior. Signs usually begin before a child is 3 years old.

Behavior Intervention Plan (BIP): Special education term used to describe the written plan used to address problem behavior that includes positive behavioral interventions, strategies and support. May include program modifications and supplementary aids and services.

Bipolar Disorders: Characterized by cycles of mania alternating with depression. It is difficult to diagnose children with this disorder.

Blindness: Condition of lacking visual perception due to physiological or neurological factors.

Cerebral Palsy: A series of motor problems and physical disorders related to brain injury. CP causes uncontrollable reflex movements and muscle tightness and may cause problems in balance and depth perception. Severe cases can result in mental retardation, seizures or vision and hearing problems.

Community Advisory Committee (CAC): A committee whose membership includes parents of school children, school personnel and representatives of the public. This committee advises school administration and local school boards regarding the plan for special education, assists with parent education and promotes public awareness of individuals with special needs.

Complaint Procedure: A formal complaint filed with the County or State Board of Education if a district violates a legal duty or fails to follow a requirement under the Individuals with Disabilities Education Act. (IDEA)

Cumulative File: The records maintained by the local school district for any child enrolled in school. The file may contain evaluations and information about a child's disability and placement. It also contains grades and results of standardized assessments. Parents have the right to inspect these files at any time.

Deafness: Hearing impairment so severe that a child is impaired in possessing any linguistic information through hearing.

Designated Instruction Services (DIS): Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. They include speech therapy and adaptive physical education.

Differential Standards for Graduation: Standards for graduation that may be modified for students with exceptional needs.

Disability: Physical or mental impairment that substantially limits one or more major life activities.

Due Process: Special education term used to describe the process where parents may disagree with the program recommendations of the school district. The notice must be given in writing within 30 days. IDEA provides two methods for resolving disputes, mediation or fair hearing.

Early Intervention: Programs for developmentally delayed infants and toddlers through 35 months of age; designed to help prevent problems as the child matures.

Emotional Disturbance (SED): Term used to describe a diagnosable mental, behavioral or emotional disorder that lasts for a significant duration that meets the criteria within the Diagnostic and Statistical Manual of Mental Disorders.

Extended School Year Services (ESY): Extended school year is special education services for students with unique needs who require services in excess of the regular academic year. Extended year often refers to summer school.

Free Appropriate Public Education (FAPE): Special education and related services are provided at public expense, without charge to the parents.

Functional Behavioral Assessment (FBA): A problem solving process for addressing inappropriate behavior.

Hearing Impairment: Full or partial decrease in the ability to detect or understand sounds.

Home/Hospital Instruction: Students with verified medical conditions, which prevent them from attending school, may receive services on a temporary basis in the home or hospital with a physician's referral.

Inclusion: Term used to describe service that places students with disabilities in general education classrooms with appropriate support services.

Individuals with Disabilities Education Act (IDEA 2004): The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress reauthorizes this federal law. The most recent revision occurred in 2004.

Individualized Education Plan (IEP): Special education term used by IDEA to define the written document that states goals, objectives and services for students receiving special education.

Independent Educational Evaluation (IEE): A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district's evaluation conducted on their child, they have the right to request an independent educational evaluation. The district must provide you with information about how to obtain an IEE. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district. Public expense means the school district pays for the full cost of the evaluation and that it is provided at no cost to you.

Individualized Education Program Team: Term used to describe the committee of parents, teachers, administrators and school personnel that provides services to the student. The committee may also include medical professional and other relevant parties. The team reviews assessment results, determines goals and objectives and program placement for the child needing services.

Individualized Family Service Plan (IFSP): A process of providing early intervention services for children ages 0-3 with special needs. Family based needs are identified and a written plan is developed and reviewed periodically.

Individualized Transition Plan (ITP): This plan starts at age 14 and addresses areas of post-school activities, post-secondary education, employment, community experiences and daily living skills.

Least Restrictive Environment (LRE): The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

Local Education Agency (LEA): Term used to describe a school district participating in a SELPA.

Local Plan: A plan developed by a SELPA and submitted to the State Department of Education for approval. The document outlines the plan for delivery of support services to eligible students living within the geographic boundaries of the plan.

Mainstreaming: Term used to describe the integration of children with special needs into regular classrooms for part of the school day. The remainder of the day is in a special education classroom.

Manifestation Determination: Within 10 school days of any decision to change the placement of a child with a disability because of violation of school code, the IEP team must review all relevant information in the student's file to determine if the conduct in question was caused by the child's disability or if the conduct was a direct result of the school district's failure to implement the child's IEP.

Mental Retardation (now referred to as Intellectually Disabled): This term has recently been changed. This disorder is characterized by below average cognitive functioning in two or more adaptive behaviors with onset before age 18.

Multiple Disabilities: An IEP term used to define a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation with blindness.

Non-public School (NPS) Districts contract with non-public schools when an appropriate placement cannot be found within the scope of the public education setting. Non-public school placement is sought only after efforts to find appropriate placement in public schools have been exhausted.

Obsessive-Compulsive Disorder(OCD): OCD is an anxiety disorder that presents itself as recurrent, persistent obsessions or compulsions. Obsessions are intrusive ideas, thoughts or images while compulsions are repetitive behaviors or mental acts that the child feels they must perform.

Occupational Therapists: Provide consultation and support to staff to improve a student's educational performance related to fine motor, gross motor and sensory integration development.

Oppositional Defiant Disorder (ODD): A child who defies authority by disobeying, talking back, arguing or being hostile in a way that is excessive compared to other children and this pattern continues for more than six months may be determined to have ODD. ODD often occurs with other behavioral problems such as ADHD, learning disabilities and anxiety disorders.

Orthopedic Impairment: Term used to define impairments caused by congenital anomaly, impairments by diseases and impairments by other causes.

Other Health Impaired: Term used to describe limited strength, vitality and alertness that results in limited ability in the educational environment. Impairment could be a result of chronic health problems such as asthma, attention deficit disorder, epilepsy, heart condition, hemophilia, leukemia, nephritis, rheumatic fever and sickle cell anemia.

Parent Consent: Special education term used by IDEA that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

Physical Therapists: Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

Private School: There are new laws regulating the rights of students with disabilities whose parents place them in private schools. When a student is enrolled in private school and has academic difficulties, the school where the student attends needs to inform the parent and the local public school district of the student's difficulties. The district of residence may assess the student to determine if the student qualifies for special education. If they do qualify, the district of residence is responsible for writing an Individualized Education Plan

Residential and Private Placements: Part B of IDEA does not require a school district to pay for the cost of education for your disabled child at a private school or facility if the school district made free appropriate public education available to your child and you chose to place your child in private placement.

Resource Specialists: Provide instructional planning and support and direct services to students who needs have been identified in and IEP and are assigned to general education classrooms for the majority of their school day.

Resource Specialist Program (RSP): Term used to describe a program that provides instruction, materials and support services to students with identified disabilities who are assigned to general classroom for more than 50% of their school day.

School Psychologist: Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an IEP meeting.

Sensory Processing Disorder: A complex brain disorder that causes a child to misinterpret everyday sensory information like movement, sound and touch. Children with SPD may seek out intense sensory experiences or feel overwhelmed with information.

Specific Learning Disability: Special education term used to define a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical equations.

Speech and Language Impairments: Communication disorders such as stuttering, impaired articulation, language impairment or voice impairment.

Speech and Language Specialists: Assesses students for possible delayed speech and language skills and provides direct services in the area of phonology, morphology, syntax, semantics and pragmatics. They are also available regarding hearing impairments and amplification.

SSDI: Social security disability insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system.

SSI: Supplemental Security Income benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

Special Day Class (SDC): Term used to describe a self-contained special education class which provides services to students with intensive needs that cannot be met by the general education program, RSP or DIS program. Classes consist of more than 50% of the student's day.

State Schools: Most states operate state run residential schools for deaf and blind students.

Student Study Team (SST): A group that evaluates a child's performance, makes recommendations for success and develops a formal plan. The team includes the classroom teacher, parents, and educational specialists. They may make a recommendation for a special education evaluation.

Tourette's Syndrome: Disorder that includes multiple motor and one or more vocal tics, which occur many times per day, nearly daily. If a child has Tourette's syndrome, symptoms tend to appear between the ages of 3-10 years old.

Traumatic Brain Injury: An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment. Applies to open or closed head injuries.

Transition IEP: IDEA mandates that at age 16, the IEP must include a statement about transition including goals for post-secondary activities and the services needed to achieve these goals. This is referred to an Individual Transition Plan or (ITP).

Turner's Syndrome: This rare genetic disorder affects females and is characterized by the absence of an X chromosome. Characteristics include small stature, limited development of sexual characteristics, low hairline and abnormal eye and bone development.

Visual Impairment: Impairment in vision that even with correction adversely affects a child's educational performance.

Vision Specialists: Provide consultation and support to staff and direct instructional support to students with visual impairments. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.

Workability Program: These programs focus on preparing high school students with disabilities for successful transition to employment, continuing education and quality adult life with an emphasis on work based learning opportunities.

Special Education Acronyms

| | |
|----------------------------|---|
| ABA | Applied Behavior Analysis |
| ADA | Americans with Disabilities Act |
| ADD | Attention deficit disorder |
| ADHD | Attention deficit hyperactivity disorder |
| APS | Approved Private School |
| ASD | Autism spectrum disorder |
| ASL | American sign language |
| AT | Assistive Technology |
| ATD | Assistive Technology Device - Equipment used to maintain or improve the capabilities of a child with a disability. |
| ATS | Alternative to Suspension |
| AVT | Area vocational technical school |
| BD | Behavior disordered |
| BIP | Behavior Intervention Plan |
| COP | Change of Placement |
| Due Process Hearing | An administrative hearing before an impartial hearing officer. |
| DC | Department Chair |
| ED | Emotionally disturbed |
| ED-P | Emotionally disturbed – private day school placement |
| EI | Early intervention |
| ER | Evaluation Report |
| ESEA | Elementary and Second Education Act |
| ESY | extended school year |
| FAPE | free appropriate public education |
| FBA | Functional Behavioral Assessment |
| FBIP | Functional Behavior Intervention Plan |
| HI | Hearing Impaired |
| Health Aide | Instructional Aide with specialized training in medical assistance |
| IA | Instructional Aide |
| IAES | Interim Alternative Educational Setting |
| IDEA | Individuals with Disabilities Education Improvement Act – federal law that protects children with disabilities right to a free appropriate public education. |
| IEE | Independent Educational Evaluation – if a parent disagrees with the results of the evaluation the school district performed they can request an IEE. |
| IEP | Individualized education plan – must be conducted yearly – an extremely important document stating what level the child is currently learning in, his strengths and weaknesses, what is expected in the next year, how they intend to educate the child and related services. |
| Inclusion | The practice of educating children with special needs in regular education classrooms in their neighborhood schools |
| IQ | Intelligence quotient. An IQ score is an artificial number that is used to indicate levels of mental development, not to be confused with a person's capabilities. |
| LD | Learning disabled |
| LEA | Local education agency |
| LRE | Least restrictive environment. LRE is the concept of educating children with disabilities in an educational environment that allows them to participate to the maximum extent possible with their non-disabled peers. |
| Mainstreaming | The practice of placing children with disabilities in regular education classrooms to the maximum extent possible. |
| MD | Multiple Disabilities |
| MDE | Multidisciplinary Evaluation |
| MDT | Multidisciplinary Team |
| Mediation | A meeting to resolve issues between school and home amicably, for it is voluntary thusly both parties must agree to it. |
| MR | Mentally retarded |

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| NOC | Notice of Change |
| OCD | Obsessive Compulsive Disorder |
| ODD | Oppositional Defiant Disorder |
| ODR | Office for Dispute Resolution |
| OHI | Other health impaired |
| OSEP | Office of Special Education Programs |
| OT | Occupational Therapy - therapy for fine motor skills |
| OVR | Office of Vocational Rehabilitation |
| PBI | Positive Behavioral Interventions |
| PDD | Pervasive Developmental Disorder |
| P.L. 94-142 | The original public law number of the EHA. |
| PLAAPF | Present levels of academic achievement & functional performance |
| PT | Physical Therapy - Therapy for gross motor skills |
| Reasonable Accommodation | An adoption of a facility or program for a child with a disability that can be accomplished without undue administrative or financial burden |
| Related Services | Services to supplement special education, such as counseling services, behavioral therapy, and occupational therapy. |
| Resource Room | A special education placement that is provided in conjunction with or as a supplement to a child's regular education program. |
| SDI | Specially Designed Instruction |
| SE | Special Education |
| SEA | State Education Agency |
| Section 504 | Part of the Rehabilitation Act of 1973 that provides that program recipients that receive federal funds cannot discriminate on the basis of a child's disability. |
| SED | Seriously emotionally disturbed |
| SDI | Specially Designed Instruction - modification or changes to the general curriculum instruction necessary to implement the goals, benchmarks, and objectives of a child's IEP. |
| SLD | Specific Learning Disability |
| SLI | Speech and Language Impairment |
| Special Education | Educational programs and placements provided according to IDEA |
| TAP | Transition and Achievement Portfolio |
| TBI | Traumatic Brain Injury |
| Transition Services | A service to facilitate movement from school to the workplace or high education that must be included in the IEP at the age of 16. |
| TMR | Trainable mentally retarded |
| TOR | Teacher of Record |
| TTY | Teletypewriter |
| VI | Visually Impaired |

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TRANSITION ON-LINE RESOURCES

| TITLE/TOPIC INFORMATION | DESCRIPTION | SOURCE |
|---|--|---|
| (ADE) Arizona Department of Education | ADE Home Page | http://www.ade.az.gov/ |
| ADE Exceptional Student Services | ESS - On-line Resources: To promote the development and implementation of quality education for students with disabilities. | http://www.ade.az.gov/ess/ |
| ADE Assistive Technology, Secondary Transition, Traumatic Brain Injury | On-line ADE Special Projects Resources: The Special Projects Unit encompasses the areas of Assistive Technology, Secondary Transition, Secure Care educational programs, Data Management, Traumatic Brain Injury support, and communication regarding School-Based Medicaid Reimbursement. | http://www.ade.az.gov/ess/SpecialProjects/ |
| ADE - (PINS) Parent Information Network | On-line ADE PINS Link: To Support for Families Throughout the Special Education Process | http://www.ade.az.gov/ess/das/pinspals/ |
| ARIZONA - Transitions for the Developmentally disabled | TRANSITIONS mission is to enable those with developmental disabilities to transition into a fuller, more independent life and integrate into the community. | http://transitionsaz.org/index2.html |
| CDE - Colorado Department of Education: the Exceptional Student Leadership Unit | Transition Resources | http://www.cde.state.co.us/cdesped/transresources.asp |
| CDE – CHARTING A COURSE FOR THE FUTURE – A Transition Toolkit | Transition Portfolio Resources | http://www.cde.state.co.us/cdesped/TK.asp |
| CEC - Council for Exceptional Children | The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. | http://www.cec.sped.org |
| IDEA – U.S. Department of Education | This site was created to provide a "one-stop shop" for resources related to IDEA and its implementing regulations, released on August 3, 2006. It is a "living" website and will change and grow as resources and information become available. When fully implemented, the site will provide searchable versions of IDEA and the regulations, access to cross-referenced content from other laws (e.g., the No Child Left Behind Act (NCLB), the Family Education Rights and Privacy Act (FERPA), etc.), video clips on selected topics, topic briefs on selected | http://idea.ed.gov/ |

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| | regulations, links to OSEP's Technical Assistance and Dissemination (TA&D) Network and a Q&A Corner where you can submit questions, and a variety of other information sources. | |
| LD online: The world's leading website on learning disabilities and ADHD | On-line Magazine: LD On-Line seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. | http://www.ldonline.org/ |
| LD online Yellow Pages: | On-line Resources A nationwide directory of resources reaching over 500,000 parents and professionals | https://www.wetalearningmedia.org/yellowpages/index.php?id=93 |
| NEA National Education Association IDEA/Special Education Resources | Current Special Education issues and topics as well as On-line Resources featured: Issues and Action; Tools and Ideas; Grants and Events | http://www.nea.org/home/19073.htm |
| Nevada Transition Portfolio | The Nevada High School's Transition Program utilizes a transition portfolio for students in 5th-12th grades to encourage and support student self-advocacy and self-awareness. The portfolio is used as a resource for the student through his/her experience at Nevada, MO, but can also be used to help obtain employment, and to assist in getting needed accommodations in various employment and educational settings. | http://transitioncoalition.org/transition/section.php?pageId=163 |
| OSEP – Office of Special Education and Rehabilitative Services | The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. | http://www2.ed.gov/about/offices/list/osers/osep/index.html |
| Shenandoah Valley Regional Program – Transition Portfolio | A Resource Guide for Assessing and Developing Transition Services for Students with Disabilities | http://www.rockingham.k12.va.us/rcps_sped/SV RP/Table-of-Contents.htm |
| Special Education Resources on the Internet | On-line Resource: Special Education Resources on the Internet (SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to Special Education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links. | http://www.seriweb.com/ |
| SEAS – Special Education Automated Software | SEAS assists professionals in navigating through mandated IEP and other due process timelines, while building a powerful data repository behind the scenes. SEAS was designed in 1996 by special educators to work the way they worked. Although the program has evolved since that time, SEAS continues to maximize ease of use while integrating into your normal workflow. | http://www.iser.com/seas-software.html |

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| SEAS – TUHSD Employee Log in | SEAS LOG IN PAGE | http://www.seasweb.net/aztollesonunionhigh |
| Special Education Resources | On-Line Resources for: Inclusive Education; Parent Information and Support; Advocacy Organizations; disability Information and Referral; community Living; Other Related Links; Government Agencies | http://www.specialednet.com/resources.htm |
| Transition Coalition | TRANSITION COALITION Mission: Providing online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities. | http://transitioncoalition.org/transition/ |
| TUHSD: Tolleson Union High School District | Home Page | http://tuhsd.org/ |
| TUHSD – Special Services Web Page | The philosophy of the special services staff is to collaborate as a team, utilizing their experiences, resources, knowledge, and creativity in order to provide appropriate services and accommodations to students to stimulate, help, and guide them to develop emotionally, intellectually, and vocationally to the best of their ability, always remembering why we are here... All Students Can Learn! | http://tuhsd.org/index.cfm?PID=3694 |
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