



# Transitioning Students with Special Needs to Adulthood

Category: Special Education

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Special Education

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Describe the rationale and process of early intervention for students with special needs.
- Identify the best ways to address the needs of adolescents with special needs.
- Apply transition strategies designed for students with special needs.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts:
  - Handout 1: Developmental Characteristics of Adolescents with Disabilities
  - Handout 2: Making a Student Responsible for Note Taking
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. Characteristics of Adolescents
2. Adolescents with Disabilities
3. Transition Services

### Subtopics:

#### 1. Characteristics of Adolescents

- a. Physical Changes
- b. Intellectual Changes
- c. Emotional Changes
- d. Social Changes
- e. Moral/Ethical Changes

#### 2. Adolescents with Disabilities

- a. What Can I Do?

#### 3. Transition Services

- a. What Are Transition Services?
- b. Transition Plans
- c. Transition Goals
- d. Successful Transition



## Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

| Section of Presentation                               | Slide # | Timing (mins) |
|---|---------|---------------|
| <b>Getting Started</b>                                |         |               |
| Introduce self, co-teacher, participants              | 1-2     |               |
| Explain materials issued to participants              |         |               |
| Cover objectives (from Workshop Overview)             |         | <b>10</b>     |
| <b>Topic 1 – Characteristics of Adolescents</b>       |         |               |
|   | 3-13    | <b>50</b>     |
| <b>Activity</b> – Think, Pair, Share                  | 13      | (25)          |
| <b>Topic 2 – Adolescents with Disabilities</b>        |         |               |
|   | 14-20   | <b>45</b>     |
| <b>Activity</b> – Read and Discuss                    | 15      | (20)          |
| <b>Activity</b> – Role-Play                           | 20      | (20)          |
| Break   |         |               |
| <b>Topic 3 – Transition Services</b>                  |         |               |
|   | 21-32   | <b>60</b>     |
| <b>Activity</b> – Fishbowl                            | 32      | (20)          |
| <b>Closing Thoughts</b>                               | 33      | <b>5</b>      |
| Total of 2 hours and 50 minutes (not including break) |         |               |

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**

## Slide 15

**PDXPERT** **ADOLESCENTS WITH DISABILITIES**

- Intellectual characteristics.
- Physical characteristics.
- Psychological and social characteristics.
- Moral and ethical characteristics.

**Activity: Read and Discuss**

THE MASTER TEACHER

### Activity: Read and Discuss

Allow 15 minutes for this activity.

Explain that there are many ways to define adolescence, but typically adolescence is thought of as the time of development after early childhood but before adulthood. The various stages of adolescence may last from ages 12 to 22.

**Instructions:** Distribute **Handout 1: Developmental Characteristics of Adolescents with Disabilities**, and take a few minutes to read about the characteristics described.

Lead a group discussion. Ask your participants: *How do you think the characteristics of adolescents in general differ from adolescents with disabilities?*

Ask for a few volunteers to describe a scenario exemplifying these differences. Note: To help generate discussion, have one or two scenarios prepared, or invite a few participants to think about this subject before the workshop and come up with a scenario they could share.

*Take note that the characteristics and behaviors may not be the same in every student with the disability. So the key is to understand the specific disability and how it affects the student physically, mentally, and emotionally.*

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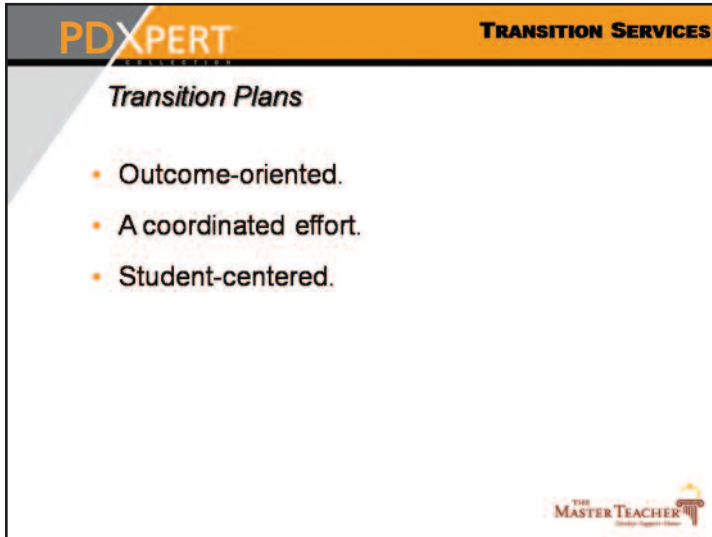
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Slide 23



**PDXPERT** TRANSITION SERVICES

*Transition Plans*

- Outcome-oriented.
- A coordinated effort.
- Student-centered.

THE MASTER TEACHER

Explain that special education law requires that before a student with a disability is 14 years old, his or her Individualized Education Plan (IEP) must include a transition plan that includes these three features:

**Outcome-oriented.** *The plan must look at the goals the student has for adulthood, and assist the student in taking the classes needed and gaining the skills necessary to prepare to meet his or her goals.*

**A coordinated effort.** *The plan must take into consideration the outside agencies that can be of help to the student. This can include vocational rehabilitation, community support groups, and any other support service that might be of assistance.*

**Student-centered.** *According to special education law, transition services must be based upon student needs, taking into account student preferences and interests.*

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## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Which characteristics of students with special needs do you see exhibited in the students at your school? How can these characteristics strengthen the students' learning process? How can these same characteristics be a barrier to the learning process?

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2. Think about two methods that you—or others in your school—can implement after the workshop to assist students with special needs in becoming independent learners. Describe both the strategy and the specific implementation of each strategy.

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3. How will your understanding of the common transition goals associated with certain disabilities assist you in helping a student with special needs to become a successful adult? How can only relying on these common transition goals limit or hinder you?

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