Rubrics for Transition IV: for Students with Severe Disabilities by Dr. John D. Wessels, Ph.D., TEN SIGMA

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- This manual was designed to assist educators in teaching life and employability skills to lower functioning special education students and adults.
- These materials can be used in schools or outside agencies to help facilitate successful transitions.

Introduction

- Transition planning is a necessary component of instruction according to IDEA for all students no matter their eligibility or placement. This is the number one priority of secondary special education programs.
- Teachers often lack the quality transition curriculum and activities to meet the individual needs in a wide range of transition areas.

Rubrics for Transition IV What does the manual include?

This manual provides a valuable set of transition tools, including:

- 1. A researched based set of 43 Transition skills in seven important Transition areas.
- 2. Rubrics for each Transition skill that define a common and consistent language to enhance the communication of needs, expectations, progress, and accomplishments
- Forms that assist in managing the Transition process from the initial identification of students' needs to documentation of student's long term success
- 4. Procedures for using rubrics to assist with the IEP-writing process and managing the Transition process.



- Workplace Skills and Attitudes
- Responsibility
- Interacting with Others
- Technology Skills
- Basic Academic Skills
- Habits of Wellness
- Planning for Success

Essential Workplace Skills and Attitudes

Workplace skills and attitudes are the intrapersonal skills and attitudes that people need to succeed on a daily basis no matter their setting. These may include:

- Controlling Emotions
- Making Good Choices
- Demonstrating Work Skills
- Showing Respect for Self and Others
- Accepting Personal Organization
- Being Open to Learning
- Following Directions in the Workplace or other environments

Essential Skills Related to Responsibility

Responsibility involves understanding the obligations that people have to themselves, others and society. Those obligations may include:

- Following Directions
- Keeping and Following a Schedule (visual)
- Accepting Responsibility for Actions
- Accepting Consequences
- Demonstrating Positive Learning Behaviors
- Completing Tasks to Expectations
- Controlling Behaviors



Interacting with others involves the ability to participate effectively in group settings. This includes:

- Interacting in a Group Setting
- Listening
- Promoting Own ideas Effectively
- Being Friendly



Essential Basic Academic Skills

Basic academic skills that are used in everyday life that typically may not be taught past 5th grade might include:

- Basic Money Skills
- Discussing Temperature
- Understanding Time
- Using Measuring Tools for Cooking
- Basic Reading Skills
- Basic Writing Skills
- Basic Math Skills
- Following Written/Picture Directions
- Practicing Good Citizenship

Essential Skills Related to Habits of Wellness

Good habits of wellness require the kind of skills that keep one healthy, well, and stress free. These skills may include:

- Practicing Personal Grooming/Hygiene
- Practicing Health Care
- Participating in Leisure Activities
- Managing Stress
- Maintaining Personal Fitness
- Maintaining Healthy Relationships
- Practicing Safety
- Being responsible for School Space
- Doing Household Chores
- Doing Kitchen Chores
- Doing Laundry

Essential Skills for Planning for Success

Practical skills that make people more successful in their jobs and their personal living might include:

- Advocating For Self
- Participating in Community Resources
- Setting and Achieving Important Goals
- Participating in Employment Opportunities

How Rubrics Enhance Learning

- 1. Clarifies expectations
- 2. Are the basis for instruction and evaluation
- 3. Enhance communication with all stakeholders
- 4. Hold students accountable for specific standards

Using Rubrics to Enhance Learning

Using rubrics to clarify expectations.

- · Rubrics spell out expectations up front.
- Rubrics give learners a clearer idea of what they need to do to succeed.
- Rubrics provide a focus of attention.
- Rubrics help learners better direct their efforts.

Using rubrics as the basis of instruction.

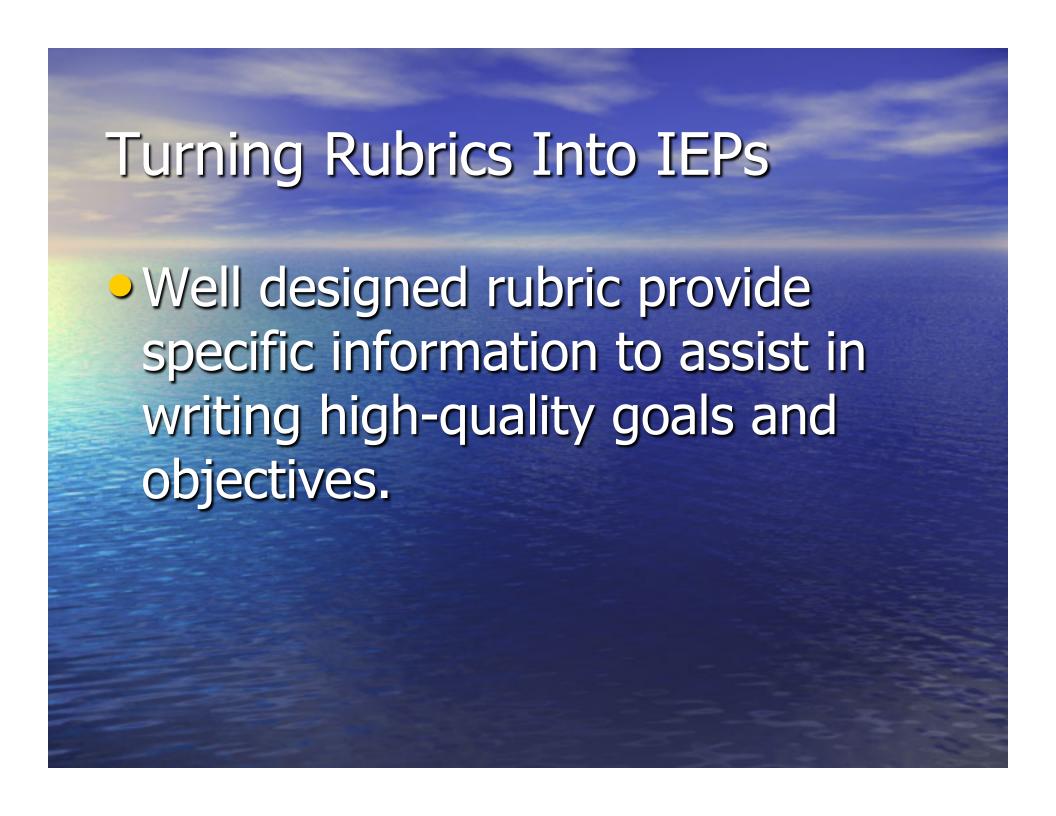
- Rubrics provide a clear means of focusing instruction.
- Rubrics provide specific criteria for what will be taught.
- Rubrics provide step-by-step criteria to be learned.
- Rubrics provide consistent wording for giving feedback.
- Rubrics provide specific criteria for evaluation.
- Rubrics provide the basis for grades students earn.

Using rubrics to enhance communication.

- A series of rubrics provides a common set of skills.
- Rubrics provide a common language.
- Rubric provide a common vocabulary.

Using rubrics to hold students accountable.

- · Rubrics make it clear what is expected.
- Rubrics provide for consistent feedback.
- Rubric criteria describe when expectations are met.
- · Rubrics hold students accountable at desired levels.



Rubrics Define Expectations on Three Levels

- Rubric Title-Statement of the overall or complete skill on which the rubric focuses.
- Major Criteria Major segments of the rubric that, when combined, explain the complete skill. A rubric generally contains two to six major criteria that define the skill of that rubric.
- describe each major criterion in detail. (The sub criteria often describe the details or specific skills students need to learn to possess the major criteria-Each major criterion generally contains two to six sub criteria that define it which can often be turned in to criteria for lesson planning.

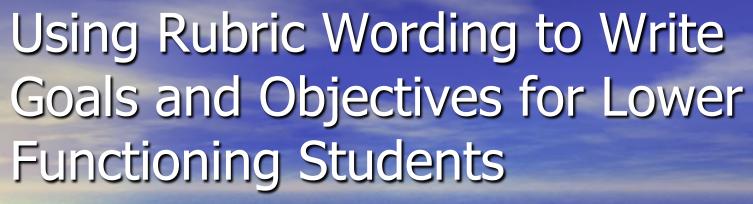
Using Rubric Information to Assist in Writing IEPs

- Depending on the needs and abilities of each individual, different parts of a rubric are included in a goal and objectives.
- For higher functioning individuals:
 - the rubric title is usually written as the annual goal
 - the major criteria are written as the objectives,
 - and the sub criteria are the details or specific skills on which lessons or instruction is focused.

Breakdown of a Rubric for Higher-Functioning Students Controlling Behaviors **Annual** Goal Date Set_ Above, enter dete the good is set and met. Relowinghil, chier date each objective is met or NA. On blanks to the laft mark "X" to indicate an important skill. Then drote "X" When mestered, Before beginning a rubric, consider: Environment (ansittoning, adaptations, assistive technology). Opportunity for student to communicate needs/varits. Levels of required support (prompts and assistance). Knows types of inappropriate behaviors. **Objectives** Restricted interest. Self-stimulating behavior. Excessive behavior. Rule rigidity. Sensory feacination. Following routines or rituals. Resistance to change. Recognizes different environments for specific behaviors. Details or _ tdentifies various locations (public, private, loud, quiet). Selects appropriate location for behaviors. Specific Skills Accesses the location. Manages or regulatos own behavior. Recognizes inappropriate behaviors in self and others. te aware of own pattern of behavior. Accepts limitations as part of the. Knows triggers that set off own behavior. Replaces less acceptable behavior with mure acceptable. - with self-recognition, if possible - as automatic response, if necessary (trained to replace). Uses strategies to control inappropriate behavior. Recognizes signs of stress. __ is able to self-regulate thoughts and behaviors. Develops routines that limit the use of repetitive behaviors. Rubrics for Transition IV **COTTON SIGMA**



Date Met NA



- For lower functioning students:
 - -rubrics are often broken down so that a major criterion is the annual goal
 - the sub criteria are the objectives

Breakdown of a Rubric for Lower-Functioning Students **Practicing Health Care** Date Set Met Name Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered. Before beginning a rubric, consider: · Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. · Levels of required support (prompts and assistance). Date Met NA **Annual** Communicates unhealthy symptoms. Goal Recognizes unhealthy symptoms. - injuries - illness (fever, fatigue) - sad, worried, scared for a long period of time **Objectives** Communicates the need for help. Accepts medication with assistance. __ Acknowledges person giving medication. __ Accepts taking medications as directed. - takes medication in hand - puts medication in mouth - swallows medication

Using Rubric Information to Assist in Writing Goals Higher Functioning Students With Severe Disabilities

- SAMPLE GOAL: John will demonstrate self-control and self discipline by controlling his behavior with multiple cues in a dependent setting to needing no more than one cue in a dependent setting, as implemented and assessed by regular education teachers, special education teacher, and instructional assistant. A.E. 3.5
- NOTE: The goal for this student centered around the Title of the Rubric and is linked Kentucky's Academic Expectations

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		 as automatic response, if necessary (trained to replace) Uses strategies to control inappropriate behavior. Rocognizes signs of stress. Is able to self-regulate thoughts and behaviors. Develops routines that limit the use of repetitive behaviors. 	

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Sample Objectives for John

- Given five dependent situations where John has an opportunity to control his behavior and no more than one cue, John will recognize different environments for specific behaviors 4 out of 5 times as measured by a teacher checklist.
- Given five dependent situations where John has an opportunity to control his behavior an and no more than one cue, John will regulate his own behavior 4 out of 5 times as measured by a teacher checklist.
- Given five dependent situations where John has an opportunity to control his behavior and no more than one cue, John will use strategies to control his inappropriate behavior 4 out 5 times as measured by a teacher checklist.
- NOTE: The major criteria is used as the basis for John's objectives.

Breakdown of a Rubric for Lower-Functioning Students **Practicing Health Care** Date Set Met Name Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered. Before beginning a rubric, consider: · Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. · Levels of required support (prompts and assistance). Date Met NA **Annual** Communicates unhealthy symptoms. Goal Recognizes unhealthy symptoms. - injuries - illness (fever, fatigue) - sad, worried, scared for a long period of time **Objectives** Communicates the need for help. Accepts medication with assistance. __ Acknowledges person giving medication. __ Accepts taking medications as directed. - takes medication in hand - puts medication in mouth - swallows medication

Using Rubric Information to Assist in Writing Goals Lower Functioning Students With Severe Disabilities

- SAMPLE GOAL: Bob will demonstrate the knowledge and skills he needs to remain physically healthy and accept responsibility for his own physical well-being by increasing his ability to communicate unhealthy symptoms from needing multiple cues in a dependent setting to needing no more than one cue in a dependent setting, as implemented and assessed by regular ed. teacher, special ed. teacher and instructional assistant. A.E. 2.31
- NOTE: The major criteria is used as the basis for Bob's goal.

Breakdown of a Rubric for Lower-Functioning Students **Practicing Health Care** Date Set Met Name Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered. Before beginning a rubric, consider: · Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. · Levels of required support (prompts and assistance). Date Met NA **Annual** Communicates unhealthy symptoms. Goal Recognizes unhealthy symptoms. - injuries - illness (fever, fatigue) - sad, worried, scared for a long period of time **Objectives** Communicates the need for help. Accepts medication with assistance. __ Acknowledges person giving medication. __ Accepts taking medications as directed. - takes medication in hand - puts medication in mouth - swallows medication

Sample Objectives for Bob

- Given five dependent situations and no more than one cue, Bob will communicate injuries and illnesses using his communication device, pictures, sign, gestures, etc. 4 out of 5 times as measured by a teacher checklist.
- Given five dependent situations and no more than one cue, Bob will communicate the need for help using his communication device, pictures, sign, gestures, etc. 4 out 5 times as measured by a teacher checklist.
- NOTE: The sub criteria is used as the basis for Bob's objectives.

Breakdown of a Rubric for Lower-Functioning Students **Practicing Health Care** Date Set Met Name Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered. Before beginning a rubric, consider: · Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. · Levels of required support (prompts and assistance). Date Met NA **Annual** Communicates unhealthy symptoms. Goal Recognizes unhealthy symptoms. - injuries - illness (fever, fatigue) - sad, worried, scared for a long period of time **Objectives** Communicates the need for help. Accepts medication with assistance. __ Acknowledges person giving medication. __ Accepts taking medications as directed. - takes medication in hand - puts medication in mouth - swallows medication



Transition Skills Curriculum for Students with Severe Disabilities

Workplace Skills and Attitudes

- 1. Controlling Emotions
- 2. Making Good Choices
- 3. Demonstrating Work Skills
- 4. Showing Respect for Self and Others
- 5. Accepting Personal Organization
- 6. Being Open to Learning
- 7. Following Directions in the Workplace

Responsibility

- 8. Following Directions
- 9. Keeping and Following a Schedule
- 10. Accepting Responsibilities
- 11. Accepting Consequences
- 12. Demonstrating Positive Learning Behaviors
- 13. Completing Tasks to Expectations
- 14. Controlling Behaviors

Interacting with Others

- 15. Interacting in a Group Setting
- 16. Listening
- 17. Promoting Own Ideas Effectively
- 18. Being Friendly

Technology Skills

19. Using/Managing Assistive Technology

Basic Academic Skills

- 20. Basic Money Skills
- 21. Discussing Temperature
- 22. Understanding Time
- 23. Using Measuring Tools for Cooking
- 24. Basic Reading Skills
- 25. Basic Writing Skills
- 26. Basic Math Skills
- 27. Following Written/Picture Directions
- 28. Practicing Good Citizenship

Habits of Wellness

- 29. Practicing Personal Grooming/Hygiene
- 30. Practicing Health Care
- 31. Participating in Leisure Activities
- 32. Managing Stress
- 33. Maintaining Personal Fitness
- 34. Maintaining Healthy Relationships
- 35. Practicing Safety
- 36. Being Responsible for School Space
- 37. Doing Household Chores
- 38. Doing Kitchen Chores
- 39. Doing Laundry

Planning for Success

- 40. Advocating For Self
- 41. Participating in Community Resources
- 42. Setting and Achieving Important Goals
- 43. Participating in Employment Opportunities

Six Steps To Managing Transition

- Step 1: Establish multi-year and annual goals
- Step 2: Determine IEP categories for the annual goals selected
- Step 3: Use rubrics to word IEPs more meaningfully
- Step 4: Use rubrics to manage the annual goal process
- Step 5: Use rubrics to teach annual goals
- Step 6: Develop a portfolio to track student progress

Using Rubrics to Organize Transition

Establish multi-year and annual transition goals.

- Use the Transition Team Survey to get input.
- Identify 5-30 multi-year Transition goals based on input.
- Identify 2-10 annual goals based on multi-year goals.

Determine IEP categories for each annual goal.

- · Select IEP categories for each annual goal.
- View IEP categories to be sure each was considered.

Use rubrics to word IEPs more meaningfully.

- Use rubric criteria to write goals and objectives.
- · Add measurability and timeframes to each goal.

Use rubrics to manage the annual goal process.

- Use rubrics to organize plan for meeting annual goals.
- Use rubric criteria to communicate expectations.
- Use rubrics to track and document student progress.

Use rubrics to teach the annual goals.

- Use rubric criteria to focus teaching.
- Use rubric criteria to provide feedback.
- Use rubric criteria to evaluate and document progress.

Use Transition Needs Checklist to track progress.

• Prepare a portfolio for each student and attach checklist.

Rubrics for Transition IV

- · Mark multi-year and annual goals on checklist.
- · Track student progress on checklist.

	Transition ¹	Геат	Survey		
	Student Information Name	Team Member Information Name			
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	Mark "S" for strengths and "N" for skills that need in	mroven	nent (leave others blank). Then circle prior		
	MG Workplace Skills and Attitudes	MG			
	Controlling Emotions		Basic Money Skills		
			Discussing Temperature		
			Understanding Time		
200			Using Measuring Tools for Cooking		
100			Basic Reading Skills		
100			Basic Writing Skills		
30	Student Information Name Date Mark "S" for strengths and "N" for skills that nee MG Workplace Skills and Attitudes Controlling Emotions Making Good Choices Demonstrating Work Skills Showing Respect for Self and Others Accepting Personal Organization Being Open to Learning Following Directions in the Workplace MG Responsibility Following Verbal Directions Keeping and Following a Schedule Accepting Responsibilities Accepting Consequences Demonstrating Positive Learning Behavio Completing Tasks to Expectations Controlling Behaviors MG Interacting Well with Others Interacting in a Group Setting Listening Promoting Own Ideas Effectively Being Friendly		Basic Math Skills		
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		MG	Planning for Success		
			Advocating For Self		
			Participating in Community Resources		
	MG Technology		Setting and Achieving Important Goals		
	Using and Managing Assistive Technology		Participating in Employment Opportunitie		

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3				Demonstrating Work Skills		一十	-	\neg				T
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21				Discussing Temperature						
22				Understanding Time						
23				Using Measuring Tools for Cooking						
24				Basic Reading Skills						
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31				Participating in Leisure Activities						
32				Managing Stress						
33				Maintaining Personal Fitness						
34				Maintaining Healthy Relationships						
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Additional Ten Sigma Transition Resources

- Rubrics For Transition III: for Autism Spectrum Students A Guide for Managing the Transition from School to the Real World \$145.00
- Rubrics For Transition I: for Higher-Functioning Students A Guide for Managing the Transition from School to the Real World \$145.00
- Rubrics For Transition II: for Lower Functioning Students A Guide for Managing the Transition from School to the Real World \$145.00

www.tensigma.org

1-800-657-3815