



Transition Toolkit for Students with Traumatic Brain Injury

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TABLE OF CONTENTS

Introduction to Oregon's TBI Transition Manual	1
Barriers to Successful Transition for Students with TBI	1
Why Use This Manual?	2
Law & Minimum Requirements	2
Reason for Evidence-based Practices	2
Recommended Practices for Transition	3
Student-focused Planning	3
Student Development	4
Interagency Collaboration	5
Family Involvement	6
Program Structure	7
Motivation and Initiation, TBI, and Transition	8
Motivational Interviewing	11
Transition Planning Tools for Students with TBI	14
Core Transition Planning Tools	17
Student Map	19
Sociogram	27
Community Integration Tool	31
Action Plan	37
Specialized Transition Tools	39
Task List Tool	41
Coursework Planning Tool	45
Self Rating and Feedback	47
Goal Processing	51
Information Gathering	55
Self-Advocacy	57
Student Forms	
Self-Monitoring and Self-Evaluation Forms	59
Conclusion	63
References	64
Blank Tools	67

Introduction to Oregon's TBI Transition Toolkit

The transition strategies presented in this manual address the challenges that children, families, educators, and community providers face when working with students who have sustained a traumatic brain injury (TBI). Research on transition has shown a variety of practices to be effective for students with a range of disabilities. This manual describes many of those practices and recommends strategies to adapt practices for students with TBI.

Barriers to Successful Transition for Students with TBI

Challenges for Educators. Teacher preparation programs do not provide much training for working with students with TBI, even in special education programs. The complex issues students with TBI face can be challenging for the teachers helping them with transition planning.

Challenges for Community Providers. Unfortunately, students who are not productively engaged in high school due to a brain injury often remain unsupported in both higher education¹ and community settings, which might predict higher incidence of unemployment, underemployment,² or incarceration³ for this population.

Challenges for Children. Approximately 41% of childhood brain injury hospitalizations occur in youth between the ages of 14 and 19.⁴ A large proportion of students with TBI and their parents remain committed to transition plans formulated prior to the injury. These plans often include attending college, which frequently turns out to be extremely challenging given post-injury changes in cognition.⁵

Challenges for Families. Before their injuries, most children with TBI progressed typically through school so parents are unfamiliar with the provisions of IDEA and their roles and rights in the educational process.⁶ In addition, if the injury was recent, parents might be reluctant to focus on increasing student independence.⁵



Why use this manual?

During transition, students with TBI can require different supports than students with other disabilities. The transition planning approach provided here focuses specifically on the needs of students with TBI and offers several benefits. For example, using the process and tools in this toolkit will allow transition plans to better reflect the students' desires, reduce their frustration, and make writing the transition plans easier. Students might also experience better education, employment, and independent living outcomes, which would have life-long benefits.

Law & Minimum Requirements

Federal laws, including the Individuals with Disabilities Education Act (IDEA, 2004) and No Child Left Behind (NCLB) legislation, articulate specific services that must be available to students who are eligible for Special Education. Many of those requirements lay the groundwork for successful transition. For example, transition planning must begin not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and the plan must include measureable postsecondary goals. The plan should facilitate post-school activities, including education, vocational education, employment, adult services, independent living, and community participation if appropriate. Many resources about the federal legal requirements are available. Refer to the U. S. Department of Education website: <http://idea.ed.gov/> for more detailed information about the law and its requirements.

Rationale for evidence-based Practices

Federal laws provide the minimum requirements for transition programs. Years of research have identified effective practices that result in improved outcomes for students with disabilities. This evidence has added to our knowledge about activities that help schools both meet the legal requirements and increase the chances of a successful transition to adult life for students with disabilities. Effective practices can save time and lessen frustration by reducing trial and error approaches to transition planning. This manual provides evidence-based transition practices developed for students with a variety of disabilities that have been adapted to be especially helpful for students with TBI.

Recommended Practices for Transition

The Taxonomy for Transition Programming⁷ provides a framework for transition practices. The five categories of the taxonomy are:

- student-focused planning
- student development
- interagency collaboration
- family involvement
- program structures.



This taxonomy is widely used by writers and researchers on transition. It provides a convenient way to group the most important evidence about what works in transition planning. It was also used to organize the evidence-based practice recommendations on the National Secondary Transition Technical Assistance Center (NSTTAC) website.⁸ The NSTTAC website (nstttac.org) is another valuable resource for transition planning; it provides many helpful recommendations, including lesson plans.

The following sections introduce the five themes from Kohler's Taxonomy and provide suggested tools and modifications or strategies to make them more specifically helpful for students with TBI.

Student-focused Planning

Student-focused transition planning is an evidence-based practice with empirical support.⁸⁻¹⁰ For all students with disabilities, student-centered planning provides opportunities to learn self-advocacy and self-determination skills. Participating in student centered transition planning can help students learn skills and evaluate abilities in areas such as:

- decision making
- planning
- setting realistic expectations
- understanding the effects of behavior and choices on plans.

Students with TBI and student-focused transition plans. Because they may have specific deficits in executive function, judgment, and decision making, it is especially important for students with TBI to use a student-focused approach as an opportunity to practice planning, make decisions, and establish realistic expectations. For many students with TBI, the injury disrupts not only plans for the future but also fragile emerging identities. Students with TBI need to think about not just “What will I become as an adult?” but also “Who have I become since the injury? What are my strengths and challenges NOW?” Student-focused planning sessions provide occasions to probe beyond surface answers and get to the core of the goals, hopes, fears, and dreams students have for their futures.



Student Development

This category of transition practices includes academic skill instruction, personal care, home management, safety, employment, communication, and self-management. Self-determination skills are included in this section as well. The NSTTAC website describes many student development skills that have been shown to promote successful transition to adulthood and provides resources and sample lesson plans. Some examples of student development activities on the NSTTAC website include, *Using Community Based Instruction To Teach Community Integration Skills*, *Using Video Modeling To Teach Food Preparation Skills*, and *Using Self-Management To Teach Academic Skills*.

Students with TBI and Student Development. Parents of students with disabilities who had been out of school a year or more were surveyed in the second National Longitudinal Transition Survey (NLTS2). Those parents reported on skills their children needed but lacked:

- Across all disability categories, 28% of parents said that their young adults needed life skills.
- About 40% of parents of young adults with emotional disturbance and autism indicated needs in this area.
- These percentages were dwarfed in comparison to the responses of parents of

students with TBI: Nearly 80% said that their young adults were in need of life skill training.¹¹

These findings underline the importance of including practical skill training in the transition plans of students with TBI. Often, especially for students injured during their high school years, completing academic graduation requirements becomes the focus of their remaining school careers, and practical skills are not addressed. Graduation terminates the school's obligation to provide transition services, with the result that students with TBI who earn regular diplomas have reduced opportunity to develop employment, self-care, and communication skills. Transition planning for students with TBI must therefore include frank conversations with students and their parents about the consequences of their transition decisions.

Ideally, a student with TBI whose goal is to enroll in post-secondary education would complete academic requirements for graduation **and** learn life skills in areas of need. For example, a student planning to live away from home should be able to manage money, schedules, and personal possessions; get to appointments and classes on time; and demonstrate safety awareness and appropriate social skills. Several evidence-based practices have been identified that address each of these skill areas.¹⁰

Numerous self-determination interventions have been shown to be effective¹² and are linked to successful post-school outcomes. Interventions that include components of self-determination (such as problem solving, self-advocacy, or decision making) have been shown to contribute to improvement in self-determination.¹³

Interagency Collaboration

Interagency collaboration is a promising practice that needs further research. Although Kohler identified interagency collaboration as an important component of transition in her extensive survey of experts in the field, a recent review identified only two empirical studies that have supported the practice.¹⁴ Even so, IDEA mandates that transition programs include coordinated services among agencies concerned with transition (IDEA, 2004). The NSTTAC website provides an annotated bibliography of references that describe practices for collaborating with agencies.

Students with TBI and Interagency Collaboration. The planning tools in this manual do not include a specific section on collaboration. However, interagency collaboration opportunities will be identified while working with the tools. For example, interagency collaboration can be included during Goal Processing or when making an Action Plan by linking with the Disabilities Services office at the local community college, inviting a representative from Vocational Rehabilitation to be part of the transition team, or encouraging students and their families to consider other public or private entities that might be resources after high school.



Just as educators lack training and experience for working with students with TBI, postsecondary and service agency personnel also often need guidance to serve their clients with TBI effectively. Collaborating with other agencies and organizations allows you to share information about strategies for working with individuals with brain injury. Involved parents might find ways to increase interagency collaboration as the student explores services in the community.

Family Involvement

Family participation in transition planning is both beneficial for students and appreciated by them. Family involvement predicts post-school success for students with TBI¹⁴⁻¹⁵ and contributes to autonomy and self determination.¹⁶ Furthermore, Morningstar and colleagues¹⁷ concluded that student perception of family involvement is associated with higher levels of control in their own lives and increased hope. Families can influence the transition process when creating a future vision, during the planning process, and by facilitating self-determination.¹⁸⁻¹⁹ The process of facilitating family participation can be enhanced by the practices of training, empowerment, and involvement.⁷

Students with TBI and Family Involvement. Many families of transition-age students with TBI are still adjusting to the reality of TBI as a life-long disabling condition. This can be especially true for students with recent injuries. Family

members can participate in planning meetings with their child, discuss many of the tools from this manual at home, and interact with other agencies that can provide services at a later date. Family involvement in the transition planning process can mitigate the challenges for students with TBI by

- facilitating self-determination
- helping guide the student through medical, educational, social, and community agencies
- making guardianship decisions before the student turns 18
- connecting with community resources
- considering the long-term impact of the TBI on the student
- focusing on the student's current set of skills rather than pre-injury goals and expectations.



Program Structure

This category provides school- and community-based strategies that contribute to successful outcomes for students. The broad structure includes program philosophy, policy, and evaluation; strategic planning; and resource allocation. Evidence-based practices related to program structure include, among others, providing community-based instruction (teaching in context) and extending services beyond secondary school. For any student, skills taught in a classroom are unlikely to transfer or generalize to the setting where they are needed unless generalization is explicitly addressed. Students with disabilities benefit from learning and practicing the skills they need for transition in a variety of contexts, including job sites, public transportation, home, and throughout the community.

Teaching in context (in the community) is one way of extending transition services beyond the school setting. Another way is to ensure that students and their parents make connections to community-based agencies before the student leaves high school. Agencies that students might need include the Social Security Administration, Division of Vocational Rehabilitation, Public Housing, and various state

and county offices that provide case management services.

Students with TBI and Program Structure. Evidence demonstrates that the most effective way to ensure that students with brain injury learn efficiently and can sustain the skills they learn is to teach them skills in the contexts in which they will use them.²⁰ This means that instruction, solution generation, strategy implementation, feedback, and review should be offered in the contexts where skills will ultimately be



used. In particular, instructing students in the community is recommended during activities of daily living such as grocery shopping or at job sites. Learning in context helps employers and students understand what is easy or hard for the student and what adaptations help the student be successful.

Teaching skills in context includes recognizing that the type, frequency, and intensity of supports will need to be adjusted based on the environment (more intensive supports in new environments, less in familiar environments), the student's demonstrated skill (more intense supports when trying something new, less when the student has demonstrated competency), and the student's stated interests and preferences (more support when s/he asks, less when s/he asks you to leave him/her alone). Most important, plans should include a schedule for reducing supports if possible and the understanding that some supports may need to be in place indefinitely.²¹

Motivation and Initiation, TBI, and Transition

The taxonomy for transition doesn't explicitly address motivation and initiation. However, for students with TBI, these issues can play important roles in transition planning. Students who appear lazy, uncooperative, or depressed might have deficits in initiation or motivation as a result of their brain injury. Although initiation and motivation are often spoken of together, lack of motivation and poor initiation are separate issues requiring different strategies.

Initiation. Difficulty with initiation (starting an activity or thought process) can be seen in students with executive function impairments. Among students with TBI,

lack of initiation can affect their ability to accomplish goals. Even with good transition plans and motivation, nothing will be accomplished without initiating the steps in the plan.

Strategies. The following self-management strategies help students with initiation problems compensate and become more self-reliant. Self-management is supported by a strong level of evidence described on the NSTTAC website. Suggestions for supporting students with initiation challenges are detailed on the LearNet website (www.projectlearn.net.org). Some of those strategies can be helpful for transition.

- Incorporate routines into the student’s day (such as always checking the transition steps on Monday after lunch).
- Have student use technology (iPad, smartphone, etc.) or graphic organizers to provide structure when beginning activities.
- Provide cuing, either from another person or using a recording of the student’s own voice, to remind him or her to begin an activity.
- Use organizational supports such as advance organizers (checklists, written schedules, series of photos, etc.).

Motivation. Motivation is closely tied to planning and goal-setting, so successful transition planning depends heavily on the student’s motivation.

Motivation means being moved to do something.²²

Motivation is also linked to self-determination theory, which is described as an “approach to human motivation and personality”.²³ Students who make plans aligned with their interests are more likely to feel motivated to accomplish their goals than those expected to follow plans others make for them. When motivation is interrupted by TBI, students often face challenges to working on their goals.

Other symptoms from TBI are sometimes mistaken for lack of motivation, including problems in the areas of initiation, activation, task orientation, or working memory. The LearNet (www.projectlearn.net.org) tutorial on motivation can help clarify which issues the student faces.



Either intrinsic (internal) motivation or extrinsic (external) motivation can provide the impetus for students to act. Although useful in certain situations, relying heavily on extrinsic motivation (token rewards, etc.) can lead to reduced intrinsic motivation or even learned helplessness. Ideally, students will engage in transition activities driven by their own motivation. If extrinsic motivation is used, it should be faded out as soon as possible.

Strategies. If motivation is identified as a challenge, the following strategies might be helpful as the student works toward a transition plan.

- Use motivational interviewing (described below) to help students identify meaningful, achievable goals.
- Identify intrinsic motivators for students and incorporate them into activities and plans.
- Use students' own words when writing goals.
- Have students break goals into small, manageable steps.
- Help students develop self-monitoring systems that relate effort to outcomes.
- Put student in the expert role (helping others or developing products illustrating the target skill).

Motivational Interviewing

The tools in this manual are part of what you need to help students identify important transition ideas that lead to effective transition plans. *How* you work with the student is another key to ensuring the success of the tools. This second element is motivational interviewing, a collaborative, person-centered form of guided conversation to elicit and strengthen motivation for change. Adolescence and emerging adulthood represent a time of tremendous changes: from dependent on parents and teachers to independent self-determined individuals; from high school to employment or further education or training; from living at home to living independently.

Motivational interviewing (MI) was developed in the 1980s and has substantial evidence showing its effectiveness, including for people with TBI.²⁴ The basics of using this conversational technique with students with TBI are only briefly presented here; much more in-depth information, including videos, is available at the Motivational Interviewing website, motivationalinterviewing.org.

In the spirit of person-centered planning, the tools in this manual combined with motivational interviewing encompass person-centered values such as seeing the person first rather than the disability, using ordinary language, and actively searching for a person's gifts and capacities in the context of community life. These interviews are conducted with the students, not for them; the act of interviewing is structured to guide each student to form his/her own conclusions, and the student feels ownership of the resulting transition plan.

Some of the basic strategies and characteristics of MI are listed below (abbreviated from motivationalinterviewing.org). Please see the MI website to learn more about how to use MI.

MI is based on three key elements:

Collaboration (*vs. Confrontation*). Collaboration is a partnership between the teacher and the student grounded in the point of view and experiences of the student.

Evocation (*Drawing Out, Rather Than Imposing Ideas*). The MI approach asks



the teacher to draw out the student's thoughts and ideas, rather than impose his or her own opinions. Motivation and commitment to change are most powerful and durable when coming from the student.

Autonomy (vs. Authority). Unlike treatment models that emphasize the clinician as an authority figure, MI recognizes that the true power for change rests within the student. Counselors (or teachers) reinforce that there is no single "right way" to change. Students are encouraged to take the lead in developing a "menu of options" for achieving the desired change.

The Principles of Motivational Interviewing

Building on and bringing to life the elements of the MI style, four distinct principles guide the practice of MI (motivationalinterviewing.org).

Express Empathy. Expressing empathy allows students to realize that the teacher can see the world as they (the students) see it.

Support Self-Efficacy. In MI, teachers support self-efficacy by focusing on previous successes and highlighting skills and strengths that students already have.



Roll with Resistance. In MI, teachers avoid eliciting resistance by not confronting the student. When resistance does occur, they work to deescalate and avoid a negative interaction, instead "rolling with it. The MI value of having students define the problems and develop their own solutions leaves little for students to resist.

Develop Discrepancy. By helping students see any mismatch between their current circumstances and their values and future goals, MI can may be more likely to experience elicit increased motivation to change.

Using a Motivational Interview Approach to Transition Planning

The following suggestions provide guidance for working with students with TBI as they develop transition plans. The planning process is guided by some basic principles and remains responsive to the needs, moods, and interests of the

individuals having the conversation. It is not an entirely open-ended process: specific goals are identified, plans made, and reviews completed, but these should be addressed in a *flexible, and conversational* manner. The need for flexibility of use is reinforced by the reality that most students with TBI are undergoing changing life circumstances. Not all tools in this manual will be used with all students, and the amount of time required to complete a series of conversations will vary depending on individual student needs. These conversations gather data that build a transition plan as part of IDEA and create visual supports that allow students with TBI to better understand and articulate their future plans.

Consider the following when participating in planning:

- Use the MI process along with the transition tools in this toolkit. These tools should use the student's language whenever possible.
- Schedule as many conversations as necessary for the process to be revised and become meaningful to the student. This may mean beginning months in advance of a transition IEP or beginning self-awareness conversations in middle school to prepare for high school. If a student sustains a brain injury in high school, begin the conversation when the student is ready, with the overall goal of having a plan in place at least 2 years before the student leaves the school system.
- Look for ways to include the parent: You might have students share their plans with their parents and invite feedback, have direct conversations with the parents, encourage responses through email, etc. Parents play a key role in the success of any transition plan.^{19, 25}
- Encourage self-advocacy: To be effective self advocates, students must be able to share their transition plans and advocate for what they need to accomplish their goals. Support students in articulating their goals within the natural contexts of school and community. You might use written documents (a letter of introduction), power point, or video; choose whatever works for students to share their perspectives, opinions, desires, and goals.



Using The Tools

A typical person-centered planning activity can last for hours and involve many people. In contrast, the tools in this toolkit are intended to allow students to participate in a similar process conducted during several much shorter activities over a year or more. This process allows students to create the components of their transition plan over time. Planning for their transition in a single long meeting can feel overwhelming and often doesn't allow the student time to develop clear goals and a path to obtain them.

The tools are to be used as informal transition assessments while developing transition plans. They assist the student in generating clear student-centered goals rather than system-driven goals. These student-generated goals can lead to higher graduation rates and better employment outcomes.²⁶

While using the tools, it is helpful to present the student with copies of the forms for ongoing reference. The tools and interview process are structured as conversation to make the process as non-threatening and comfortable for the student as possible. Sit next to (not across from) the student, explain the process, show the forms, and establish ground rules for respectful interaction.

Each tool supports one or more transition taxonomy categories, which are listed at the beginning of each tool. Also included is when to use the tool, its purpose, and directions for its use. In addition, many of the tools provide examples of the unique challenges faced by students with TBI and how to address them. The toolkit is divided into two sections.



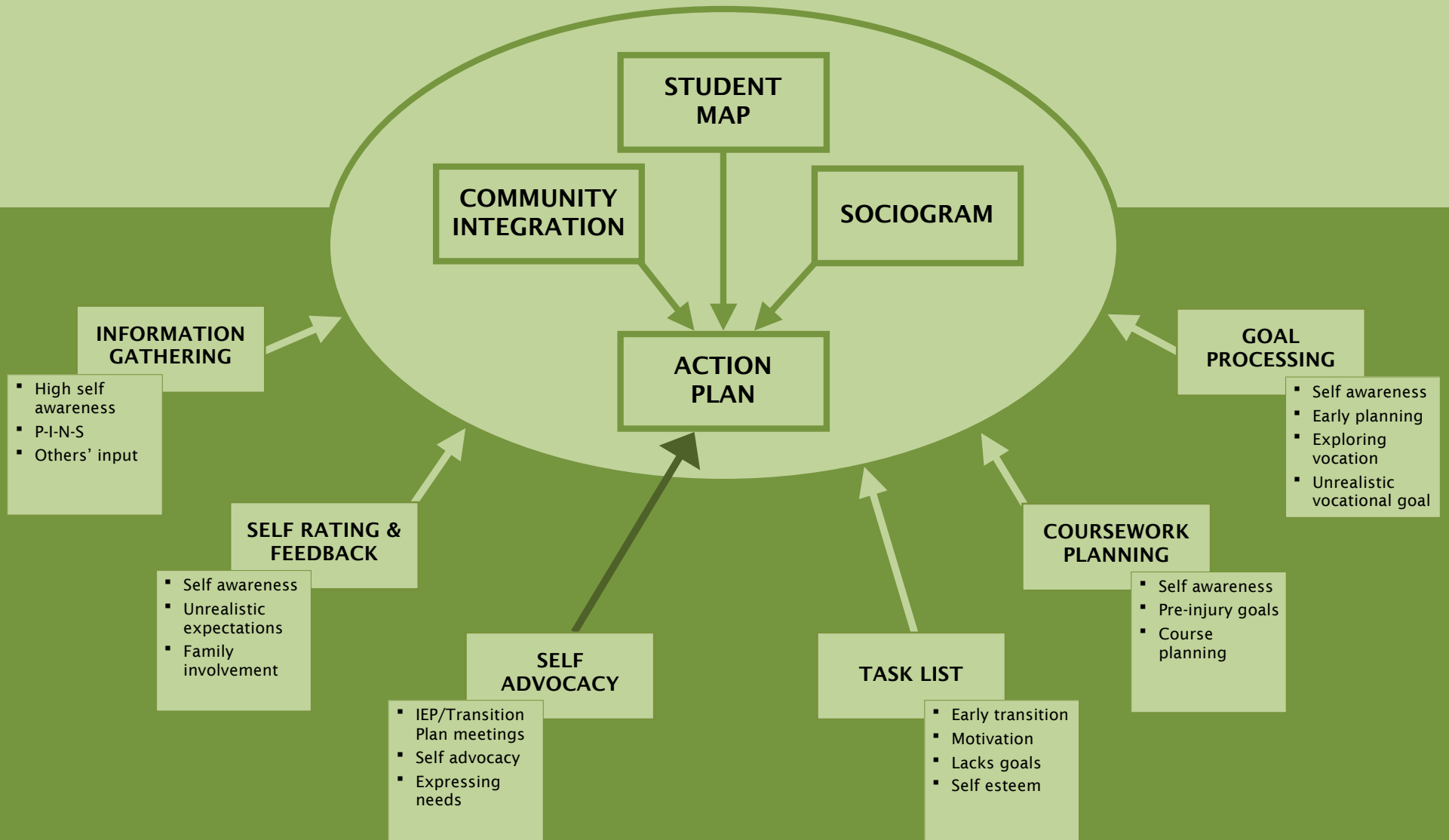
Core transition planning tools are recommended for all students and help students develop and build self-awareness, self-advocacy, self-determination, and self-assessment. Some students will need only these tools; others will need the more specific guidance provided by the specialized tools.

Specialized transition planning tools emphasize building self-awareness and developing self-advocacy. Choose tools based on the needs of each student. Tool choice may depend on timing or student ability and self-awareness. These tools can be especially helpful for students:

- during middle school
- early in the transition process
- in high school who have recently been injured
- with low self awareness
- who are adjusting to new challenges
- who need extra support to complete the core tools
- whose goals do not match their current abilities
- who have no clear goals
- who lack motivation.



CORE PLANNING TOOLS



SPECIALIZED PLANNING TOOLS

CORE TRANSITION PLANNING TOOLS

Core transition planning tools are recommended for **all** students to develop self awareness, self advocacy, self determination, and self assessment skills. For students who have difficulty with the Core Tools, the specialized tools beginning on page 36 can be used as to help them understand their goals, strengths, and challenges. To demonstrate how you can use these core tools we will introduce you to Jaime.

Jaime sustained a brain injury when he was three years old after falling out of a second story window. The doctors said he was “very lucky” because it seemed that no permanent damage was done. He did well in school until about the 5th grade. His parents say that all of a sudden he just wouldn’t do the schoolwork anymore. Jaime says he isn’t interested in school and doesn’t “feel like” doing his homework. When he does attend school (which is now infrequent), he can do the work, but he says it is “boring and stupid.” He is now 17 and in the 12th grade. His parents are very worried he won’t graduate on time. Jaime says he wants to go to college at the local university; his parents are worried he won’t be accepted if he doesn’t get his grades back up. Jaime says that he is “not worried about that” and that he knows he will get in.

STUDENT MAP

WHEN

This tool is one of the first ones you will use when beginning transition planning for most students. If the student was recently injured or has low levels of awareness, we recommend that you begin instead with the Specialized Tools.



THIS TOOL SUPPORTS:
Student Focused
Planning, Student
Development, Family
Involvement,
Mentorship/Coaching
& Motivation

PURPOSE

This is the foundational conversation that captures an individual's hope for the future and encourages student-centered planning. This tool helps build self awareness, including preferences, interests, needs, and strengths. It allows students to offer input regarding behaviors, actions, skills, and/or strategies that need to change for them to meet their personal goals. Future goals can reflect a student's desire for next year, 2–3 years from now, or maybe a few months from now—whatever timeline carries the most meaning for the student. It's a starting point that can lead to effective educational programming because the student, not the teacher, generates the plan, thereby contributing to intrinsic motivation.

DIRECTIONS

Question 1—What Am I Doing Right Now?

The purpose of this question is to create a starting point from which to shine the light on the goal. As you ask questions, you want to learn the good, the bad, and the ugly in the student's life. If the student requires additional prompting, you might follow-up with:

- What is your school schedule? What is easy for you? What is hard?
- On a scale of 1–10, what does school feel like to you? Why?
- What's your favorite (class, teacher, event, moment in the day...)?
- How are you spending time outside of school?
- What does life feel like for you?

Question 2—Who Am I? What are my strengths?

The purpose of this question is to gather information about a student's perceived strengths or motivations. Individuals who understand both their strengths and weaknesses are more likely to successfully transition to the workforce.²⁷ To elicit the most information, use open-ended statements or questions such as:

- I feel empowered when...; I love it when I get to..., I feel great when...
- Others see this in me...
- What do you enjoy?
- What makes you want to come to school?

You might need to help the student reflect about himself or herself by saying things like, "You were smiling when you described _____. Is that something you like? What do you like about it?"

If the student struggles with this question, the Task List (p. 37) creates a more concrete visual to support this conversational topic. Use as needed.

Question 3—What Is the Goal? What are my goals?

A transition plan with meaningful community integration goals is one of the most important things we can create with students. This is an opportunity to help students think about what they want their lives to look like after high school and more importantly, how they can make it happen. It invites the student to take control. The word "goal" might not resonate with and motivate your student to think seriously about the future. So find the words that make the most sense for your student. Call it a hope, a wish, a dream, a desire, or a desired change. If a student requires prompting to identify the goal, you might consider asking:

- "If you could wish for anything to happen for yourself this year, what would it be?"
- "In the next year (2 years, 3 years, 5 years) what do you want to happen in your life?"
- "If I ran into you on the street next year, what would have changed for you? What have you accomplished?"

- “On a scale of 1-10, how do you rate your life now? What would make it a 10?”
- “What do you want your life to look like after high school?” or “What don’t you want your life to look like?”

Working Goals

This will help you drill down to figure out the student’s vocational goals. Questions such as “Who are you?”; “What makes you feel empowered or happy?” and “What do you want to do?” are keys to getting students to talk about goals related to vocation. Begin with these positive questions about potential and strengths and then guide the student toward articulating limitations. This helps them move from answering presumably comfortable questions to uncomfortable questions, while setting the stage for questions about future employment, such as “What job do you hope to have?”

The desired outcome is for the student to determine a vocation that creates the highest degree of success: getting a job, keeping it, and enjoying it. However, some vocational aspirations shared in these conversations might be unrealistic. For example, students with TBI who have spent hours upon hours in hospitals often say, “I want to be a doctor.” In this situation, the formal and informal assessment data along with your professional judgment may tell you that the goal of M.D. is unrealistic. Some students will gain awareness of their strengths and challenges over time; others will need guidance to generate more realistic goals.

To move from an unrealistic goal to a realistic one, try using the following questions. The end result is to determine the root of his/her vocational dream.

1. What is it about being [a doctor] that makes you want to become one?
2. What are the tasks that [doctors] do that you would enjoy?
3. Tell me more about what it takes to become [a doctor]? What would you need to be doing right now in school?
4. What are the 3 things you would like doing the most if you were a [doctor]?

For students who need more information about the job and themselves to create a goal that aligns with their abilities, consider using the Goal Processing tool (p. 46).

Education

Assessment in the area of education is critical knowledge for students when making decisions about whether or not to rely on college as the path to their future. For example, students who struggle with academic skills need to understand the impact of this limitation on their choices about post secondary education. It doesn't mean they can't continue to learn, it just means you will need to get creative in developing a plan for that learning. Some students' natures can thrive through trial and error and the inevitable failures such experimentation brings regarding vocation and education and still reach a destination. Others, however, cannot persevere through cycles of trial and error and drop out of school after an unsuccessful job placement combined with academic and social challenges. Learning from trial and error can be overwhelming rather than motivating.

Questions that help students know about education:

1. What would you like to study?
2. What works best for you, small classes or large classes? Lectures or hands on?
3. Where would you like to study?
4. How many years do you want to go to school?
5. How do you plan on paying for your education?
6. Will you work while you go to school?
7. Where will you live when you go to school?
8. Who will make your meals, do your laundry?
9. How will you get to your classes?

Question 4—What Behaviors Do I Need To Change Or What Steps Do I Need To Complete To Reach My Goal?

The purpose of this question is to determine what the student is willing to change to reach his/her goal. This information is listed in the blank space around the aim line. Support the student to choose behaviors, strategies, and short-term

goals that are attainable and directly related to meeting the goal. Limit the number. You might want to draw three blank lines or put the numbers 1, 2, 3 around the aim line to guide the conversation. Success breeds success; we increase the likelihood of reaching our goal when expectations are realistic and attainable. Keep these steps possible, objective, and above all student-driven.

While working on this step, look at all the information the student has offered from previous questions. The goal is not to prescribe answers but to encourage arriving at the steps independently using the student's own thoughts and words. For example, look at the sample of Jaime's Student Map. After deciding that he wanted to get his Computer Science degree at the local college, Jaime then had to determine what he needed to do or change to reach that goal. He considered all the words on his map. He honestly stated that skipping school and not finishing homework would be obstacles to reaching his goal. He asked that the phrase "doing better in school" be written on the map. This statement was defined more objectively later in the process. At this point, honor the words of the student.

Jaime realized he would need some support in getting to school and remembering how important it is to finish his homework; he also realized that he must take a full schedule and consider summer programs to make up credits. He ended up with four steps to his goal, all possible.

Here are some questions that might help pinpoint steps toward the goal:

- What are the obstacles that will keep you from reaching your goal?
- What do you need to do in order to _____?
- What behaviors do you need to change to get to _____?

If the student is considering a job as a goal, consider both the ability to perform specific job skills and other issues related to working with others. For example, processing speed, interaction with peers, endurance, and the use of appropriate language are all common problems among students with TBI that can contribute to job failure.²⁸⁻²⁹ Consider the whole student when laying out steps to a goal.

Jaime's MAP	
<p>1) What am I doing right now? Finishing High School Not doing homework Hanging out with good friends Helping my mom and grandpa at home Hoping to go to the local university Helping Uncle Bob at his work Skipping school Get good grades on tests</p> <p>2) Who am I? What are my strengths? Like connecting with people Like connecting with people Love to play video games (good at it) Love to fix computers Good at math Responsible at home Care about others Now I play hang out with friends, play video games</p> <p>4) What Behaviors Do I Need To Change Or Steps Do I Need To Complete To Reach My Goal? Go to school Finish homework Prepare for tests</p>	<p>3) Goal: <i>Game developer/programmer</i> Get better grades Figure out where I will go to school Do homework Look for summer programs at community college/university</p> <p>Others see this in me: Honest Funny Smart Helpful</p>

Let's review Jaime's Student Map. His overall goal was to go to a four-year college. It was clear that he had the capacity to do the work, but he did not have the initiation or motivation to go to school or do his homework. He could do the work, but he did not understand the consequences of not doing it. He considered his strengths and understood his limitations. The more he talked through "who he was," the clearer his goal became: not just to go to college, but to work as a game or software developer. After reviewing all parts of his completed map, he realized he would have to attend community college first because he needed to obtain a higher GPA before applying to college, and he needed additional math courses. Although disappointed that he could go directly into the university, he understood how important bringing up his grades would be to his future.

Below is a sample of how information from Jaime's map was used to inform the IEP transition planning process while keeping Jaime's words, vision, and motivation at the forefront.

Transition Link

You can use the information you gather here as part of an information assessment of the student's Preferences, Interests, Needs, and Strengths (PINS) as well as to develop IEP goals and objectives.

Example of transition goals originating from the conversation with Jaime:

Post Secondary goal (related to education/training, employment, or independent living skills as appropriate): Options:

- *Upon completion of high school, Jaime will enroll in courses at the local community college and take core classes and additional math classes.*
- *After finishing these classes, Jaime will transfer to the local university.*

Transition Services (includes instruction, related services, community experiences, development of employment or other post-school living objectives, when appropriate, such as acquisition of daily living skills and functional vocational evaluation):

- *job try-out: volunteer at local business that specializes in game development*
- *referral to disability services at the local community college*
- *participate in structured homework study group*
- *create check in-check out program with favorite teacher to stay on track.*

Course of Study (a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year), for Jaime this was just one semester: Age 17-18

- *PE*
- *Algebra*
- *Study Skills/Transition course*
- *English*
- *Computer Science.*
- *Jaime will take one course at the community college his last semester of his senior year.*
- *He will apply to the community college expanded options program through the high school.*
- *He will contact disability support services at the college before entering his college course.*

Agency Link (each IEP should have a recommended adult agency listed, must show evidence that the agency has been invited to the IEP):

- *Community College Disability Services*
- *Vocational Rehabilitation.*

Annual IEP Goals (at least one goal should directly relate to the post secondary goal):

Jaime will determine whether he has turned in his homework each day. He will rate himself on a scale of 1-3 (1 independently turned in his homework, 2 needed mom and teacher's support but turned in work, 3 did not do or turn in homework). His goal is to obtain a 1 on 90% of opportunities over a two-week period across all classes.


Evaluation: student self evaluation, teacher observation, and debriefing.

NOTE: For examples of IEPs for students with TBI, see www.cbirt.org/tbi-education

SOCIOGRAM³⁰

WHEN

Use this tool when the student will benefit from an expansive support network during the transition process.



THIS TOOL SUPPORTS:
Student Focused
Planning
Family Involvement
Motivation

PURPOSE

Students create a social map that allows them to visualize their social relationships, social capital (the value of relationships), and social reciprocity (friends helping friends). The social map lays a foundation for an explicit plan for developing social and leisure activities within the context of school and community. This also elicits collaboration with family and friends and specifies roles they might carry out within the transition plan. This tool also allows students to determine which individuals in their lives can support and motivate them to persevere with their plan.

What's challenging for students with TBI?

- Students with TBI may have challenges identifying people they can ask for support.
- Student friendship circle may change following injury

How to address challenges

- Help the student identify the appropriate person to ask depending on the challenge (for Jaime's problems at school: Taylor or Mr. Sanchez; for problems in the neighborhood: Jose or John).
- Students with TBI benefit from mentors who understand TBI and the unique characteristics that can affect the student's progress.

DIRECTIONS

Consider the need for mentorship/coaching. Be sure to include people who are not paid to assist the student. Discover who the student feels is most important in his/her life and who can champion the transition plan. As students talk about people they love, people they do things with, and people they know, ask where it is that they encounter each person.

Love. These are the people you spend the most amount of time with and have the most reciprocity with. These people are often your family or the most intimate people in your life. You might ask the following questions:

1. Who do you live with?
2. Who are you closest to, including friends and family?
3. Who are the people in your life who you would miss the most if they were gone?
4. Who do you spend most of your time with?

Do. These are the people you regularly interact with. These are your friends. People you spend time with and do things with because you share common interests.

Questions to get to “do”:

1. Who do you hang out with?
2. Who do you do _____(student’s interest) with?
3. Do you belong to any clubs, a youth group, teams...?

Know. These are the people you know and see regularly. They are different from those in the do category because you don’t engage with them socially. This circle includes the people who are paid to spend time with you. Types of questions that support “know”:

1. Who do you see, wave to, and say hi to?
2. Who works with you on your speech, physical therapy, school work...?
3. Who do you see at church?
4. Who are some of the kids in your classes that you like but you don’t hang out with?

The relationships discussed in this conversation have the potential to:

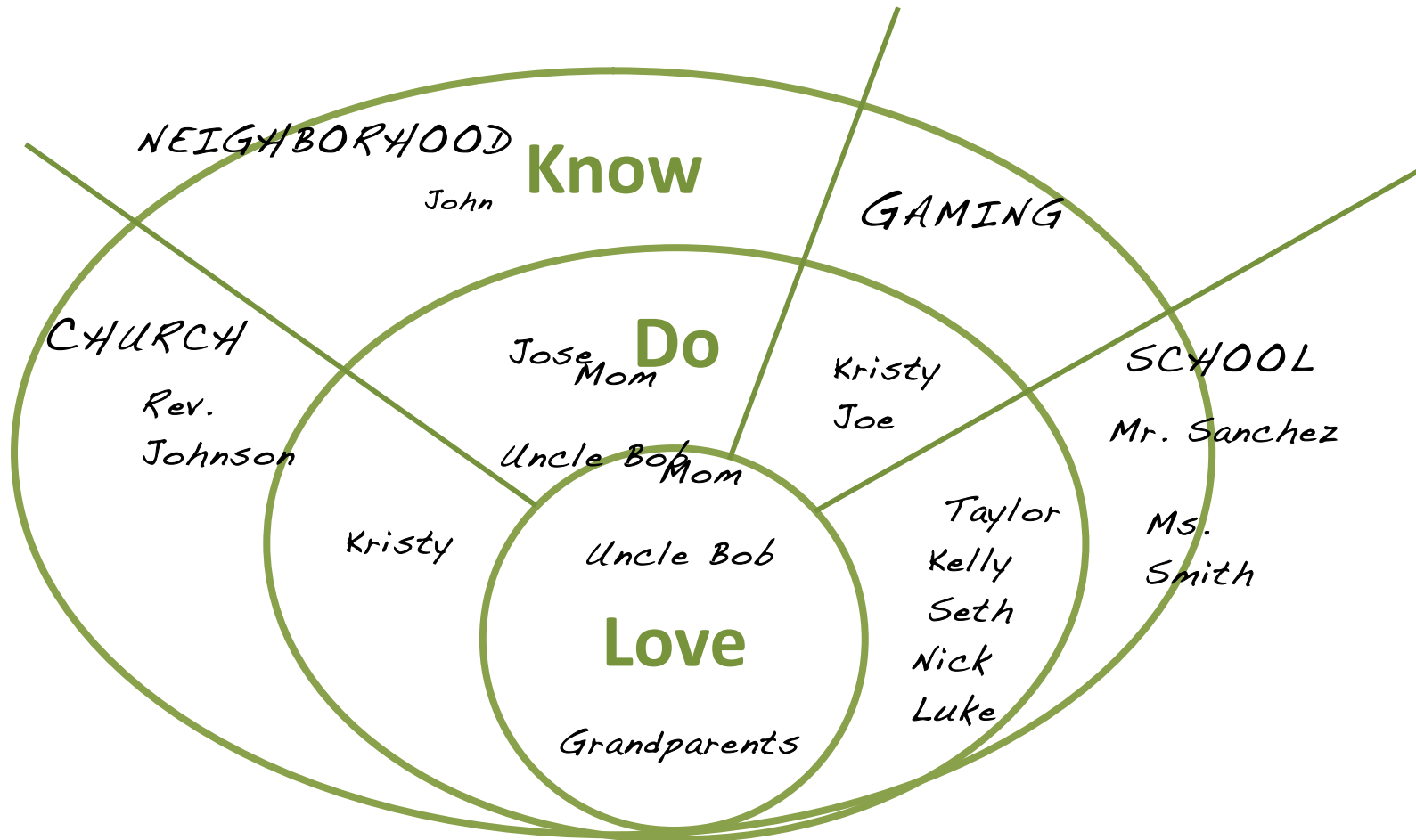
- become part of a student’s schedule, for example, a favorite teacher becomes a problem solving partner;
- create networking opportunities with individuals who can facilitate jobs, invitations to social activities, group gatherings within the community, natural supports within specific environments, etc;

- determine “gatekeepers” within a community or school-based group (gatekeepers create a natural link between an individual with a disability and a group; peers can be ideal gatekeepers);
- identify the champion of the transition plan (the individual who will help the student keep the plan on track).

JAIME’S SOCIOGRAM PLANNER		
People you KNOW...	PEOPLE YOU DO THINGS WITH...	PEOPLE YOU LOVE...
<i>Mr. Sanchez</i> <i>Ms. Smith</i> <i>Rev. Johnson</i>	<i>Kristy</i> <i>jose</i> <i>Kelly</i> <i>Taylor</i> <i>Seth</i> <i>Nick</i> <i>Luke</i> <i>Joe</i> <i>John</i>	<i>Grandparents</i> <i>Mom</i> <i>Uncle Bob</i>

Complete the sociogram by listing people the student **knows** (an acquaintance in the community), **does** things with (a friend student meets to play once a week), and **loves** (student's sister). Make sure to ask about people at *home*, at *school*, in the *community*, and at *work* (if applicable).

Key individuals to support my plan:



COMMUNITY INTEGRATION

WHEN

Use this tool in conjunction with the student map to address important independent living skills not covered in the map conversation.

THIS TOOL SUPPORTS:
Student Focused
Planning, Interagency
Collaboration, Family
Involvement,
Mentorship/Coaching,
Motivation

PURPOSE

With students who have difficulty conversing about their personal goals, use this tool to explore concrete topics such as housing and transportation before tackling the larger topic of career goals. This tool is also useful in conjunction with the sociogram because it helps students think about how the people they love, know, and do things with can be positive (or negative) influences in their lives.

What's challenging for students with TBI?

Many students' lives change dramatically due to a TBI. Perhaps once they were popular and their homes were filled with friends, now they may live a life of relative isolation spending the majority of their time with adults who are paid to be with them.

How to address challenges

- The information gathered from this section can help create important opportunities to reduce the student's isolation, build important social connections, and develop better interpersonal skills.
- Help students seek community or school-based groups that match areas of identified interest (anime club, music groups, sports, outdoor clubs, etc.).
- Programs such as Circle of Friends (www.circleofriends.org) can be implemented for students who would benefit from more structured yet natural supports.
- Use social media appropriately.

DIRECTIONS

This discussion allows the student to look as far into the future as s/he can. Beginning with the end in mind, you can set one or many deadlines, depending on the student's abilities. Guide the student in finding a timeline that creates room for success. This tool helps students look at concrete areas of their future adult lives.

Understanding their goals for these aspects of their lives can help them think about how much they need to earn and therefore what types of jobs they will need to reach these goals.

Living Goals

The purpose of this section is to determine what type of environment matches with the needs and culture of the individual. Remember to let the student describe his/her ideal living situation, which depending on culture might be different from what you would choose.

1. Do you want to live in the city or country?
2. Do you want to live with extended family?
3. Do you want to live with roommates or by yourself?
4. What weather do you enjoy?
5. Have you ever visited a place where you would like to live? What did you like about it?
6. Will you need some support to have a stable residence? What help will you need (cooking, bathing, getting around the house)?

Social/Leisure

It's the goal of this section to determine what social/leisure activities the student engages in and how the student spends or would like to spend social/leisure time while in school and after graduation. This is an important conversation because many students with disabilities experience more social isolation than other adolescents. This conversation can also help determine key people to support a transition plan: a champion of the plan, a mentor/coach, an encourager, or a key supporter in a class. Don't overlook the power of this discussion.

The sociogram you created (p. 28) identifies key individuals within a person's life who provide support and can play a role in the success of the transition plan.³⁰ This discussion adds to the information about the people identified in the sociogram and might uncover additional people to add to the sociogram.

Some of these questions might lead to emotional or uncomfortable discussions. Make sure you are prepared to provide resources and referrals as appropriate.

Questions leading to social/leisure answers:

1. How do you like to spend your time when you are not in school?
2. Given the list of clubs and sports in school or outside of school, what would you like to be involved in? Is there a club you would like to create?
3. Do you have friends at school that you feel like you can be completely yourself with?
4. Who do you talk to when you are having a bad (or good) day?
5. In your life, do you hope to have a partner or be married?
6. Would you like to have a family? If so, how old would you like to be? What kind of things would you like to have or do before having kids?
7. Do you want to have a girlfriend or boyfriend?

Transportation

The presence of disability may or may not play a role in an individual's ability to get around. However, if a student struggling to pass a permit or drivers test, or is relying on others to drive them, generating a plan for mobility will be a key component of a transition plan.

If the young person is planning on staying in the community, understanding the

available types of transportation will be important. This way you can suggest options and determine whether or not they are practical. Communities might offer a wide variety of public transportation options such as:

- Taxis
- Bus system
- Paratransit, which is similar to taxis that require the individual to plan ahead to set up the drop off and pick up
- Light rail systems
- Natural supports of family and friends.

Transition Link

Plans around mobility can fit under transition services, course of study, or adult agency coordination and can become annual IEP goals.

Safety is always a consideration in these situations. Transportation goals might also lead to goals related to use of systems that allow the individual to be safe. For example, how to use a cell phone to call for help, how to act on a bus, how to pay for a taxi, understanding safe and unsafe situations, making plans to access transportation, self regulation in public settings, learning all parts of a specific travel routine, learning to use GPS or mapping app on a cell phone, etc.

Needs

Questions that open up conversations about needs:

1. What do you need to do so that you can drive, get to work, attend college, meet new friends, etc?
2. What or who is helping you now? What else do you need?
3. Look at the thoughts on this paper. What is the most important thing that you need to ... reach your goal, get through the day, regulate yourself, feel ready to work and be at school?
4. What do you need so that you will have the strength or energy to continue to work toward your goal?
5. What strategies are working for you?

Transition Link

- Consider incorporating assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.
- Training should occur in environments that resemble actual vocational training, employment, independent living, or community environments

Opportunities/Likes/Preferences

The purpose of this section is to assist the student in understanding what s/he prefers. Questions can also be asked regarding what opportunities currently exist for the student. Questions that lead to opportunities/likes/preferences:

1. How do you prefer to spend your time?
2. What opportunities exist in school or outside of school that you might like to take part in?
3. What do you like to do/what do you prefer to do?

Community Integration Tool

Name: *Jaime*

Date:

Years from now	Living situation	Social/Leisure Activities	Transport	Needs	Opportunities	What makes me feel empowered/defeated?
1	<i>With parents</i>	<i>Same as now? Friends will have gone to college</i>	<i>Public bus</i>	<i>Bus pass</i>	<i>Learn skills I will need to live on my own.</i>	<i>D—being driven by parents E—getting there myself</i>
5	<i>Bigger city, with friends</i>	<i>Have a girlfriend</i>	<i>Public bus Friends</i>	<i>Bus pass Being able to use Google maps Social skills Job</i>	<i>Love technology Can use GPS Maybe girlfriend can drive.</i>	<i>D—Getting lost, not knowing right bus</i>

ACTION PLAN

WHEN

The student will benefit from the action plan upon completion of the tools within the Core Transition section.

THIS TOOL SUPPORTS:

Student Focused Planning, Student Development, Interagency Collaboration, Family Involvement, Mentorship/Coaching, Motivation

PURPOSE

This form summarizes all the transition planning conversations for the student, staff, and family. It allows the next steps of the transition plan to be seen at a glance. The action plan creates a to-do list and encourages self evaluation/self monitoring. It is also a step-by-step process that supports organization and memory by providing a visual framework.

DIRECTIONS

Always list who will be the champion of the transition plan and, if there is a job focus, a plan for how to train the employer and employees on how to positively support/not over-support the individual in that setting. You might also have a plan for finding a positive gatekeeper in particular settings. Review all sections of the plan and note who is signed up or invited to help the student reach his/her goals. The hope is that the list will be diverse and include names of teachers, the student, friends, community members or neighbors, agency providers, parents, and other family members. All parts of the action plan are not necessarily part of the IEP. The action plan does, however, get the ball rolling. When one action plan is completed, gather to write another one. The student should have easy access to the plan: posted on refrigerator at home, in a notebook or personal planner, on his/her smartphone, computer, etc.

To complete the plan, list the goals that you will initially target. Next, write down the obstacles to achieving the goals. With the student, brainstorm a plan to overcome the obstacles. Finally, write out what action needs to be taken next—include who needs to help and when the action steps will be taken.

TRANSITION SUMMARY/ACTION PLAN

Name: *Jaime*

Date:

PLAN CHAMPION(s): *Ms. Smith (Resource room teacher) and Uncle Bob (great support)*

Goals	Obstacles	Plan to Overcome Obstacles	Action Plan: Who/What/When
<i>Do better in school</i>	<i>Not motivated to attend school or do homework</i>	<i>Get help at school and outside of school</i>	<i>Ask Ms. Smith to help and Uncle Bob to text or call 3 times a week to encourage Jaime to meet to his goals</i>
<i>Attend all classes every day through end of term</i>	<i>Oversleeping, transportation</i>	<i>Jaime says that he wants to "do better" and will go to classes</i>	<i>Ride public bus to school. Parents commit to get him to school?</i>
<i>Set up problem-solution partner</i>	<i>Who?</i>	<i>Ask close friend Brandon to be problem-solution partner</i>	<i>Brandon is an excellent student and has offered to be a study partner.</i>
<i>Turn in 90% of homework</i>	<i>Not completing homework or turning it in</i>	<i>A daily check-in/check-out with Ms. Smith is planned. Study with Brandon</i>	<i>Ms. Smith will check in at the beginning and end of each school day about how things are going and help create a plan for getting homework done.</i>
<i>Meet with the college disabilities coordinator</i>	<i>Transportation to the college</i>	<i>Talk to my mom</i>	<i>Pat (case manager) will set up meeting by tomorrow</i>
<i>Get bus permit</i>		<i>Ask Amy (school office staff)</i>	<i>Get permit from Amy by Friday</i>
<i>Share info with Mom</i>		<i>Ask mom for time to discuss plan</i>	<i>Jaime will share plan tonight</i>

SPECIALIZED TRANSITION PLANNING TOOLS

Specialized transition planning tools emphasize building self-awareness and developing self-advocacy. Choose based on the needs of each student; in particular, tool choice might depend on timing, student ability, or self-awareness. Information from the specialized tools can be transferred to the core tools or can be helpful for conversations with the student about the core tools. To demonstrate how these specialized tools can enhance the four core tools for students who sustained a TBI in high school, we will use Sandy and Janelle (later in this section) as examples

Sandy is a high school senior who sustained a TBI in a car accident between her sophomore and junior year. School staff is concerned about her attendance, the number of referrals relating to verbal outbursts (towards specific students), overall anger and frustration regarding coming to school, and low grades. Although Sandy has some awareness of her deficits caused by the brain injury, she describes some unrealistic goals for her future. The task list below was completed to identify motivating activities and create a meaningful schedule, which would assist Sandy in seeing the connection between her senior year and her goal of attending college.

TASK LIST TOOL

WHEN

This tool is generally used at the beginning of transition planning or when a student doesn't have a clear goal or lacks motivation in an academic setting.



THIS TOOL SUPPORTS:
Student Focused
Planning & Motivation

PURPOSE

In the school setting, we generally focus on the student's strengths and concerns. This tool helps the student and the planning team understand how the student *feels* about activities; this is different from understanding what a student is good or bad at. The overall concept is that everyone should work to include more tasks that feel empowering than tasks that feel defeating. The Task List identifies which experiences within a day cause a student to feel empowered or defeated, thereby allowing the student to increase self-awareness. Students may not understand what empowered or defeated mean; definitions are provided below. Make sure to use language the student understands. This tool creates opportunities to learn about what motivates the student, leading to meaning and purpose within his/her school schedule. The Task List also supports self advocacy by clarifying for the student which activities s/he needs to advocate for.

DIRECTIONS

This tool can be used independently or as a support to any other transition tool. Begin by asking students to think about their week and list the tasks that they do every day. Tasks can be listed beginning with waking up in the morning and continue until the student goes to bed at night, including what occurs on the weekend. Next, ask them to identify what tasks make them feel empowered and what tasks make them feel defeated.

What's challenging for students with TBI?

Motivation
Fatigue
Self-esteem

How to address challenges

- Empowered = problem-solvers
- Identify empowering activities.
- Pair empowering supports with defeating tasks. For example, Sandy loves being with other people. She has identified her Government class as a defeating activity, so you can help her arrange a study group to get the positive reinforcement of working with people she likes.
- Make sure the transition plan ties action steps to goals the student is motivated to achieve.
- For students with limited motivation, use routine to replace internal motivation and create a sense of success.
- Observe students and offer feedback to help them determine what is internally motivating (empowering tasks).

Describing Empowered and Defeated for the student

Empowered: An activity that makes you feel good and happy, or something you love to do.

Defeated: An activity that makes you feel drained, something you dread, something that makes you feel uncomfortable or frustrated.

Also, ask them to share why a task makes them feel empowered or defeated. Remember, the tool helps you (and the student) understand how he/she feels when doing different activities. Do not assume that just because a student is good at something that it necessarily makes him/her feel empowered.

Once tasks that make the student feel empowered and defeated have been determined, you can use the information:

- to schedule a balance of activities throughout a student's day
- to determine where additional supports or strategies/tools are needed to achieve the student's transition goals.

TASK LIST

Name: *Sandy*

Date:

How do I feel doing these tasks...Empowered or Defeated?

Remember: An activity that makes you **feel** empowered makes you feel good, happy, or is something you love. An activity that makes you **feel** defeated makes you feel drained, unhappy, or frustrated.

Monday Tasks	E/ D	Tuesday Tasks	E/ D	Wednesday Tasks	E/ D	Thursday Tasks	E/ D	Friday Tasks	E/ D
<i>Test</i>	<i>D</i>	<i>Class, saw friend</i>	<i>E</i>	<i>Math Easy assignment that I finished in class</i>	<i>E</i>	<i>Math Took summary test, got 83%!</i>	<i>E</i>	<i>Out for coffee</i>	<i>E</i>
<i>B Ball Scored 6 points!</i>	<i>E</i>	<i>Open No classes got to hang with friends</i>	<i>E</i>	<i>B-Ball Love to run and sweat</i>	<i>E</i>	<i>Met with Pat who listens to me</i>	<i>E</i>	<i>gone</i>	
<i>Study Skills Finished a paper with help</i>	<i>E</i>	<i>Study Skills Asked for and got help</i>	<i>E</i>	<i>Study skills Got in fight</i>	<i>D</i>	<i>Study Skills Talked with my favorite teacher who makes me feel special</i>	<i>E</i>	<i>Went to get an ice cream cone</i>	<i>E</i>
<i>Government Had to do group work</i>	<i>D</i>	<i>Job at school Talked to secretary and sorted pictures</i>	<i>E</i>	<i>Government, Hard test, refused to complete</i>	<i>D</i>	<i>Job at school Completed sorting pictures for secretary</i>	<i>E</i>	<i>Government More group work</i>	<i>D</i>
<i>Alt school Had to work with annoying people</i>	<i>D</i>	<i>Alt school Had to work with annoying people</i>	<i>D</i>	<i>Alt school (kid was nice to me)</i>	<i>E</i>	<i>Alt school Had to work with annoying people and take a test</i>	<i>D</i>	<i>Home Talked to Tom (brother)</i>	<i>E</i>
<i>Shower- Always relaxes me</i>	<i>E</i>					<i>Singing in church</i>	<i>E</i>	<i>See my mom</i>	<i>E</i>

Consider the tasks that make you feel empowered. What do you like about them?

*Connections with people, going out, people who are nice and say positive things and tell me I can do it.
My study skills teacher
Exercise gives me energy; getting things finished makes me feel useful*

COURSEWORK PLANNING TOOL

WHEN

This conversation may need to occur when a student is focused on pre-injury goals that do not match his/her current potential or as a vehicle to help students plan coursework to meet their post secondary goal. This tool is useful in conjunction with the Goal Processing Tool (p. 46).

THIS TOOL SUPPORTS:
Student Focused
Planning, Student
Development,
Program Structures

PURPOSE

The purpose of the Coursework Planning Tool is to bring to light the requirements of a particular job and the coursework needed to qualify for that job. The tool can be used with the Goal Processing conversation to better inform students of their current needs in academic settings. This tool supports students in better understanding their limitations and potential. It also assists staff and the individual with TBI to consider necessary levels of support in the classroom.

What's challenging for students with TBI?

- Students with TBI and their families often maintain pre-injury goals.
- Students with TBI may appear not to have challenges.
- Students with TBI may lack awareness of their own challenges.
- Students with TBI may need a support on one day but not another.

How to address challenges

- Revise plans often to accommodate changing goals and abilities.
- Share information regarding assessment and current functioning with the family.
- Help the student create a plan for advocating for additional supports when needed.

DIRECTIONS

Ask the student the questions at the top of the table on the form (see example below). The questions—"Are these courses easy or hard for you?" and "Rate your level of independence in your current courses?"—will help the student understand where s/he needs support so that s/he can self-advocate. The information gleaned from this tool can also inform the question on the Goal Setting tool "What do I know

about _____?” For example, “What do I know about being a doctor?” “A doctor has to complete trigonometry in high school before going to college,” might be something that comes out of this Goal Setting conversation.

COURSEWORK PLANNING

Name: *Sandy*

Date:

Job Interest: *Working with students with disabilities*


Right Now: *What I know about how my job interest relates to my education*

What Tasks will you be expected to do in this job?	What skills might you need to perform each task?	What are the highest level courses you would need to pass before high school graduation?	What courses are you currently taking that will allow you to reach the highest level courses?	Are these courses <u>easy</u> or hard for <u>you</u> ?	Rate your level of independence in your current courses (1=independent, 2=some help, 3=a lot of help)
<i>Help with assignments</i>	<i>Counseling</i>	<i>English</i>		<i>H</i>	<i>2</i>
<i>Help with crisis</i>		<i>Algebra</i>	<i>Pre-Algebra</i>	<i>H</i>	<i>3</i>
		<i>Career & Technical Ed</i>		<i>E</i>	<i>1</i>

SELF RATING & FEEDBACK

WHEN

This tool is generally used at the beginning of transition planning or when a student doesn't have a clear goal or lacks motivation in an academic setting.



THIS TOOL SUPPORTS:
Student Focused
Planning, Student
Development

PURPOSE

This tool allows students to rate themselves on skills and strategies that support success in school, home, leisure, and work settings. You can use it to help you evaluate their self awareness and at the same time, help the student gain awareness. This is important because students with TBI go through the transition planning process with a variety of awareness and identity challenges. Some of those challenges may be just surfacing if the injury was recent. Self rating information can be used to inform the family about the student's current set of strengths and challenges, thereby increasing family involvement. This tool also supports self advocacy and can be used repeatedly over time as the student's abilities change.

What's challenging for students with TBI?

- Students with TBI often need to work on self awareness to develop a new understanding of their abilities, positive attributes, and challenges.
- Lack of self awareness can lead to unrealistic expectations and unachievable transition plans.
- Some students may hold onto inaccurate perceptions of strengths and challenges even after current realities are brought to their attention.

How to address challenges

- Areas where the student and the outside observer ratings are in disagreement provide an excellent opportunity to increase student self-awareness. Gently facilitate a discussion about the areas that are not in agreement and have the student come up with ideas about why the observer may see things differently.
- Engage student in a series of ongoing transition planning conversations to recall previous plans, identify new goals, increase awareness of abilities and challenges, and make ongoing adjustments.
- Changes in self-awareness may require time, patience, and frequent prompting to take hold.

DIRECTIONS

This tool works best if the conversation partner knows the student's areas of strength and weakness and can encourage listing barriers that will affect the success of the individual's plan.

- Revisit the student's goal and help him/her realize how understanding areas of strength and weakness will contribute to overcoming barriers and reaching the goal.
- If the student or the conversation partner is unaware of areas of need or strength, refer to the Expanded Core Plus list (in the tools-to-use section) as a catalyst to the conversation. Not all skills have to be addressed, but foundational strengths and obvious obstacles should be rated. The whole list might contain 10 or fewer skills.
- After the student completes the self-rating, an outside observer (family member, teacher, coach, close friend) should give feedback by rating the student (using a different color of ink).
- Another useful approach is to ask the student to rate how others might rank his/her performance on any given skill, then compare the response to how the outside observer actually responded.

Start the Conversation on a Positive Note

When completing the self-rating tool, use the pattern *easy/hard/easy* to work through the conversation. Some students will share both the skills they are good at and the skills they struggle with, whereas others will need to start with what comes easy in order to be motivated to talk about what is difficult. You might introduce the conversation by saying, "Let's talk about your life and what you believe is easy or hard." Or you might ask, "What things are you good at and what things do you struggle with?"

For students who need the first step in this conversation to be positive, your first question should direct them toward skills they are good at or that they feel are easy for them. You can then vary the easy/hard dichotomy to keep them engaged and positive and based in reality as well.³¹ Remember when discussing the ratings

of the observer to also move from positive to negative and back to positive, so that the feedback does not come across as too harsh or critical. The goal is to build the student's awareness while minimizing the discomfort associated with it.

SELF RATING REFLECTION AND FEEDBACK		Sample #1				
Name: <i>Sandy</i>		Date:				
Goal: <i>Working with students with disabilities</i>						
SKILLS LIST	1 Got it down	2 I need a reminder now and then	3 I need some reminders	4 Need constant reminders and some direct help	5 I need lots of help	
<i>Get to school on my own</i>			X			
<i>Cook my own meals</i>	X					
<i>Get along with my peers</i>			X			
<i>I manage myself when I feel angry.</i>				X		
<i>I use a watch to manage my time.</i>			X			
<i>I'm socially appropriate with the opposite sex in public.</i>	X					

SELF RATING REFLECTION AND FEEDBACK		Sample #2				
Name: <i>Sandy</i>		Date:				
Goal: <i>Working with students with disabilities</i>						
	1 Got it down	2	3	4	5 I need lots of help	
Core Curriculum						
<i>Math</i>						
<i>Writing</i>						
<i>Reading</i>						
<i>English</i>						
<i>Spelling</i>						
Expanded Core Curriculum Plus						
<i>I make long-term plans.</i>						
<i>I solve problems.</i>						
<i>I get along with others.</i>						
<i>I am goal oriented.</i>						
<i>I make others feel comfortable.</i>						
<i>I can get where I want to go.</i>						

SPECIALIZED TRANSITION PLANNING TOOLS

The following tools will use Janelle as a case study example.

Janelle, a junior with a TBI, wanted to attend college but wasn't exactly sure what courses she wanted to take. This is not so atypical from any other teen; however, when spending time with Janelle, the idea of her going to college felt positive but not necessarily possible. She was on track to receive a standard diploma but was unable to complete the course work in her most recent classes. She believed she was doing well in her work placement at school and wanted to pursue a career as an EMT; however, she was unaware that the employees she was working with did not believe she had the skills to handle the responsibilities and stress of being an EMT. In addition, they were offering her a high level of support during the class period when she worked. Janelle lacked awareness of her true skills and believed that she should pursue college to meet her goal of becoming an EMT.

Since a more person-centered conversation did not begin until her junior year, there was no time to build skills or raise her awareness. She was unable to understand what she was capable of doing independently vs. what tasks required a high level of support. In other words, she did not understand her potential and limitations at work because she wasn't taking part in employee reviews or status checks. Silence by those working with her implied to Janelle that she was doing well. She didn't understand how her brain injury affected any facet of her life. This scenario is also an example of why transition planning should begin early for many students with TBI.

In this case, Janelle might begin her college career at a community college taking a subject that comes easy for her while getting comfortable with accessing tutoring services. Maybe she could find a part-time volunteer or paid position that requires repetitive skills and limited decisions on the college campus where she might receive feedback and reflect on her skills. Could she continue to volunteer at her school with a more structured evaluation and self-assessment system put in place? What might be other possibilities?

GOAL PROCESSING

WHEN

This is a useful tool when a student's awareness is low and his/her vocational goal is unrealistic, especially early in the planning process.



PURPOSE

This tool supports exploratory conversations about vocation. The conversation circumvents the more authoritative process of telling an individual with unrealistic goals that s/he is unable to succeed in a particular job or environment. It allows students to take steps toward understanding themselves and possibilities they have yet to discover. The overall goal is not to gloss over the obstacles that exist but to help individuals get to a place of understanding their potential and limitations. The goal is that they can come to decisions about what type of job is the best fit for them as a result of their own insights.

DIRECTIONS

Question 1—When you imagine being a _____ what do you see?

The purpose of this question is to paint a picture of the job, not just in terms of its tasks but also what it looks and feels like and what about it appeals to the student.

Questions that encourage this conversation:

1. If you could watch yourself doing the job of a _____ what do you see? (What are you wearing, where are you, who is there, what did you do to become a _____, etc.?)
2. What makes you smile about doing this job?
3. What motivates you to do this job?
4. Have you seen someone do this job? What did you think was the best thing about it?

Question 2—What do I know about _____?

This question invites the student's current knowledge about the job. This is where the facts of the job are gathered. For example, to be a doctor you will need to graduate with a standard diploma, go to a four-year university and take courses such as _____. Consider using the Oregon Career Information System (www.oregoncis.uoregon.edu/webcis) or other Internet resource to research this information with the student.

Questions that encourage this conversation:

1. What education is required to get this job?
2. What tasks does a _____ do? Start in the morning and share what you think an entire day might look like. (Ask about the schedule, interaction with people, decision-making, etc.)
3. What would be hard about becoming a _____?
4. What would be hard about being a _____?

Question 3—What are the things that make me feel empowered?

If you have answered this question in another conversation, you can add that information to the visual. If the student is struggling with this concept, consider using the Task List tool (p. 37) to inform the question.

If the student is able to answer this without the Task List you might try the following questions:

1. Think of your day, what do you do that makes you feel empowered? What makes you feel drained?
2. What are the things you think you are really good at, better than most people?
3. What are the things you love to do every day? What do you wish you never had to do?

Question 4—What do I like/dislike?

The purpose of this question is to hear what the student truly doesn't like. It could be related to tasks they complete during the day, expectations/demands,

who they spend time with, specific environments, times of the day, etc. The picture is bigger than just what they do and don't like to do and should incorporate as many settings of their day as possible, in and out of the school day. The additional information you gather about outside the school day can help the student reach the "knowing myself" stage of the conversation.

Questions to encourage like/dislike:

1. What do you like/dislike about _____ (a course, daily demands, schedule, school in general)?
2. Who do you like/admire? Why?

At this point, fold the paper in half so the first two questions do not show. This will focus attention on questions 3 and 4. Review the responses to 3 and 4, then proceed to the next questions.

Statement 5—Knowing myself, I might like a job that allows me to...

This is the section where you can help the student analyze and synthesize the information listed under the other questions and consider potential, limitations, obstacles, preferences, and strengths. For some individuals, this more abstract thinking will require you to scaffold the conversation, pointing out the more concrete information already listed on the Goal Processing organizer.

Statement 6—Some job ideas might be:

The most successful job allows an individual to fill a community need and be happy doing it; this is where "gladness meets needs".³² When considering this step in the conversation, look at the whole visual to guide further questions and comments. For example, a person who doesn't like to go to school but feels empowered when being in the outdoors will be led away from doctor and on to a list of other opportunities. If you can't come up with specific ideas here, you can write something like "explore jobs that allow me to work outside." Meeting with a vocational counselor might then be a step in the action plan at the culmination of the conversation.

GOAL PROCESSING

Name: *Janelle*

When you imagine being an EMT what do you see?

What do I know about being an EMT_____?

*They help people
Don't have to go to 4 yr college
Can always get a job*

FOLD

What are the things that make me feel empowered or good?

*Like learning about the body (health class)
When people say I help them*

What I like.

*Sitting at a desk
English class
When my friends are mad
Stress
Seeing blood*

What I don't like.

*Being active
Helping
Cooking
Sports*

REVIEW

THEN

Some job ideas are.....

*CNA
Massage Therapist*

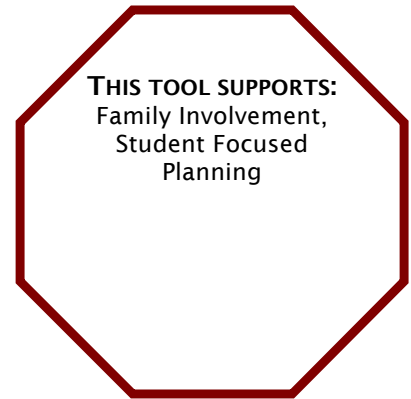
Knowing myself.....I might like jobs that allow me to.....

Help people, remain active (not desk), be in the medical field

INFORMATION GATHERING TOOL

WHEN

Use this tool as needed to support completing other tools. If you determine a student is moderately self aware, this tool will capture a lot of information, and you might not need to conduct a more in-depth interview. Consider it as supplementary or one of the only tools needed, depending on the level of awareness of the student.



PURPOSE

The Transition Assessment Information Gathering Form supports the preferences, interests, needs, and strengths of the transition plan. This helps gather information from a variety of sources and allows for student input.

DIRECTIONS

Give this document to professionals who work directly with the student to add their perspective on the needs and strengths of the students. They may provide insight that you will not receive from the student directly. Then use the information gathered here while discussing the transition plan with the student.

Information Gathering Form				
Name: <i>Janelle</i>			Date:	
By: <i>SE Teacher, Student, Family member, GE Teacher, School Counselor, School Psychologist, and/or Paraprofessional Support Staff</i>				
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
Expressed				
<i>Organization skills Study skills</i>	<i>Works well in groups</i>	<i>Organize planned study groups</i>	<i>Jerry (school counselor) Jan (teacher)</i>	
Observed				
<i>Stress management To understand when to ask for help</i>	<i>Tries hard</i>		<i>Linda (boss)</i>	<i>School job placement</i>
Tested				

SELF-ADVOCACY PLANNING TOOL³³

WHEN

This tool can be used from middle school on for a variety of situations. It can be especially helpful for the IEP or Transition Plan meetings.

THIS TOOL SUPPORTS:
Student Focused
Planning, Student
Development

PURPOSE

Self-advocacy can frequently contribute to success in situations where the student is misunderstood or not taken seriously. By being able to state what s/he needs and back it up with information, the student can make expectations clear. Follow-up strategies and anticipating reactions can also be very useful.

DIRECTIONS

As a learning activity, the classroom teacher can set up a relatively minor issue for the student to deal with (such as seeing the counselor to get a locker closer to classes). The teacher (or you) can provide an example of a filled out form, and if appropriate, a non-example showing what not to do. Students then can practice filling the form out on their own. When a more salient issue arises, with help, the student will be able to use the form to think through the important ideas before addressing the issue. Guiding questions help students identify a reasonable date, identify alternative approaches, etc.

SELF-ADVOCACY PLANNING	
Name: <i>Janelle</i>	Date:
Issue: <i>I am not sure how to complete a task at work</i>	
I will ask/meet with/write to: <i>my coworker</i>	by: <i>the end of shift</i>
If this person does not resolve the situation by: <i>the end of shift</i>	
then I will call/meet with/write to: <i>Linda</i>	
Documentation that I will need:	
Other people who can help me: <i>Any co-workers that have been doing the job for a long time</i>	
Follow-up strategies: <i>I can take notes if the directions for the task are really long</i>	
What I expect the other side to do: <i>Be patient with me, don't get mad if I have to ask for directions more than once</i>	

SELF-MONITORING & SELF-EVALUATION FORMS

WHEN

These forms can be useful when the student needs to build awareness and learn to self manage. Have the student complete the form as a way of keeping goals in mind. Forms can be used at any point in the planning process. One version is filled in to illustrate how it is used. You can use these forms or make your own, especially through discussion with the student.

PURPOSE

Using self-management strategies (self-monitoring, goal setting, self-evaluation, self-instruction, strategy instruction) teaches students to manage behaviors that support their post secondary success.³⁴ Teachers often assume that once a plan is generated, the student will carry it out if s/he is motivated enough. However, this is the exception rather than the rule. Most students with TBI require a scaffold system— continued check-in and evaluation—to support the work of meeting a goal. Older children and adolescents with brain injury should keep their own records of performance, starting with nonthreatening tasks that they are likely to complete with a high rate of success and then moving on to more challenging tasks. Therefore, when goals or steps toward a goal are generated, incorporate a meaningful evaluative system.

DIRECTIONS

It is important for students to evaluate themselves as they move through their plan and approach their goals. If you are monitoring an overall future plan, you can use the student map and cross out steps met along the way. Another option is to cross out or check off steps completed on an action plan or any other tool you have used in your conversations with the student. We have also included some sample data forms that students can use to evaluate themselves. Keep the system simple so the student can complete it quickly, and use it frequently enough to generate (and track) change.

SELF EVALUATION

On the job—How am I doing with problem solving?

Given a job tryout, Janelle will offer possible solutions to everyday problems as they arise over the course of her day.

Day	Problem	1 no help/ solution worked	2 encouraged to solve the problem/ solution worked	3 someone gave me solutions to choose from/solution worked
Janelle				
Monday	<i>n/a</i>			
Tuesday	<i>Broke a jar</i>	X		
Wednesday	<i>Argued with coworker</i>		X	
Thursday	<i>Came to work late/ written up</i>		X	
Friday	<i>Forget what I was supposed to do</i>		X	
Supervisor				
Monday	<i>n/a</i>			
Tuesday	<i>Broke a jar</i>		X (asked for supplies)	
Wednesday	<i>Argued with coworker</i>			X (had to intervene)
Thursday	<i>Came to work late/ written up</i>		X	
Friday	<i>Forget what I was supposed to do</i>			X (wrote instructions again)
Colleague				
Monday				
Tuesday				
Wednesday	<i>Argued with coworker</i>			X (had to get boss b/c of fight)
Thursday				
Friday				

I'm keeping my cool

Every day I can rate myself using my 5-point scale. Doing this will help me to use my strategies instead of getting to a 5.

Date	Number I reached on my 5 point scale	Strategy I used or strategy I should have used	Thoughts or what to do next time

Self evaluation for: _____

I accepted advice and support in developing a plan for an assignment or for prioritizing my work. I took and used advice from my elders, and I am becoming a brilliant tactician.

1 2 3 4 5

If it was hard, I asked for assistance. I was timely in creating a plan.

1 2 3 4 5

I did what I had to do. I completed my mission.

1 2 3 4 5

CONCLUSION

Many students, with or without disabilities, face tremendous challenges navigating their lives in the years after leaving high school. These are the years that set the stage for their entire adult lives. By providing guidance to students with TBI based on the best practices for transition, teachers and transition specialists are uniquely positioned to help students identify the important components of their goals and aspirations—even though the students may be unaware of those components themselves.

Students will benefit from transition plans that outline strategies in four areas of adult community integration: (1) having a stable and acceptable place to live, (2) obtaining financial security (through employment, disability payments, family support, etc.), (3) finding and maintaining relationships, including friends, family, and intimate connections, and (4) constructive engagement, which can include education, working, recreational or religious/spiritual activities, and community activities.

The tools and strategies in this toolkit are based on well-studied theories and practices and have been altered or amplified to accommodate the unique needs of students with brain injuries. The tools will help students create goals and identify people who can help them achieve those goals in all four areas of community integration. Successfully assisting students in their move from high school to their adult lives gives them a greater chance to live the life they choose.

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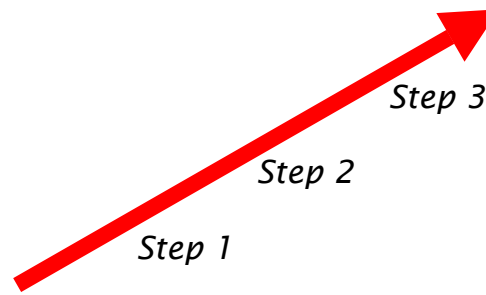
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Name _____ Date _____

Conversation Partner _____

Goal:



What am I doing right now?

Who am I?

Others see this in me:

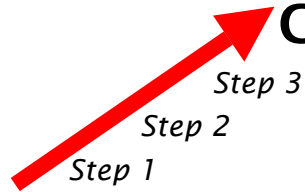
STUDENT MAP

Note big idea, loaded statement, aha or key learning:

Name _____ Date _____

Conversation Partner _____

Goal:



Now:

How will I know when I reach my goal?

<i>Steps</i>	<i>How am I doing now?</i>	<i>I would like to be able to...</i>	<i>The plan to meet the step</i>

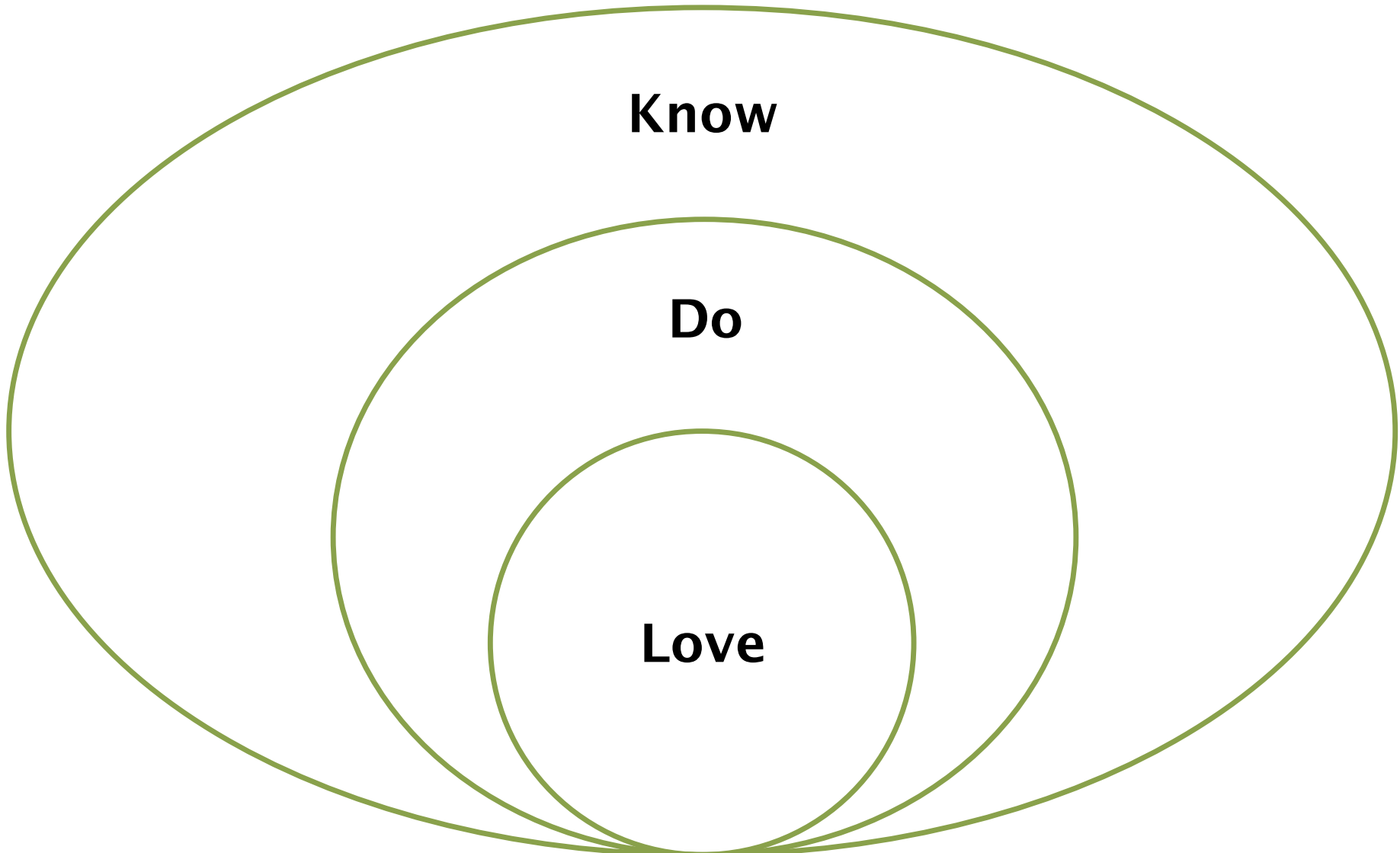
MAP SUMMARY

Name_____ Date_____

Conversation Partner_____

Adapted from the work of Al Condeluci, PhD, UCP Pittsburgh, <http://www.alcondeluci.com/> Complete the sociogram by listing people the student **knows** (e.g. an acquaintance in the community), **does** things with (e.g. a friend student meets to play once a week), and **loves** (e.g. student's sister). Make sure to ask about people at *home*, at *school*, in the *community* and at *work* (if applicable).

Key individuals to support my plan:



SOCIOGRAM PLANNER

Name_____ Date_____

Conversation Partner_____

People you know...

People you do things with...

People you love...

SOCIOGRAM SUMMARY

Name _____ Date _____

Conversation Partner _____

Years from now	Living situation	Social/ Leisure Activities	Transportation	Needs	Opportunities	What makes me feel empowered/defeated?

COMMUNITY INTEGRATION

Name _____ Date _____

Conversation Partner _____

PLAN CHAMPION(s):

Goals

Obstacles

**Plan to Overcome
Obstacles**

**Action Plan:
Who/What/When**

ACTION PLAN

Name _____ Date _____

Conversation Partner _____

How do I feel doing these tasks....Empowered or Defeated?

Remember: An activity that makes you **feel** empowered makes you feel good, happy, or is something you love. An activity that makes you **feel** defeated makes you feel drained, unhappy, or frustrated.

Monday Tasks	E/D	Tuesday Tasks	E/D	Wednesday Tasks	E/D	Thursday Tasks	E/D	Friday Tasks	E/D

TASK LIST

Consider the tasks that make you feel empowered. What do you like about them?

Empty space for writing responses to the question above.

Name _____ Date _____

Conversation Partner _____

Job Interest:

Right Now:

What Tasks will you be expected to do in this job?	What skills might you need to perform each task?	What are the highest level courses you would need to pass before high school graduation?	What courses are you currently taking that will allow you to reach the highest level courses?	Are these courses <u>easy</u> or hard for <u>you</u>?	Rate your level of independence in your current courses (1=independent, 2=some help, 3=a lot of help)

Name _____ Date _____

Conversation Partner _____

Goal:

1
Got it down

2
I need a reminder
now and then

3
I need some
reminders

4
Need constant
reminders and
some direct help

5
I need
lots of help

Core Curriculum

Expanded Core Curriculum Plus

Skills List

SELF RATING REFLECTION AND FEEDBACK

Circle the challenge(s) I want to take on

Possible **Core Curriculum** areas

Math

Writing

Spelling

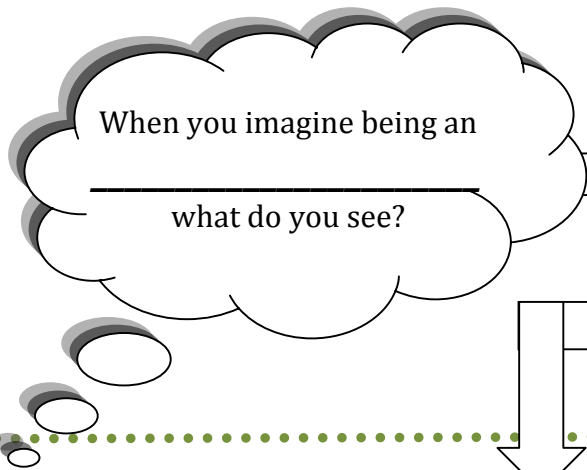
Reading (includes decoding and comprehension)

Possible **Expanded Core Curriculum Plus** areas (reword the list to meet your needs)

- I make plans throughout my day
- I make long-term plans
- I get along with others
- I manage time
- I can talk easily with others
- I make others feel comfortable
- I know when I need help
- I ask for help when I need it
- I solve problems
- I complete my assignments
- I follow instructions
- I read and understand
- I can make myself understood to others
- I exercise regularly I stay busy outside of school
- I spend time with friends outside of school
- I am friendly
- I can follow plans
- I evaluate myself
- I look for jobs
- I am goal oriented
- I use strategies to assist myself
- I use assistive technology
- I can get where I want to go
- I'm mobile
- I take care of my nutritional needs
- I can cook
- I manage my money
- I manage my emotions
- I make good decisions
- I make purchases I need
- I know my own strengths and areas of need
- I am self aware
- I can stop myself from when I need to (impulsivity)

Name _____ Date _____

Conversation Partner _____

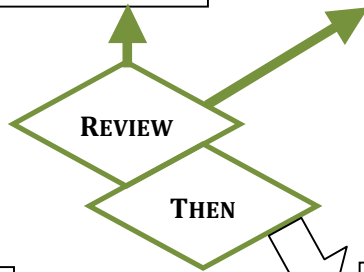


What do I know about being an _____?



What are the things that make me feel empowered or good?

What I like. What I don't like.



Some job ideas are.....

Knowing myself.....I might like jobs that allow me to.....

GOAL PROCESSING

Name _____ Date _____

Conversation Partner _____

NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
Expressed				
Observed				
Tested				

INFORMATION GATHERING FORM

Name _____ Date _____

Conversation Partner _____

Issue: _____

I will ask/meet with/write to: _____ **by the following date:** _____

If this person does not resolve the situation by this date: _____

then I will call/meet with/write to: _____

Documentation that I will need: _____

Other people who can help me: _____

Follow-up strategies: _____

What I expect the other side to do: _____

SELF-ADVOCACY PLANNING

Name _____ Date _____

Conversation Partner _____

How am I doing with problem solving?

Day	Problem	1 no help/ solution worked	2 encouraged to solve the problem/ solution worked	3 someone gave me solutions to choose from/solution worked
<i>Self</i>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<i>First Person</i>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<i>Second Person</i>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

SELF EVALUATION