

# Brunswick School Department Special Education Department Grades 11-12 GOALS: Transition Readiness

adopted: May 2018

## **Course Overview**

G.O.A.L.S Class (Guidance Outcomes Achieves Leadership Success): The transition from high school to young adulthood is a critical stage for all teenagers; for students with disabilities, this stage requires extra planning and goal setting. Factors to consider include post-secondary education, the development of career and vocational skills, as well as the ability to live independently. This course is a guide to planning for the successful transition of a student with disabilities from school to post-high school endeavors. The purpose of transition planning is to provide the student with the services and supports he/she needs to make a successful move into adult life. Students will use the work throughout the class to develop their IEP and Transition Plan for post-secondary life experiences.

## **Essential Understandings**

- Values influence our lifelong decisions.
- Personal place or contribution in a community is not limited by a disability.
- Post-secondary planning includes current coursework, employment, further education and where one will live.
- Self-advocacy and accessing resources are important for future planning.

## **Priority Standards and Performance Indicators**

### **P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas**

- a. Attentively listen to the words of a speaker.
- b. Summarize what someone has said.
- c. Defend, refute, or challenge the ideas of others.
- d. Use evidence to support a position.
- e. Organize ideas clearly and logically.
- f. Use annotations of the text to contribute to class discussion.

### **Maine Learning Results: Career and Education Development:**

A1: Self-knowledge and self-concept

B1: Relationships among learning, work, the community and the global community

### **Brunswick High School Guiding Principles:**

Standard 1 Communicate clearly and effectively

- a. Listen, comprehend and adjust communication based on audience, task, purpose and discipline
- b. Use a variety of modes of expression, such as spoken, written, visual and performing arts including the use of technology and digital media

Standard 2 Demonstrate the habits of being a self-directed life-long learner

- a. Demonstrates initiative and persistence
- b. Demonstrates flexibility and independence

Standard 4 Engage in responsible and involved citizenship

- b. Demonstrates global awareness and economic and civil literacy
- c. Demonstrate awareness of personal and community health and awareness

Standard 5 Demonstrate integrative and informed thinking

- a. Gain and apply knowledge across disciplines and learning contexts

### **Examples of Formative / Summative Assessments**

- Completed transition plan with career goals, course of study
- Completed interviews with responses and reflection
- Post-secondary education plan with college research activities
- Career Research Project with O-NET interest inventory results & resume
- Development of post-secondary living vision
- Portfolio of services available in living area
- GOALS final exam

### **Sample Texts and Materials/Resources**

- <http://www.ldonline.org>
- [www.disabilityisnatural.com](http://www.disabilityisnatural.com)
- [www.ed.gov](http://www.ed.gov)
- <http://www.ou.edu>
- [www.maine.gov/dae](http://www.maine.gov/dae)
- [O-NET online](http://www.o-net.org)
- [SMCC.edu](http://www.smcc.edu), [CMCC.edu](http://www.cmcc.edu)
- [GOALS google classroom](#)
- Videos: LD movie, Success through effort, Growing your mind, Coping with Stress