

Attainment's Pre-ETS

Pre-Employment Transition Solution

FOCUS ON Post-Secondary
Training

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*EXPLORE
*APPLY
*EXTEND

Janet Estervig
Whitney Fowler

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Whitney Fowler*

**Pre-ETS 3:
Focus on
POST-SECONDARY TRAINING
STUDENT BOOK**

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Explore



Jobs in High School

What industry was assigned? _____

What job did you choose from your industry? _____

What is the job?		On the job, you would:	
Skills:		Abilities:	Explore more:

Next: Turn this into a presentation.

Labor Market Surveys

Directions: Number the following statements in the order they are used for doing a **Labor Market Survey**.

- _____ Call each number on your list.
- _____ Make a list of likely employers.
- _____ Ask the employers if they have the type of job you are interested in.
- _____ Ask the employers how many workers they have hired for that job in the past year.

Directions: Circle the benefits of using **Labor Market Surveys**.

- Saves time.
- You will get a job.
- Lets you know if your job skill is needed.
- You may learn of current openings.
- You are working smart.

How Does Knowing My Learning Style Help Me?

Knowing how you learn helps other people give you the support you need. When you communicate to people how you learn, they can do more to support you at school or on a job.

Directions: Fill in the blanks or circle the answer to communicate to others how you learn best. Use the student summary sheet to fill in the blanks.

1. I learn best _____.
2. I do / do not spell well.
3. When I read, I _____.
4. My writing is _____.
5. To remember faces, names, or instructions I need to _____
_____.
6. I learn best with / without pictures.
7. I get distracted by _____.
8. When I do not have a specific task, I might _____
_____.
9. In new places I might _____ to become more comfortable.

[illegible]

Packing for a Trip

Directions: Say you are going on a one-week trip to a beach vacation resort. Use the table below to make a list of everything you will pack. Use details such as fabric colors and design to describe specific items you own.

Shirts	Shoes & Socks	Beachwear/Supplies
Pants/Skirts	Underwear	Items for Things to Do
Shorts/Skirts	Toiletries/Supplies	Other

Interpreting What People Say

Directions: Describe two possible meanings for each statement. Explain how you would know which meaning is correct.

Statements	Possible Meaning #1	Possible Meaning #2	How would you know which meaning is correct?
1. It's really big of you to take the time to help us.			
2. This soup is something else.			
3. You sure look like you are ready to go.			
4. I can't believe Joey is here in our house.			
5. That's quite a car you've got there.			

Guessing People's Ages

Directions: Guess the ages of these people by placing one of these ages in each box: **2, 5, 10, 14, 16, 20, 25, 40, 50, 60, 70, 80.**



AGE:



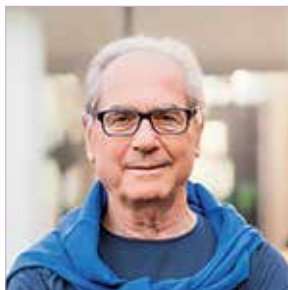
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AGE:

Identifying Things by Touch

Directions: Working with a partner, write 1-10 on ten brown lunch bags. Gather 10 items that have a different feel to put into each bag. One partner should place an item into the bag and ask the other partner to wear a blindfold and identify that item by touch. Fill in the chart as you go. Switch roles and place new items into the ten lunch bags with the other partner wearing the blindfold and identifying the items by touch.

Bag #	Guess about item in bag	Actual item in bag
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Accommodations and Modifications

Directions: Circle the best answer for each question.

1. What are accommodations?

Change <i>what</i> a student learns	Change <i>how</i> a student learns	Material that is less complex
-------------------------------------	------------------------------------	-------------------------------

2. Circle an example of an accommodation.

Listen to an audio recording	Shortened assignments	Alternate job tasks
------------------------------	-----------------------	---------------------

3. What are modifications?

Change <i>how</i> a student learns	Extra time	Change <i>what</i> a student learns
------------------------------------	------------	-------------------------------------

4. Circle an example of a modification.

Use of spell-checker	Alternate job tasks	Listen to an audio recording
----------------------	---------------------	------------------------------

5. What can **YOU** do? Video notes:

Asking for Help When Needed

Directions: Circle one of the two choices to show for which activities you should ask for help.

Situations	Do on Own or Ask for Help?	
1. You are in a social studies class and cannot read the textbook.	do on own	ask for help
2. You have a lot of homework to do, but you only have about 20 minutes before your favorite show comes on.	do on own	ask for help
3. You usually walk the 10 blocks to work, but you have a cast on your foot right now and walking gives you blisters.	do on own	ask for help
4. You need to get something from the top shelf and you cannot reach it. You have a stepstool, but your balance is not very good.	do on own	ask for help
5. Someone very close to you has just died, and you feel so depressed that you don't feel like eating, going to work, or doing anything else.	do on own	ask for help
6. You have had seizures before, and you sense that you are about to have another one.	do on own	ask for help
7. At your job, you have to carry glass jars from one lab to another. The jars are really heavy for you, and you are afraid you might drop them.	do on own	ask for help

Asking for Accommodations

Directions: In front of the following statements place one of the following letters:

A – for telling the employer on the application,

I – for telling the employer during the interview,

H – for telling the employer after being hired

_____ A person uses a wheelchair.

_____ An applicant has a mild hearing disability.

_____ The person has a severe seizure disorder.

_____ The applicant has very limited vision.

_____ The person has difficulty writing.

_____ The applicant has poor reading skills.

_____ The person has a medical condition for which they take medicine.

_____ The applicant stutters.

Being Patient with Expectations of Self and Others

Directions: Tell whether or not you can perform each action. If you can't perform an action, tell how you feel about it.

Can you....		If not, how do you feel about it?
1. sing well?	yes no	
2. run fast?	yes no	
3. dance well?	yes no	
4. do math easily?	yes no	
5. say funny things?	yes no	
6. sit quietly for a long time?	yes no	
7. read fast?	yes no	
8. laugh at yourself easily?	yes no	
9. do well in sports?	yes no	

Executive Functioning: How All Your Skills Work Together

Directions: Fill in an example for school and work.

	School	Work
Activation		
Organizing tasks and materials Estimating time Prioritizing tasks Getting started on work tasks		
Emotion		
Managing frustration Controlling emotion		
Focus		
Sustaining focus Shifting focus from one task to another		
Memory		
Working memory Accessing recall		
Effort		
Regulating effort Sustaining effort Processing speed		
Action		
Checking self-action Flexible behavior		

Estimating to Check Expectations

Directions: Choose the BEST answer for each question.

- 1** There were 43 girls at the dance and about 80 people altogether. About how many boys were there?
 - a. 20 boys
 - b. 30 boys
 - c. 40 boys
 - d. 50 boys
- 2** Chris is reading a book that has 150 pages. He has read about 60 pages. Which of these numbers of pages does he most likely have left to read?
 - a. 39 pages
 - b. 65 pages
 - c. 82 pages
 - d. 90 pages
- 3** Beth and Ivan are playing a card game called War. They started with 104 cards and, between them, they have all the cards in their hands. Beth has about 42 cards now. About how many cards does Ivan have?
 - a. 40
 - b. 50
 - c. 60
 - d. 70
- 4** Denise needs \$38.00 to buy a gift. She has about \$25.00 now. About how much more does she need?
 - a. \$1.00
 - b. \$5.00
 - c. \$15.00
 - d. \$25.00
- 5** Oberto has about 50 math problems to do for homework. He has finished 16 of the problems. About how many does he have left to do?
 - a. 10
 - b. 20
 - c. 30
 - d. 50
- 6** Shawn gets 212 TV channels. He has watched about 40 of them. About how many has he not checked out yet?
 - a. 40
 - b. 80
 - c. 120
 - d. 160
- 7** Nan won 90 days of free food at Miss Allie's. She has eaten there about 22 days so far. About how many days does she have left to eat there?
 - a. 28
 - b. 40
 - c. 53
 - d. 70
- 8** Dana had about 80 pennies in her purse. She spilled her purse and could only find 48 of the pennies. About how many pennies did she lose?
 - a. 5
 - b. 10
 - c. 30
 - d. 50

Getting Stared

Do you agree with this sentence? “Before I get more involved in my transition planning meeting, I should know what it is.”

Agreed? We thought so! Every year there are planning meetings where people make decisions about your school program. Have you ever been to one?

If not, maybe it's time for you to go. This chapter looks at the reasons why. Or, if you have been to one, think back on what happened there.

Many students your age have said they felt bad about the meetings they went to. They felt like other people talked about them but not to them.

They said a lot of the talk was about things they didn't do well, like math or English. They said they were bored, embarrassed, and happy when it was over. Sound familiar?

It doesn't have to be that way. Honest! But first, you have to learn what these meetings are about so you can take charge. Because they are your meetings about your future.

For starters, you need to know what they call these meetings. The meetings are about you, and they are your meetings. You can figure out some of that by their names, such as Transition Planning Meeting or Individualized Education Program, IEP.

So what do the letters in IEP mean? They stand for **Individualized Education Program**. Let's look at each word.

An **IEP meeting team** makes decisions about your education, and you are a part of this team.



Individualized — for one person, you

Education — what you learn at school = **IEP**

Program — what you do

You are the most important part of the team because the meeting is about you.

You have probably heard about IEP meetings. They are held several times a year beginning in elementary school.

But when you turn age 16, you will also have transition planning meetings. Sometimes transition planning is part of your IEP meetings.

This book uses the word **transition** often. What does that mean? Think about a bridge that takes you from one side of a river to the other. The transition planning process is a bridge that takes you to your future. That means it prepares you for life after you graduate from school.

Transition skills are things you need to know to get from one point in your life to another, like walking across that bridge from school to the adult world. Transition planning helps build that bridge.

Transition planning means making decisions about what you need to learn to be successful as an adult.

It would be helpful for you to have a copy of the **transition planning form** that your school district uses, but your teacher may not have it on hand. That's okay. Ask to see it when possible. Or, volunteer to get it yourself. This isn't a top secret government document.



Before your first IEP meeting, you should know some things about them. They are held at least once a year. There are many reasons to hold IEP meetings:

1. To see if you can get services you need. You might have to take some tests to decide what services might help.
2. To make plans for your adult life. That's why you're in school.
3. To talk about how you did in school during the school year and set new goals for next year.
4. To change your class schedule if your school program does not meet your needs, or if your goals change.
5. To talk about graduation or make changes in your school program if you don't need special services anymore.

A number of subjects may have been discussed at your last planning meeting. Look at those listed below and see if any were discussed.

1. To see if you can get services you need to learn better.
2. To make plans for your adult life.
3. To talk about how you did in school during the year and set new goals for the next school year.
4. To change your class schedule.
5. To talk about graduation or make changes in your school program if you don't need special services anymore.



.....

Getting Started

At your IEP meetings you plan for your future. It is your meeting, and you are in control of it. You help your teachers and others to make decisions about your education. When you are in high school you start the transition planning process. Transition meetings are a bridge from school to the adult world of living and working on your own. You are in control of your future. Think back to your last IEP or planning meeting and answer these questions.

- | | | |
|--|-----|----|
| 1. Did you attend your last IEP meeting? | Yes | No |
|--|-----|----|
- If so...
- | | | |
|-------------------|-------|--|
| 2. Who was there? | _____ | |
| | _____ | |
- | | | |
|------------------------------|-------|--|
| 3. What did they talk about? | _____ | |
| | _____ | |
- | | | |
|---------------------------------------|-------|--|
| 4. Who was the leader of the meeting? | _____ | |
|---------------------------------------|-------|--|
- | | | |
|--|-------|----|
| 5. Did you say anything? | Yes | No |
| 6. Did you prepare for the meeting? | Yes | No |
| 7. Did you talk about things important to you? | Yes | No |
| 8. If yes, did people listen when you talked during the meeting? | Yes | No |
| 9. Do you know what your IEP goals or objectives are? | Yes | No |
| 10. If yes, have you talked with anyone about them? | Yes | No |
| 11. Describe one of your goals: | _____ | |
- | | | | |
|--|-----|----|--------------|
| 12. Are you making progress on your goals? | Yes | No | I don't know |
|--|-----|----|--------------|
- | | | |
|---|-------|--|
| 13. How did you feel about your last IEP meeting? | _____ | |
| | _____ | |
| | _____ | |