

Alaska Native Post-Secondary Transition Skills:

Create Meaningful IEP Transition Plans

Rain Van Den Berg and Frances Gage



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UAA Center for Human Development
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Developed for use statewide in Alaska as a demonstration of how Indigenous skills and knowledge can be supported and integrated into transition planning for Alaska Native youth with IEPs. These materials were created through the Developmental Disabilities Act partnership of the Governor’s Council on Disabilities & Special Education and the Center for Human Development, with funding from the Alaska Department of Education & Early Development and the Alaska Mental Health Trust Authority.

Land Acknowledgments:

Rain Van Den Berg would like to acknowledge that this curriculum was written on the unceded territories of the Sheetk’á Kwáan on Lingít Aaní, also known as Sitka, Alaska. She acknowledges that Lingít (Tlingit) peoples have been stewards of the land on which she works and resides since time immemorial, and she is grateful for that stewardship and incredible care.

Frances Gage would like to say *Taikuu* (thank you) to the Iñupiaq peoples for their continued stewardship of the lands and waters around Kotzebue where she makes her home, and to all Alaska Native people across the state that have lived in balance and respect in their Indigenous homelands since time immemorial.

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About the Authors

Rain Van Den Berg is an education and training consultant with a background in education, health education, project management, and facilitation. She has a BA in Secondary Education, and a Master's of Public Health in Community Health Education. In addition to the Indigenous Transition Skills project, she has developed other transition guides for Alaskan students for the Division of Vocational Rehabilitation. She also supports non-profit organizations focused on supporting children who experience disabilities and promoting health in refugee and immigrant communities. She lives in Sitka, Alaska.

Frances Gage is the Special Education Coordinator for the Northwest Arctic Borough School District. Frances co-authored the Kotzebue Indigenous Transition Skills curriculum units Self-Employment and Financial Literacy and Iñupiaq Sewing (2020). She holds a degree in Special Education K–12 and Elementary Education K–8, as well as a Master's Degree in Rural Development. She has taught and worked for the Northwest Arctic Borough School District for 17 years.

Frances has lived in Kotzebue, AK, for 20 years and is a mixed-race Koyukon Athabaskan and Caucasian person from the Yukon River village of Galena, AK. She is the daughter of Gordon and Ruby Cruger (Galena, AK) and the granddaughter of Charlie and Mary Carlo (Ruby, AK). She has raised her daughters, Larissa and Rhone, and two dogs, Oly and Olive, in Kotzebue with her husband, Robin. She and her family have practiced many subsistence and traditional activities that include picking berries, hunting, beading, sewing, and camping.

Featured Artist

The beautiful cover and section pages artwork were commissioned and created for this project by Christina Fields. Iñupiaq artist Christina (Chris) Fields was raised in Kotzebue, Alaska, where her late maternal grandmother, Laura Smith of Selawik, taught her the art of beading and sewing from a young age. Encouraged by her father to explore various mediums, Chris later developed an interest in drawing and painting. Despite briefly delving into mathematics, she ultimately pursued her passion for art at the University of Alaska Anchorage, earning a bachelor's degree in 2017. She uses her Inuit culture and lifestyle for inspiration and her mediums now range from graphic design to skin sewing.

Note: Images used within this guide are copyrighted and were purchased and/or developed for use within this publication.

All references to specific students and schools who participated in this pilot have been changed to protect the confidentiality of the students and to help make the examples easier to adapt for other areas of Alaska.

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1—Introduction and Welcome

What if the IEP and transition plan could be a bridge instead of a wall?

The purpose of this project is to improve the quality of life, connection to local cultural identity and community, and increase work related skills for teens and young adults with disabilities who live in rural Alaska.

It provides guidance on how Indigenous values and knowledge can be incorporated into Individual Education Plans (IEPs) for youth who experience disabilities as part of their required transition goals. The skills are meant to create options for youth with disabilities to engage with their communities and cultural identity as they transition to adults.

The project started with two curriculum units for each of the five regions of Alaska which were selected and developed in partnership with Indigenous culture bearers. The curriculum is a model of how schools can appropriately partner with culture bearers to facilitate introduction of key Indigenous skills and cultural knowledge as part of their transition planning.

This guide focuses on ways Indigenous and locally relevant transition skills can be included in the IEP/transition plan.

The 2023–24 Pilot—

All youth need experiences and opportunities to try on different interests as they find their path to post-secondary employment and education. Youth who experience disabilities and those who live in rural Alaska face additional challenges in this area. The ability to think about the future is especially challenging for youth who have experienced significant trauma.

For all of these reasons, it is important to:

- support student exploration to picture and experience the possibilities,
- build confidence to set and achieve goals, and
- build and practice self-advocacy and self-determination skills.



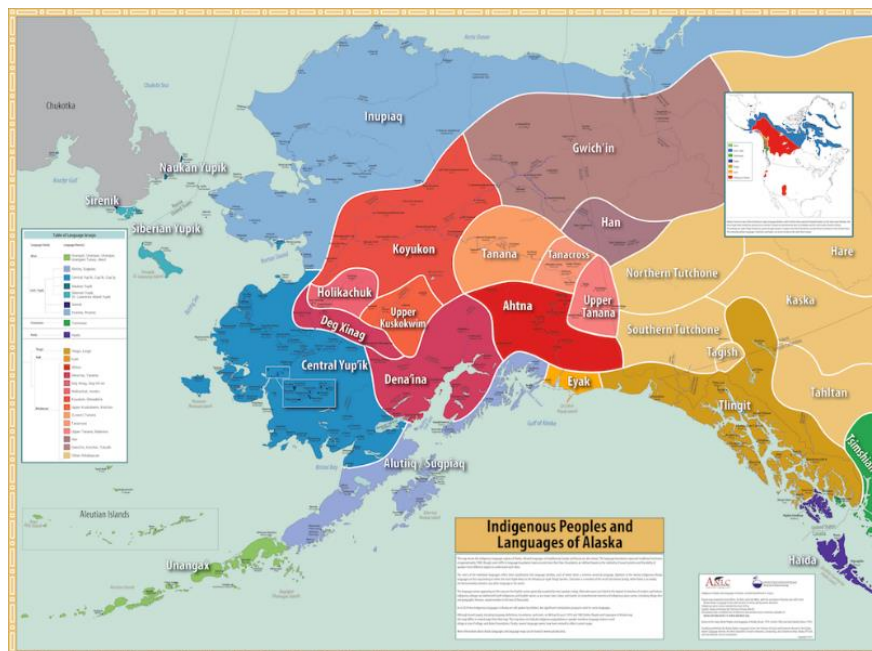
In 2023–24, teachers at four sites in rural Alaska participated in training and structured coaching sessions to develop culturally responsive IEP and transition plans for their students in Special Education. Teachers developed plans using a combination of the following strategies/tools:

1. Student and parent interviews were used as a transition assessment to identify Indigenous skills (such as subsistence activities, participation in cultural art and dance, and snow machine maintenance) that were important to the family and student.
2. IEP goals and transition plan elements were tied to the Alaska Cultural Standards.
3. Local Indigenous values were incorporated into the IEP goals and transition plan.
4. Transition plan activities were tied to specific units within the Indigenous Transition Skills curriculum.
5. IEP goals and transition plan statements were written from a collectivist perspective instead of an individualistic perspective, meaning that the desired outcomes included the benefit to the community and family as well as the individual.
6. Engage students by using stories and examples that are regionally specific to teach real-life skills that are important in the community.

Traditional Lands and Languages of the Alaska Native peoples

This project acknowledges the diversity of the Alaska Native peoples. Regional examples are meant to show how you can adapt ideas for your community. You can better understand the traditional territories of Alaska through study of the Alaska Native Languages map. This shows the inherent diversity of people, cultures, languages, and traditions within the Indigenous peoples of Alaska. Visit this interactive version of the map online:

<http://www.alaskool.org/language/languagemap/index.html>



Foundational Concepts: Western and Indigenous Ways

Awareness of the different ways of thinking and being can help a teacher from a non-Indigenous heritage work more effectively in an Alaska Native community. When the IEP can include goals which connect to Indigenous ways, the student will be developing skills directly relevant to life in their community. **Tie transition concepts, transition skills, and teaching methods to Indigenous ways whenever possible.**

Indigenous	Western
Focused on how to be a real human being	Focused on how to succeed
Don't stand out	Assertive
Group concerns first	Individualistic
Slow, earth-based pace	Fast, machine-based pace
Visual/oral	Written
Cooperative	Competitive
Relationships	Productivity/efficiency
Listen and observe	Ask questions
Pause/reflect	Quick response
Process-oriented	Goal-oriented
Indigenous economies depend on small-scale hunting, fishing, and harvesting in interdependent relationship with other people and the land.	Western economies depend on the mass production of goods and information.

Source: [*Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education* by Ilarion \(Larry\) Merculieff and Libby Roderick, University of Alaska Anchorage 2013, page 34\).](#) Used with permission from the authors for the Indigenous transition skills curriculum.

**If you are new to an Alaska Native community, be sure to check out
Chapter 10: Tips for Teachers New to Rural Alaska**

Defining “Indigenous Transition Skills”

The initial demonstration of this project in 2019 focused on how subsistence activities and Indigenous art forms could be better included in transition plans for Alaska Native students with IEPs. **Through the 2023–24 pilot, we expanded the scope to include any skills vital to life in rural Alaska.** This is an important shift, because it better addresses the complex relationships between current technologies and traditional knowledge and technologies. Both are needed.

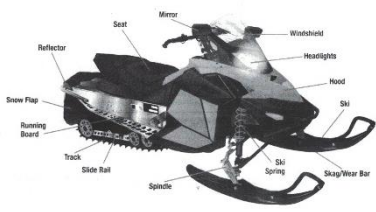
Examples:

- **Snow machines:** In the Interior, snow machines (called “sno-go” in some areas) are vital for winter subsistence activities, transportation to community gatherings, and accessing needed resources such as firewood. Snow machine maintenance and trouble-shooting are critical survival skills. Equipping students with the skills of winter safety, trouble-shooting mechanical issues, and creative thinking for addressing unexpected events all directly support successful life in rural Alaska. When a student has these skills, they can better contribute to their community in a needed way.
- **Aviation:** Bush pilots and small planes provide a critical service to rural Alaska where most communities do not connect to other places by road. Maintaining runways and the needed infrastructure for small planes are all important jobs in rural communities.

In one school, a participating teacher created a series of events to develop important skills. In addition to culture bearer talks on subsistence topics, he brought in a snow machine mechanic to work with the students. The activities were enjoyed by a mix of general education and special education students. Here is the worksheet that was developed for the lesson. You can see a larger copy in the Additional Resources section (thanks to Matthew Robinson).

Introduction to Snow Machines

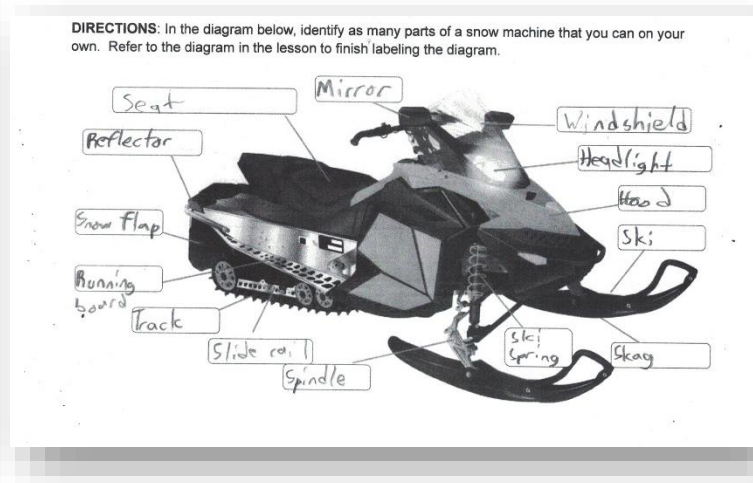
What I will learn in this lesson:
 I CAN identify the type of engine in my snowmobile.
 I CAN describe and measure fluids that are essential to maintain a safe and efficient snowmobile.
 I CAN identify the major parts of a snow machine.
 I CAN describe the proper way to maintain a snowmobile.



DIRECTIONS: Identify the purpose of each of the fluids in the table below. Then provide how often those fluids should be changed.

Type of Fluid	What does this fluid do?	How often should this fluid be changed?
Gasoline		
Engine Oil		
Brake Fluid		
Chaincase Lubricant		

¹ https://www.offroad-ed.com/newhampshire/studyGuide/Common-Snowmobile-Parts/401031_151897/



2—Idea and Transition Planning

Transition planning helps ensure a smooth transition process as the student moves into adult services, and becomes a contributing community member. The Individuals with Disabilities Act (IDEA) describes the need for school districts to provide "effective transition services to promote successful post-school employment and/or education."

The IDEA makes clear that transition services require a coordinated set of activities for a student with a disability within an outcome-oriented process. This process promotes movement from school to post-school activities, such as postsecondary education, vocational training, competitive integrated employment, community participation, and independent living (when needed). Transition services set the stage for success for the student as they enter adulthood.

These IDEA requirements are meant to ensure that the school is supporting needed skill development that will maximize the student's abilities to live independently and engage in meaningful work.

This looks quite different in remote and rural Alaska than it does in urban and suburban areas of the country.

In rural Alaska, 78% of the population identifies as Alaska Native.

- Most combine wild resource harvest with some seasonal wage employment.
- Family groups work together to gather and pool resources.
- Reciprocal relationships, respect, and trust are all essential to economic & social stability.
- Harvesting of wild resources is central to customs and traditions and a sense of connection to the Land and Ancestors, in addition to providing sustenance.
- Jobs may be found through word of mouth, rather than online.
- People usually live in multi-generational housing, rather than independently.

Alaska law and policy recognizes subsistence activities as an employment goal in Individualized Plans for Employment (IPEs) for Division of Vocational Rehabilitation (DVR) clients. Tribal Vocational Rehabilitation (TVR) also works with clients to increase their participation in traditional subsistence activities as an employment outcome.



In addition to subsistence, participating in cultural activities and practices connect a student to who they are and where they come from. Learning about local Tribal values and how to use them in decision-making can foster confidence, a sense of belonging, and key self-advocacy skills.

The school can be a partner in the student gaining relevant transition skills through:

- working with the student and their family to identify relevant transition goals and objectives that build on the student's interests, strengths, and community needs;
- supporting course work or job-shadowing to give the student more information on possible directions they would be interested in;
- offering direct specialized instruction and opportunities to gain measurable skills in interest areas, and
- supporting time with culture bearers as an accommodation that supports reaching transition goals.

What must be included (by law) in the IEP related to transition services?

By the age of 16 (or sooner) the following must be included in the IEP:

- 2–3 Postsecondary goals related to Training and Education, Employment, and Independent Living (if applicable)
- A Statement of Transition Services
- These must reflect the student's preferences and interests.

(Alaska regulation 4 AAC 52.145)

Developing Measurable Post-Secondary Goals (updated at least annually)

- **Employment:** When I leave high school, I will be employed as a...
- **Education and/or Training:** When I leave high school, I will continue learning/training by...
- **Independent Living:** When I leave high school, I will live...

In student and family interviews, ask the student to complete those sentences, and then develop measurable ways the student will progress toward the goal.

If the student doesn't know, then develop a pathway of exploration (activities, job shadowing, interest inventories, Transition Workbook) to help them find answers for their plan.

Additional Activities and Strategies

There are other specific activity and strategies that should be considered in the transition plan. These tie directly to the goals and guide your plan of action. These include:

1. Instruction
2. Related Services
3. Community Experiences
4. Employment
5. Post-school Adult Living Objectives
6. Daily Living Skills
7. Functional Vocational Evaluation

Transition services must, per Alaska regulation 4 AAC 52.145(b), “...tak[e] into account the child’s preferences and interests.” The easiest way to fulfill this is to involve the student in their IEP meetings. If the student isn’t able to participate in the IEP meetings, it must be documented what steps were taken to ensure the student’s preferences and interests were reflected in the plan (Alaska SPED Guidance, 2017).

Indicator 13 Checklist

The Indicator 13 Checklist defines the required areas that need to be in IEP transition plans:

- 1) Identify Measurable Post-Secondary Goals (updated at least annually) in the areas of employment, education/training, and independent living (if applicable)
- 2) Goals are based on transition assessments (informal or formal) in the areas of employment, education/training, and independent living (if applicable)
- 3) Identify needed transition services and partners
- 4) Document course of study with specific classes to show the student is on track to graduate or achieve their post-secondary goals.
- 5) Include goals related to transition service needs in the areas of employment, education/training, and independent living (if applicable).
- 6) Document that the student was invited to participate in transition planning and their IEP.
- 7) Document that any transition service agency or other person responsible for transition service or activity goals was present at the IEP transition meeting.

Developing Culturally Responsive Transition Plans: If you are involved in transition planning with students from culturally and linguistically diverse backgrounds, check out this article which has easy to apply guidance: [Developing Culturally Responsive Transition Plans Using the Indicator 13 Checklist by Allison R. Walker and Alicia Brophy-Dick \(2019\).](#)

Transition Support Services and Partners (related to #3 and #7 of Indicator 13 checklist)

When a transition support is identified, especially when it will be delivered by a specific person or agency, it is required that the person or agency participates in the IEP meeting.

Example: If a goal is set that an agency will provide a specific service for a student, then a representative from that agency must be present to agree to it and define how it will be delivered.

Example partners/agencies who could participate in the IEP:

- **DVR/TVR:** The Division of Vocational Rehabilitation (DVR) and Tribal Vocational Rehabilitation (TVR) can offer Pre-Employment Transition Services (“Pre-ETS”) to educators and students to explore potential areas of interest for employment. Pre-ETS services are short term services that are offered to youth with disabilities to help students identify career interests. Through DVR, there are a suite of materials and programs available to students in Alaska who experience disabilities. Many of them come with funding when done with a small group of students. Find them at <https://labor.alaska.gov/dvr/pre-ets-activities.htm>. You can also reference the Additional Resources section for resources through DVR that may be of interest.
- **Tribal Vocational Rehabilitation** services vary by region. You can see what services are available through TVR in your region at <https://ak.db101.org/documents/Alaska%20TVR%20Programs.pdf> (accessed 6-17-24)
- **Culture Bearers/Mentors:** If an individual agrees to be responsible for a specific area of the plan (such as supporting learning specific subsistence or Indigenous art skills) then they should be part of the IEP meeting.
- **For students with more significant disabilities:**
 - You can **include home and community-based agencies** (care coordinators, agencies that provide supported employment, day hab, respite, supported living), group home, etc.
 - **ATLA (Assistive Technology of Alaska):** Has an agriculture program that can support subsistence activities or modified tools for access (<https://www.atlaak.org/>)

Alternatively, the IEP team may identify transition activities without naming individuals or agencies who will do them. In this case, the individuals or agencies who may support those activities would not have to be present in the IEP.

Examples:

- A goal could be to “Job shadow an administrative job for 3 afternoons.” The student could go to job shadow at the Tribal Council 3 afternoons to meet the goal. In this case, a Tribal Council member is supporting the goal, but did not have to attend the IEP meeting where the goal was made, because a specific person is not being named.
- A goal could be to “Explore at least 3 cultural and subsistence skills through guided activities with culture bearers/Elders.” In the pilot, several students had this goal, and then the teacher brought in a culture bearer or Elder to share stories or subsistence skills with the students. The activities could be documented as they happened, without having the culture bearers participate in each student’s IEPs. The goal could be set before knowing exactly which culture bearer or skills would be scheduled.

Examples of people/agencies that can support transition plan activities, without necessarily participating in the IEP meeting:

- Tribal Council members
- Elders/Culture Bearers
- Regional Tribal Corporations
- Local employers
- DVR/Pre-ETS staff providing curriculum
- Extended family members

“When I asked if we could explore including Yup’ik skills as part of the IEP, it shifted the whole conversation.”

For one of the teachers in this pilot, starting the IEP meeting with the idea of including traditional Indigenous skills that were important to the family created a new opportunity to build trust.

The parent had not had a good experience with IEPs and the school in the past. When the teacher asked, “Are there subsistence or cultural skills the school could include as part of your child’s IEP?” the parent was surprised. At the beginning of the meeting, the parent was guarded and wary, but by asking this question, something shifted in the relationship. The parent was able to relax and have a more positive experience with the school.

3—Transition Assessments

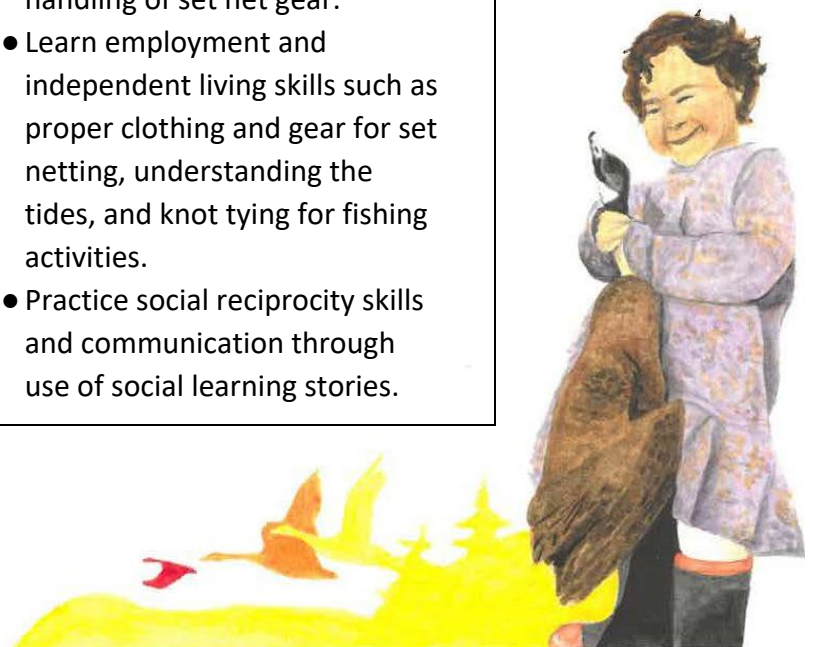
At its most basic, the transition planning process starts with assessing three things:

- 1) Where is the student now?
- 2) Where do they want to go?
- 3) How do they get there?

You can use both informal and formal assessments to help you find the answers and develop the transition plan. This plan can be updated as often as needed to reflect changes in interest or direction over the course of high school. There are formal and informal assessments. Informal assessments are more commonly the type used in rural settings.

Imagine two students who experience a similar level of disability with a goal to live in their rural village in Alaska. Which one will be better prepared for a meaningful life in their community?

	Student One	Student Two
Transition Assessment	World of Work	Student and Family Interview
Skill Development Focus	Learn skills to work in a retail setting.	Learn skills to support annual subsistence fishing and food preservation.
Example Activities	<ul style="list-style-type: none">● Demonstrate filling out an online application to Walmart● Practice social skills related to following verbal directions.	<ul style="list-style-type: none">● Learn work safety skills related to cold water safety, emergency preparation, and proper handling of set net gear.● Learn employment and independent living skills such as proper clothing and gear for set netting, understanding the tides, and knot tying for fishing activities.● Practice social reciprocity skills and communication through use of social learning stories.



Clearly, the first student's scenario relates very little to future employment in their home community. Jobs in rural Alaska are often found through word-of-mouth, and the nearest Walmart is hundreds of miles away. World of Work is an interest inventory which asks about little that matches life in a village.

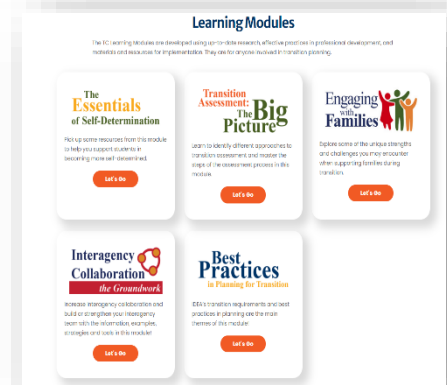
The second student will be much better prepared to engage meaningfully in village life than the first, by having objectives related to subsistence and skills that support community activities. Also, the same skills needed for subsistence fishing could lead to a job in commercial fishing or aquaculture.

Though it is required that "age-appropriate assessments" are used to guide the transition plan, there are currently no federal or state definitions of what should be used. IEP teams are left to select and conduct such assessments at their discretion.

Transition Assessment Resources

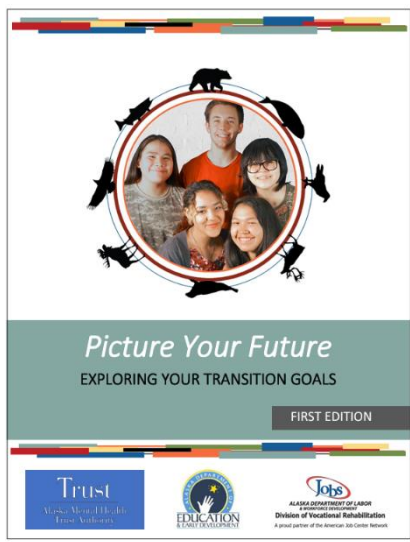
A good overview of transition assessments and working with families to set goals can be found at the National Secondary Transition Technical Assistance Center:

- <https://transitioncoalition.org/online-modules/>. The modules are free, but you have to register to access them.
- *The Collaborative Assessment Guide for Transition Planning* (2024) and related tools can be downloaded at: <https://transitionta.org/transition-assessment/?h=age%20appropriate%20transition%20assessment%20toolkit>
- Fundamentals of Transition Planning Self-paced course: <https://centerontransition.org/courses/transitionplanning/>



In addition to informal assessments, two Alaska-specific formal assessments that teachers may find useful for transition purposes include:

- 11th grade (not required) Alaska Work Keys assessment (www.careerready.alaska.gov);
- Alaska Career Information System (AKCIS; akcis.intocareers.org).
- *Picture Your Future* Alaska student workbook has a simple career interest survey starting on page 11. (Alaska DVR; <https://labor.alaska.gov/dvr/transition/explore-transition.html>)



Career Interest Survey

Finding a career that is interesting to you will make work enjoyable. When you like what you are doing, you naturally try harder, do better, and feel good about what you accomplish.

This interest survey will help you match your interests to possible careers. **Put a check mark next to the statements that most sound like you.** Next, write how many check marks are in each color.

Red <input type="checkbox"/> I like working outside <input type="checkbox"/> I like to build things <input type="checkbox"/> I like to figure out how things work <input type="checkbox"/> I like using tools Total _____	Orange <input type="checkbox"/> I like music and art <input type="checkbox"/> I like writing stories or poems <input type="checkbox"/> I can play an instrument <input type="checkbox"/> I like to make up games Total _____	Yellow <input type="checkbox"/> I like math and science <input type="checkbox"/> I like to invent new things <input type="checkbox"/> I am good with computers <input type="checkbox"/> I like working alone to solve problems Total _____
Green <input type="checkbox"/> I like to follow a schedule <input type="checkbox"/> I like to keep track of my money <input type="checkbox"/> I like math and computers <input type="checkbox"/> I like to be organized Total _____	Blue <input type="checkbox"/> I like to take risks <input type="checkbox"/> I like to finish things I start <input type="checkbox"/> I like to compete in sports and games <input type="checkbox"/> I like to pick what my friends play Total _____	Purple <input type="checkbox"/> I like to take care of people <input type="checkbox"/> I like to help my friends <input type="checkbox"/> I like to work with a group <input type="checkbox"/> I like having a lot of friends Total _____

Which colors have the most check marks?

4—How to Develop a Culturally Responsive Transition Plan

The Discovery Process

Another approach which relies almost solely on informal assessments, is called the “Discovery Process.” Instead of just asking what the person wants to do, this process really gets to know the person, their strengths, and what supports have worked in other situations. Using that information, the student can be matched with opportunities to try potential types of employment and other transition skills that would be a good fit for the individual.

Discovery Process Steps

As you move through the steps, update the student’s transition plan.

Step 1	Assess the individual’s strengths, present levels of performance, successful environments and activities, interests, and what kinds of supports have been effective using informal interviews and other types of transition assessments.
Step 2	Brainstorm community needs, subsistence activities, cultural activities, community activities that could be of interest based on step 1.
Step 3	Brainstorm links between the strengths and interests of a student that could be developed into a transition skill such as employment or meaningful participation in a community cultural activity.
Step 4	Define the skills that are needed for the student to participate in the identified community and employment activities, with ideas for how the student could learn those skills, and who will be responsible (student, parent, Elder, culture bearer, DVR, etc.)
Step 5	Prioritize a few of the areas to work on, and write specific, measurable, actionable, realistic, and time-based (SMART) goals in the transition plan.
Step 6	Revisit the transition plan quarterly to assess progress on the goals, and clarify next steps as goals are met. If an area is deemed not to be of interest based on experience, identify a new interest area to explore.



Task Analysis of Fish Camp Skills

Robyn Chaney (co-author on the Dillingham unit) performed a task analysis of fish camp to identify skills that would be a good fit for her children who experience disabilities.

Skills at fish camp included: operating the boat, removing fish from the net, bringing fish up the beach to the processing area, processing, preservation, clean-up, and gear care.

When the fish were really running, everyone had to pitch in and work quickly. In those moments, there was not a lot of time for direct instruction to assist those who couldn't learn just from observation (which is how most people learn skills in Alaska Native communities).

Robyn identified two tasks that could be taught outside of the fish camp time that would be a good match for her children, and that would contribute in important ways to the harvest effort.

As fish are processed, it is important to keep all food processing surfaces clean. One youth was good at cleaning, and could focus on their job and keep things clean.

Another youth assisted after the run was complete by helping with packing up and tying the gear and nets so they were ready for the next season. This job could be done at the youth's own pace, and was a good fit for their focused knot tying skills.



Photo by Robyn Chaney, 2019

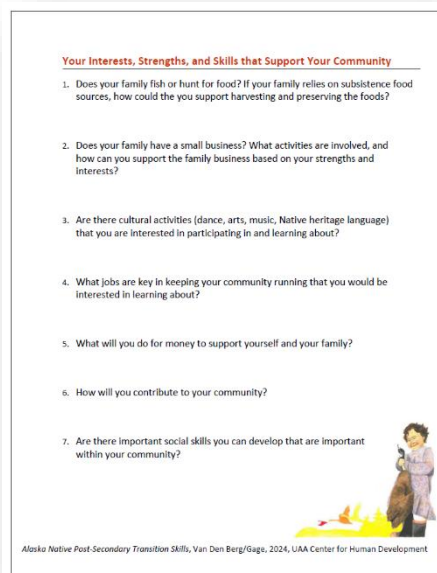


Step 1: Assess the Student's Interests, Strengths, and Skills

The interest inventories developed for urban and suburban areas do not reflect very well the options available in rural Alaska. Include questions to explore ways the student can better engage in family, community, and cultural activities in the discovery process. Informal assessment interviews with the student and their families can include questions like these to identify interests and strengths to include in the transition plan:

- Does the family fish or hunt for food? If they rely on subsistence food sources, how could the student more meaningfully support harvesting and preserving the foods?
- Does the family have a small business? What activities are involved, and how can the student support the family business based on their strengths and interests?
- Are there cultural activities (dance, arts, music, Native language) that the student is interested in participating in and learning?
- What jobs are key in keeping the community running that the student would be interested in learning about?
- What will the student do for money to support themselves and their family?
- How will the student contribute to the community?
- Are there important social skills the student can develop that are important within the community?
- Are there Tribal Vocational Rehabilitation services available? If yes, what opportunities related to local employment and job shadowing can they offer?
- If TVR is not active in your region, does the local Tribal Council or Tribal Corporation offer support to students to explore traditional skills or skills needed in the community?


See the Additional Resources section for a handout version of these questions that you can use.



Your Interests, Strengths, and Skills that Support Your Community

1. Does your family fish or hunt for food? If your family relies on subsistence food sources, how could the you support harvesting and preserving the foods?
2. Does your family have a small business? What activities are involved, and how can you support the family business based on your strengths and interests?
3. Are there cultural activities (dance, arts, music, Native heritage language) that you are interested in participating in and learning about?
4. What jobs are key in keeping your community running that you would be interested in learning about?
5. What will you do for money to support yourself and your family?
6. How will you contribute to your community?
7. Are there important social skills you can develop that are important within your community?

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Step 2: Identify Community Activities and Needs to Explore

Map the employment and subsistence activities in the community. If you are new to the community, work with a Tribal Council member or other knowledgeable community member.

- What services or jobs keep the village/community running? (Examples: Local store, airport runway maintenance, small engine repair, janitorial services, school positions, health clinic positions, child care, Tribal Council support)
- Who are the primary local employers?
- Who is caring for Elders? Are there organizations (and jobs) doing this?
- What subsistence activities do people do?
- What small or home businesses do people have?
- What do people need, that they are willing to pay for, or trade for? (Example: In the winter, many people need firewood, so young people take snow machines out to bring in and chop up firewood to sell)
- Is there a good or service that people have to travel to get, that could be done locally?

Step 3: Brainstorm Connections between Interests/Skills and Employment/Transition Skills

From your baseline questions in step 1, consider the following:

- What interests or skills do they have that they can build on?
- Do they have strengths in some settings that could be developed for another setting?
- What skills or interests do they have that could benefit the community?

Identify the skill(s) or job(s), how they will gain experience in those skills or jobs, and what experience, education or training after high school could look like to advance that skill or job.



Photo by Robyn Chaney, 2019

Step 4: Define Skills the Student Needs to Develop

Once you have identified an interest area, you can define associated needed skills and knowledge the student needs, and how the skill can connect to future goals.

Baseline skill/interest	Developing the skills	Post-Secondary Outcomes
Josh is very patient and respectful around Elders. He anticipates what may be needed and assists before he is asked to.	This skill could be developed through specific instruction in more ways to be respectful around Elders and how to care for Elders.	Could lead to training as a Certified Nurse Aide or Personal Care attendant.
Zander loves to ride on the snow machine (sno-go). He loves giving rides and running errands using the family machine.	Activities to include in his plan could be time with a mechanic to learn basic maintenance and troubleshooting for snow machines.	Could be a critical skill he can use to support his community and to participate in winter subsistence activities.
Lee enjoys being outside. He takes younger siblings out to gather and chop firewood for family members in the winter.	He could complete the Winter Safety on the Land unit to learn skills that will help him make good decisions when on the Land in winter.	Could build critical skills he could use in other subsistence and community activities and it could lead to a small business collecting and selling firewood.
McKenzie helps her family with child care for younger siblings, and likes coming up with activities to do with them.	Additional activities could include taking CPR/First Aid or volunteering in early childhood class before and/or after school.	Could be developed into babysitting for other families, and eventually into a child care business or training in early childhood development.
Amber loves to look at bead work done by Elders and her aunties. She is fascinated by the patterns and colors. She has good finger dexterity and notices details.	Activities to support the development of this interest could include time with a mentor to learn to bead and make items to sell at local and regional events.	She could complete the Self-Employment and Financial Literacy unit to eventually turn the skill into a small business through selling her artwork and potentially teaching others.

Here are some examples of how the objectives can look, and how they can be tied to IEP areas.

Educational Need	Example Objectives
Functional Communication/Social Skills for Daily Living	<p>John will participate in a maklak workshop offered at the arts center and practice the social skills of seeking help when needed and listening to the instructor and classmates.</p> <p>He will demonstrate appropriate cultural norms by demonstrating how to address an Elder respectfully as they assist in the workshop.</p>
Communication skills	<p>Esther will demonstrate interpretation of non-verbal cues and learning through observation as she works with a mentor to sew an atikluk.</p>
Motor Skills	<p>Toni will work on OT skills with her auntie doing beadwork to improve hand coordination related to fine motor skills.</p> <p>Kyle will work on PT skills by participating in the dance group and improving strength and tone in his legs related to gross motor skills involved in dancing.</p>
Sensory Skills	<p>Brianna will increase her tolerance of the sounds and stimulation of social gatherings by attending community events such as basketball games, dance gatherings, and NYO (Native Youth Olympics).</p>
Educational/communication skills	<p>John will demonstrate communication and research skills by learning about his family's quppak pattern for use in his maklak workshop.</p>
Recreation and leisure skills	<p>Esther will demonstrate how to use a pattern to cut out an atikluk. Esther will demonstrate how to use a sewing machine safely to sew an atikluk.</p> <p>John will demonstrate how to care for and preserve historic family objects such as his grandfather's parka and maklaks his grandmother made. John will demonstrate knowledge of the significance of these items for his family.</p>

Educational Need	Example Objectives
Employment skills	Joseph will assist his uncle in the finish work to prepare ulu knives for sale (i.e., sanding the handles, cleaning, oiling, packaging, and mailing).
Work safety skills related to knowing how to identify, use, and care for tools in employment setting.	Joseph will demonstrate that he can identify and safely care for the tools used to make ulu knives.
Employment Skills and Social Skills for Daily Living	Max will demonstrate safe handling and use of a chain saw so they can participate in gathering of firewood to share with Elders who need it.
Employment Skills	Charlie will observe her uncle driving the snow plow to keep the airport runway clear and will assist in clearing the areas around the airport building to keep access to equipment open in the winter months. She will demonstrate knowledge of the skills of her uncle's job and why it is an important job for the community.

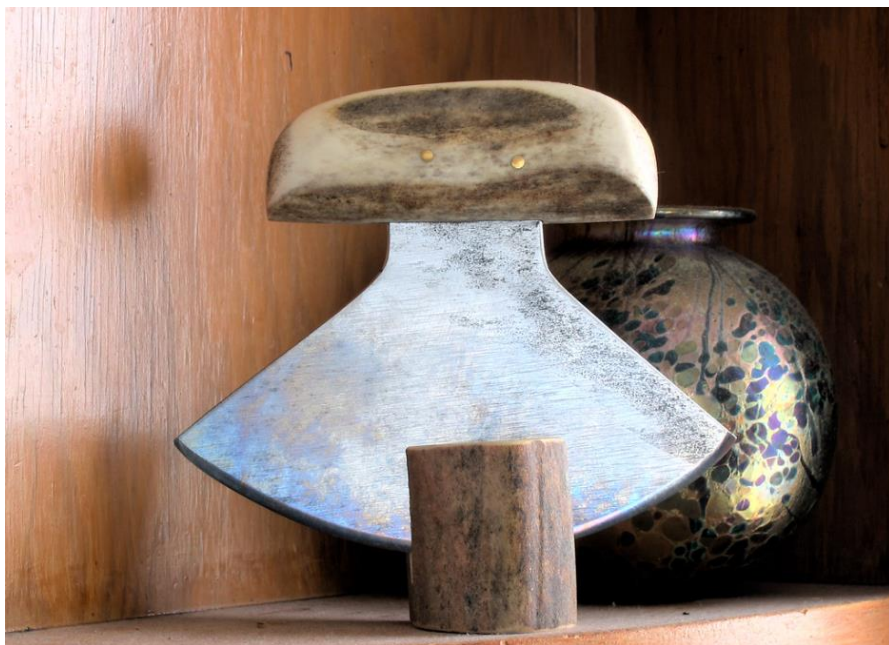


Photo by Nic McPhee, 2005, <https://www.flickr.com/photos/nicmcphee/84220756>

Use of the Modification and Accommodation Section to Support Transition Goals

Though the teacher can support direct and specialized instruction on specific Indigenous skills and content, for most students, having time with a mentor who knows the skill can be a benefit. This can be included in the Modification and Accommodations section of the IEP.

Examples:

Transition Goal	Modifications and Accommodations
Esther will demonstrate the steps to create an atikluk to wear for her dance performances with assistance from a mentor.	To assist with Esther's transition goals, Esther will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience with sewing atikluku.
Joseph will demonstrate how to assist with the finish work of making ulu knives, with assistance from a mentor.	To assist with Joseph's transition goals, Joseph will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience making ulu knives to sell.
Casey will demonstrate how to set and monitor traps and show respect for harvested animals, with assistance from a mentor.	To assist with Casey's transition goals, Casey will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience trapping and following cultural protocols for harvest of animals.
Alex will participate in dance group practices and additional practice sessions as needed, and demonstrate knowledge of at least 6 dances, with assistance from a mentor.	To assist with Alex's transition goals, Alex will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience with the dances being learned and practiced in the dance group.



Kaktovik, Alaska.

Making Progress Measurable

Here is an example of how work safety skill of handling carving tools involved in a family business, and the employment skills of cleaning and packaging and shipping could be reflected in the IEP as measurable goals and objectives. (Adapted from an example created by Kelly McBride for the 2019 curriculum.)

- **ESER/Transition Inventory—**
 - Vineland-II: Communication 74; Daily Living Skills 72; Socialization 77; Motor Skills 83
 - Transition Inventory: (Student) would like to help in family ulu business after graduation.
- **Present Levels—**
 - Functional or Self Help: (Student) contributes to family business by assisting with the finish work and shipping of ulu knives. (Student) does not yet have tool handling skills to safely help with carving and metal work, but with support can assist with the finish work on the ulus, and shipping and fulfillment.
- **IEP Goals/Objectives—**
 - (Student) will demonstrate safe handling of ulus while doing the finish work on each piece with level 3 support, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).
 - Given real life scenarios, (student) will correctly package and label ulu for shipping to customer with level 3 support, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).
 - (Student) will demonstrate safe handling of tools and cleaning abilities as he cleans the shop where the ulu knives are made, independently, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).
- **Accommodations/Modifications—**
 - Explicit instruction in safe handling techniques of carving and metal working tools.
 - Opportunities to practice with real-life materials
 - Mentor with experience in this area
 - Modeling
 - Task analysis
 - Step by step directions
 - Visual supports to include checklists or picture schedules for tasks

Step 5: Prioritize and Set Goals for Transition Plan

In the next sections, you can see many examples of how to approach the goal setting in the transition plan, and the different areas you can include.

Examples from an Alaskan Arctic School

To get started, teachers in an Arctic community used this worksheet (in Excel) to map out information gained in student and family interviews, and from knowing the student in the classroom. Potential ideas were drafted, to discuss with the student and their family. **Note: names and identifying information have been changed to protect the identity of students.**

Student	Abilities/ Challenges	Interest areas	IEP Goal Areas Brainstorm	Transition Plan Statement ideas
James	Needs more functional support, limited verbal expression	Iñupiaq dancing and singing	Dance and song skills, social skills, cultural values In dance with the middle school students. Include stretching/strengthening to prepare for dance Would there be a way he could participate in the dance group without travel? Or coordinate a family member to travel with him? Spring is the next set of dancing at festivals.	Transition Plan could include time with a mentor to develop dance and song skills as an accommodation. There may be young adults who were part of the dance club or Elders that could spend time with him learning these skills.
Kaylee	Higher functioning, strong expressive verbal skills	Has participated in subsistence activities including community processing of whale. Strong relationships with Aunties.	Specific activities related to whale harvest and food preservation, how to treat the animal with respect, honoring Elders during processing and through sharing the animal, living Iñupiaq values through participation in subsistence activities on the Land. Could incorporate language skills by creating a guide to whale processing with Iñupiaq terms.	Could include time with a mentor to develop language guide or skills related to whale processing and preservation/preparation as an accommodation.

Student	Abilities/ Challenges	Interest areas	IEP Goal Areas Brainstorm	Transition Plan Statement ideas
June	Higher functioning, challenges with reading	Art/ Animation	Developing Iñupiaq traditional art skills, self-employment/financial literacy skills for having an art business (Traditional Transition 2020)	Could include time with a mentor to develop and explore Indigenous art skills as an accommodation.
Casey	Needs more functional support, Autism Spectrum Disorder (ASD).	Special interest is YouTube, very social	Does she like to make videos? What topics does she watch? Could YouTube videos include Indigenous topics? Is there a way to bring in Iñupiaq language skills with a video project or learning through videos? Build on social skills to tie to values and learning culturally relevant skills like social reciprocity and respect for Elders. Could she record Elders telling a story and make her own videos?	Is there a local videographer/storyteller that could spend time with her, using oral storytelling and video as an accommodation to reach her transition goals?



Examples from an Alaskan Interior School

Note: names and identifying information have been changed to protect the identity of students.

Student	Abilities/ Challenges	Interest areas	IEP Goal Areas Brainstorm	Transition Plan Statement ideas
Josh	High functioning, struggles with academic focus	Mechanically inclined, loves fixing things, cultural knowledge is appealing, family is supportive.	Link Indigenous values to skill of learning to repair snow machines, Toyo stoves, window repair or other needed... Work through <i>Winter Safety on the Land</i> Flexible thinking/seeking information/trouble shooting/creative thinking/materials sourcing Using social skills and communication to network with others	Is there a local handyman that is Indigenous and a good fit to work with a student? Could he job shadow and learn? Could he job shadow at the local mechanic's shop?
Taylor	High Functioning. Struggles with reading and math.	Trapping, outdoor activities, local language	Work through <i>Winter Safety on the Land</i> Trapping gear project where he is learning the Indigenous language names of gear and animals, create a guide with pictures to share with community. Integrating local values (respect for Land and Animals) related to subsistence activities.	Modifications section: Time with a mentor to learn trapping and have time on the Land with mentor.
Kimber	Needs more functional support. Low verbal expression. Good dexterity.	Outdoor winter skills, interested in local values, processing pelts	<i>Winter Safety on the Land</i> , time with a mentor to learn about care and processing of pelts, values of respect for Land and Animals.	Accommodation of time with a mentor to learn about pelts and values related to harvest from the Land. Talk to Tribal Council members for ideas on who could work with her.

Examples from a Southeast Alaska School

Note: names and identifying information have been changed to protect the identity of students.

Student	Abilities/ Challenges	Interest areas	IEP Goal Areas Brainstorm
Matt	Academic/Reading challenges Shy but quiet leader	Involved parents who are culturally engaged Athlete, peer mentoring Enjoys community service	Inform his peers about Tribal council and student supports, grant writing Formline drawing Community greenhouse project, build on relationship with project lead. Could do snow shoveling for Elders in the winter.
Natalie	Academic challenges	Child care, care giving	Giving back, service Child CPR/First Aid
Esther	Academic challenges	Hair dresser (needed in village, training available in Juneau)	Online training/videos Self-employment/Financial literacy skills
Joseph	New IEP Academic/Behavior	Tech savvy, strong math,	Artists in residence, formline drawing, Native Youth Olympics (NYO)?
Tess	Autism Spectrum Disorder (ASD). Photographic memory, superior reading skills	Tech savvy, enjoys the library and cleaning computers	Social Skills, weaving in culture studies,
Hunter	Cognitive challenges, Emotional Disturbance (ED)	Native dance! NYO, community service, encourages the littles	Develop mentoring skills with younger students Develop leadership and advocacy skills

5—Examples of Activities and Strategies to Include

Activities and Strategies

There are other specific activity and strategies that should be considered in the transition plan. These tie directly to the goals and guide your plan of action. These include:

1. Instruction
2. Related Services
3. Community Experiences
4. Employment
5. Post-school Adult Living Objectives
6. Daily Living Skills
7. Functional Vocational Evaluation

Example Transition Plan Goals for each activity area:

Instruction—

- Student will complete the [Be a Strong Advocate for Yourself and Others](#) workbook with a small group of peers to develop self-advocacy skills.
- Student will participate in the following extracurricular activities to develop locally important skills such as social reciprocity, demonstration of respect, and ____.
- Student will participate in sessions with a culture bearer to learn snow-machine repair and troubleshooting.
- Student will participate in sessions with a culture bearer to learn subsistence skills so they can support local harvest activities.
- Student will complete the [Winter Safety on the Land](#) unit with a small group of peers to develop winter safety skills for subsistence activities.
- Student will complete the [[other Indigenous Transition Skills unit](#)] to gain skills needed to support their community.

Related Services—

- Student will continue to work with Physical Therapist on gross motor skills to support daily life activities and participation in cultural dance group.
- Student will continue to work with Occupational Therapist on fine motor skills to support daily life skills including knot tying and hand coordination needed for set net fishing.



Community Experiences—

- Learn about _____ subsistence activity through _____.
- Learn about how to prepare and preserve [local subsistence food] in traditional way.
- Participate in family and community subsistence efforts.
- Practice sharing harvested foods with Elders in traditional way.
- Learn about and practice stewardship and care for the Land by completing [Stewardship and Harvest on the Land](#) and participating in seasonal harvest opportunities.
- Learn the local history and heritage language by _____.
- Participate in cultural immersion activities such as dance, language, and music to connect to cultural identity and heritage.
- Student will participate in sessions with a culture bearer to learn [Indigenous art form]
- Determine supports or funds available from local Native Corporation or Tribal Council to support students in training or skill development.
- Student will complete a hunter safety course and demonstrate knowledge of local hunting regulations.

Employment—

- Determine eligibility for DVR services (<https://labor.alaska.gov/dvr/>)
- Explore Pre-Employment Transition Service (PRE-ETS) available through DVR to develop skills and interests (<https://labor.alaska.gov/dvr/pre-ets-activities.htm>)
- Determine summer employment options including self-employment or support of family business/subsistence activities.
- Learn about employment services available through _____ Native Corporation.
- Practice time management skills as related to local values (deciding how to use time based on local Indigenous values)
- Student will complete the [Be a Strong Advocate for Yourself and Others](#) workbook with a small group of peers to develop self-advocacy skills.
- Student will complete the [Self-Employment and Financial Literacy Skills](#) unit to develop skills for a small business.

Post-School Adult Living—

- Determine type of housing/living situation the student wants to have after high school and identify needed skills for that type of situation. *Note that the cultural norm in rural Alaska is to live in multi-generational housing, rather than independently.*
- Practice decision making skills based on local Indigenous values. (See values compass activities in [Stewardship and Harvest on the Land](#) (Tlingit, Haida, Tsimshian) or [Indigenous Leadership Skills](#) (Alutiiq/Sugpiaq). Adapt using local values as needed.)
- Learn about shareholder opportunities and/or benefits from the _____ Native Corporation.

- Learn how to practice subsistence/harvest to connect to the Land and supplement food resources.
- Practice social skills important in community activities (e.g., social reciprocity, generosity)
- Practice respectful engagement with Elders.

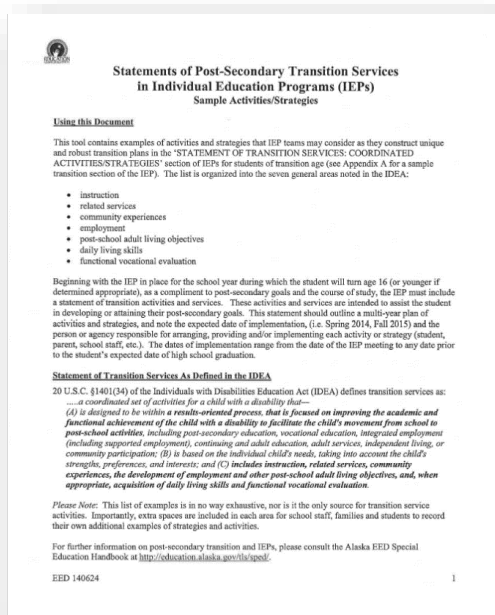
Daily Living Skills—

- Determine type of housing/living situation the student wants to have after high school and identify needed skills for that type of situation. *Note that the cultural norm in rural Alaska is to live in multi-generational housing, rather than independently.*
- Demonstrate knowledge of how to do household chores to support the family and household, especially during subsistence harvest times.
- Develop relationships within the community who can be natural supports.

Functional Vocational Evaluation—

- Use the _____ [transitional assessment] to collect functional information about the student's vocational interests and abilities including subsistence and locally important tasks.
- Conduct task analysis of _____ [subsistence/cultural activity] to determine the best way for the student to learn or participate.
- Meet with culture bearers to develop a situational vocational assessment site in the community related to learning _____ [locally important skill].

For more examples of Activities and Strategy goals, see the *Statements of Post-Secondary Transition Services in Individual Education Programs (IEPs)* Sample Activities/Strategies in the Additional Resources Section.



Statements of Post-Secondary Transition Services in Individual Education Programs (IEPs)
Sample Activities/Strategies

Using this Document

This tool contains examples of activities and strategies that IEP teams may consider as they construct unique and robust transition plans in the "STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES" section of IEPs for students of transition age (see Appendix A for a sample transition section of the IEP). The list is organized into the seven general areas noted in the IDEA:

- instruction
- related services
- community experiences
- employment
- post-school adult living objectives
- daily living skills
- functional vocational evaluation

Beginning with the IEP in place for the school year during which the student will turn age 16 (or younger if determined appropriate), as a complement to post-secondary goals and the course of study, the IEP must include a statement of transition activities and services. These activities and services are intended to assist the student in developing or attaining their post-secondary goals. This statement should outline a multi-year plan of activities and strategies, and note the expected date of implementation, (i.e. Spring 2014, Fall 2015) and the person or agency responsible for arranging, providing and/or implementing each activity or strategy (student, parent, school staff, etc.). The dates of implementation range from the date of the IEP meeting to any date prior to the student's expected date of high school graduation.

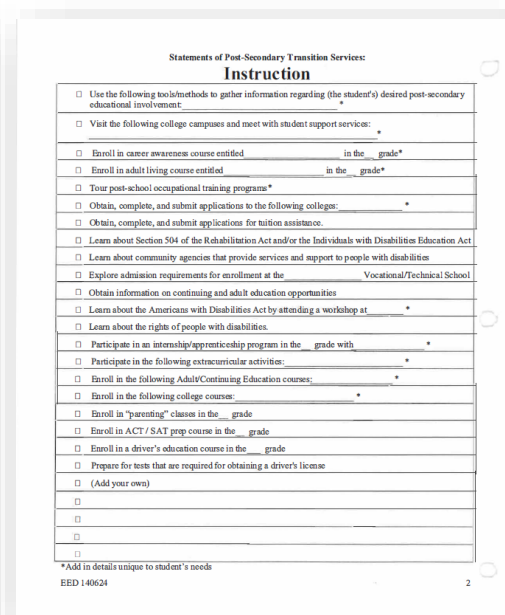
Statement of Transition Services As Defined in the IDEA

20 U.S.C. §1401(34) of the Individuals with Disabilities Education Act (IDEA) defines transition services as: "...a coordinated set of activities for a child with a disability that—
(A) is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Please Note: This list of examples is in no way exhaustive, nor is it the only source for transition service activities. Importantly, extra spaces are included in each area for school staff, families and students to record their own additional examples of strategies and activities.

For further information on post-secondary transition and IEPs, please consult the Alaska EED Special Education Handbook at <http://education.alaska.gov/ieps/>.

EED 140624



Statements of Post-Secondary Transition Services: Instruction

☐ Use the following tool/methods to gather information regarding the student's desired post-secondary educational involvement: _____

☐ Visit the following college campuses and meet with student support services: _____

☐ Enroll in career awareness course entitled _____ in the _____ grade*

☐ Enroll in adult living course entitled _____ in the _____ grade*

☐ Tour post-school occupational training programs*

☐ Obtain, complete, and submit applications to the following colleges: _____*

☐ Obtain, complete, and submit applications for tuition assistance: _____

☐ Learn about Section 504 of the Rehabilitation Act and/or the Individuals with Disabilities Education Act

☐ Learn about community agencies that provide services and support to people with disabilities

☐ Explore admission requirements for enrollment at the _____ Vocational/Technical School

☐ Obtain information on continuing and adult education opportunities

☐ Learn about the Americans with Disabilities Act by attending a workshop at _____*

☐ Learn about the rights of people with disabilities.

☐ Participate in an internship/apprenticeship program in the _____ grade with _____*

☐ Participate in the following extracurricular activities: _____*

☐ Enroll in the following Adult/Continuing Education courses: _____*

☐ Enroll in the following college courses: _____*

☐ Enroll in "parenting" classes in the _____ grade

☐ Enroll in ACT/SAT prep course in the _____ grade

☐ Enroll in a driver's education course in the _____ grade

☐ Prepare for tests that are required for obtaining a driver's license

☐ (Add your own)

☐

☐

☐

*Add in details unique to student's needs

EED 140624

6—Incorporating Alaska Cultural Standards in Transition Plan

The Alaska Cultural Standards

The [Alaska Cultural Standards](#) are an excellent model for culturally responsive skills that you can tie to student IEP and Transition Plan goals. These are standards that Alaskan Educators are required to use and consider in their lesson plans and daily work with students. When you integrate IEP and Transition Plan goals with the cultural standards, you are strengthening the foundation and potential impact of the IEP and Transition plan.

Making connections:

- You can start with a needed classroom or transition skill, and then frame it in a way that connects to one of the standards.
- You can read the standards, and craft goals based on the standards and your student's needs/interests.

“What will people think of me in the village when I am older?”

A student with behavior challenges asks, “What will people think of me in the village when I am older?” In this moment of self-reflection, the teacher has an opportunity.

This is a student who has many strengths to build on. In settings with Elders the student is very respectful and patient. The student has a great sense of humor. The student also has self-regulation challenges with feelings of anger, and struggles academically. The student easily gets frustrated during classroom activities, which translates into challenging behaviors.

The teacher is working to help the student bring the strengths that they have in some settings to the classroom, for the intent of building skills that will allow the student to contribute and be connected to their community as they get older. They are framing behavior goals to cultural norms which expect an attitude of respect for self and others.

All the goals in this student's IEP tie to the Alaska Cultural Standards and how the skills the student is learning will benefit them in relation to their community.



A: Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Alaska Cultural Standard	Ideas for How to Link to This Skill
A1: Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;	This can be directly linked to behavioral goals or as the motivation for a given behavior (see story above). Any goals related to care of others, taking responsibility, leadership skills, time management, social interactions...all can effectively be tied to their responsibility as a member of their community and how they will contribute.
A2: Recount their own genealogy and family history;	Learning their family history and the Lands their people come from can be included in the transition plan as an activity which connects to community experiences and daily living skills. It can be a key component in social interactions and in self-confidence and self-advocacy.
A3: Acquire and pass on the traditions of their community through oral and written history;	If this is an area of interest to the student, it can be included and tied to community experiences that connect the student and add to a meaningful life.
A4: Practice their traditional responsibilities to the surrounding environment;	This can include showing respect for the Land: e.g., keeping it clean from litter, not overharvesting berries, fish, or game; processing and caring for what is harvested so it doesn't spoil or go to waste. It can also include caring for personal property and things.
A5: Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;	If this is an area of interest to the student, it can be included and tied to community experiences that connect the student and add to a meaningful life. Note: Communities around Alaska have varied access to ways to learn their local language, though many important efforts to reestablish and continue Indigenous language use exist. Encourage students to connect to and learn their local heritage language as an important way to connect to cultural identity and sense of self.

A6: Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.	<p>Daily life skills include decision making. Include values exploration and application practice in using values to make decisions as a transition goal. Each tribe has a set of values they have written (http://ankn.uaf.edu/ANCR/Values/index.html) and the Alaska Cultural Heritage Center uses a set of 10 values that all tribes in Alaska hold in common. See values compass activities in Stewardship and Harvest on the Land (Tlingit, Haida, Tsimshian) or Indigenous Leadership Skills (Alutiiq/Sugpiaq). Adapt the tools using local values as needed.)</p>
A7: Determine the place of their cultural community in the regional, state, national, and international political and economic systems.	<p>Participating in larger gatherings where many communities come together can be a powerful way for the student to begin to understand a bigger view of their world and how things are connected. Attending conferences such as First Alaskan's Institute Elders and Youth Conference, AFN, or others can develop leadership skills and foster connection to a bigger picture.</p>

B: Culturally- knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Alaska Cultural Standard	Ideas for How to Link to This Skill
B1: Acquire insights from other cultures without diminishing the integrity of their own;	<p>Include social learning goals about perspective taking to relate to this standard. Students from different language/cultures could work together to learn from each other and present a collaboration or report. Transition goal example: "Student will practice confidence and self-reliance through participating in ____ events that include experiences out of the everyday such as cultural events such as Special Olympics, Agricultural Science camp, trade/college visits, participating in a different cultural gathering or event."</p>

<p>B2: Make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;</p>	<p>Include learning more about family heritage, learning their introduction in English or local heritage language, activities with Elders to understand the significance of connecting to local traditions for the strength of the individual and community.</p> <p>Attend regional gatherings or AFN in Anchorage to gain an understanding about other Alaska Native tribes and how their Tribe, Region, and family history connect to the larger Indigenous communities.</p> <p>Compare Tribal values to those of other Alaska Native Tribes to understand the similarities and differences of core values (http://ankn.uaf.edu/ANCR/Values/index.html).</p>
<p>B3: Make appropriate choices regarding the long-term consequences of their actions; and</p>	<p>Daily life skills include decision making. Include values exploration and application practice in using values to make decisions as a transition goal. Each tribe has a set of values they have written (http://ankn.uaf.edu/ANCR/Values/index.html) and the Alaska Cultural Heritage Center uses a set of 10 values that all tribes in Alaska hold in common. See values compass activities in Stewardship and Harvest on the Land (Tlingit, Haida, Tsimshian) or Indigenous Leadership Skills (Alutiiq/Sugpiaq). Adapt using local values as needed.)</p>
<p>B4: Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.</p>	<p>Include technology resources when appropriate, and also skills for managing tech use. If needed, include goals related to self-regulation of technology use as it ties to the goal of improving life in the community.</p>



Sitka Sound. Photo by Rain Van Den Berg, 2022

C: Culturally- knowledgeable students are able to actively participate in various cultural environments.

Alaska Cultural Standard	Ideas for How to Link to This Skill
C1: Perform subsistence activities in ways that are appropriate to local cultural traditions;	Many areas of the IEP and transition plan can tie to participation in local subsistence traditions including social (how to relate and participate), work skills (how to process and preserve local food resources), and workplace safety (demonstrating safe food handling, cold water safety, winter safety, etc.).
C2: Make constructive contributions to the governance of their community and the well-being of their family;	Leadership skills including self-advocacy and self-determination skills can be included to benefit the community and the individual.
C3: Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and	Include wellness goals that support academic skills and adult living skills. Frame wellness goals for the individual in a way that reflects the good of the community.
C4: Enter into and function effectively in a variety of cultural settings.	Include transition activities related to developing a knowledge of cultural heritage and navigating systems grounded in other cultural norms. Example: Awareness of Indigenous ways of being and how that differs from Western based systems such as post-secondary education and training programs.

D: Culturally- knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Alaska Cultural Standard	Ideas for How to Link to This Skill
D1: Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;	Many areas of the IEP can include meaningful interaction with Elders such as social skill development, learning specific skills, taking responsibility as a community member, and leadership skill development.

D2: Participate in and make constructive contributions to the learning activities associated with a traditional camp environment;	If students participate in summer fish camps or culture camps, tie these activities to transition plan goals.
D3: Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;	Many areas of the IEP can include meaningful interaction with Elders such as social skill development, learning specific skills, taking responsibility as a community member, and leadership skill development.
D4: Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;	Learning their family history and the Lands their people come from can be included in the transition plan as an activity which connects to community experiences and daily living skills. It can be a key component in social interactions and in self-confidence and self-advocacy. This can tie to language/communication goals, reading and writing goals. You can tie to SEL through project-based learning with guest speakers who are culture bearers/Elders/experts in community.
D5: Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and	Reflect local cultural norms in goals related to facing challenges (problem-solving). Example: "Student will work with cultural mentor to develop a checklist of needed items for winter hunting activities including emergency preparedness items."
D6: Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.	Use an interest/strengths inventory that includes locally relevant skills. See resources section for interest inventories specific to Alaska that you could build on to include locally specific subsistence skills, heritage language, social skills, or other locally important priority needs.

E: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Alaska Cultural Standard	Ideas for How to Link to This Skill
E1: Recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;	Include learning local knowledge of the Land and weather or other locally specific Indigenous knowledge in the transition plan.
E2: Understand the ecology and geography of the bioregion they inhabit;	Demonstrate an awareness of how the elements in the world around them are inter-related. How does the weather impact travel or harvest? What is important for the plants and animals to thrive so you can continue to subsist?
E3: Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;	Include activities that teach how Western-based cultural norms differ from Indigenous cultural norms and how to navigate in different settings.
E4: Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;	Include social learning goals about perspective taking. Compare subsistence activities from one region to that of another.
E5: Recognize how and why cultures change over time;	invite Elders to share the changes they have seen in their lifetime, how the village or region has changed throughout history to provide context and connection to larger conversation.
E6: Anticipate the changes that occur when different cultural systems come in contact with one another;	Include discovery related to what is needed locally as technology changes and climate changes (which can impact subsistence harvest), and how the student can be part of local solutions.
E7: Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.	Include practice applying local Tribal values in decision making, and how different values may result in different decisions.
E8: Identify and appreciate who they are and their place in the world.	Include learning about family heritage and learning their introduction in English or local heritage language. Activities with Elders to understand the significance of connecting to local traditions for the strength of the individual and community.

7—Culturally Responsive Social, Emotional, Learning (SEL) Goal Examples

Social Emotional Learning (SEL) skills can help students in all areas of their lives: In their community, in their family, in their friendships, and at work. Writing these skills in a culturally relevant way makes them even more impactful.



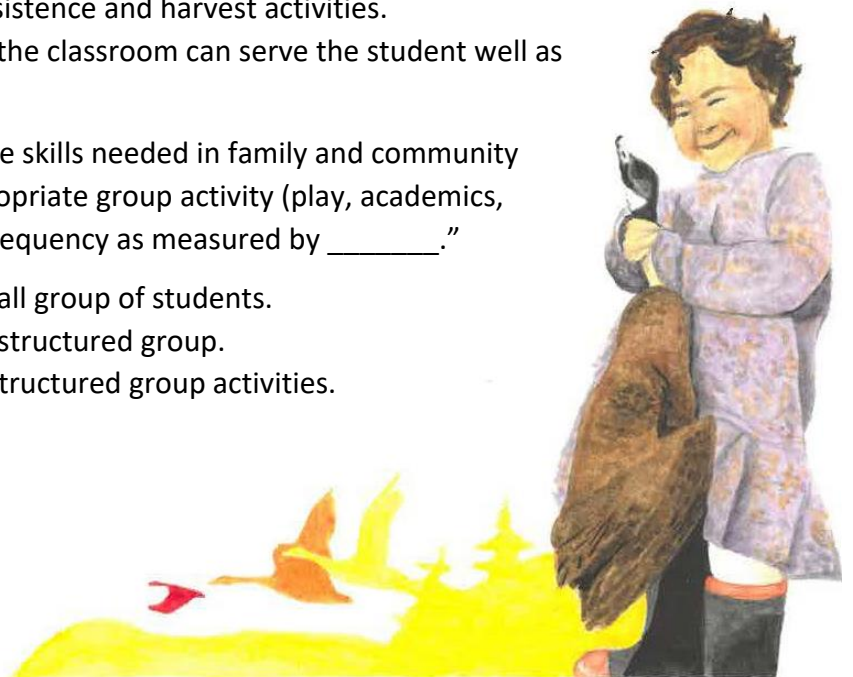
Consider: What are classroom skills that also reflect skills needed in the community?

Example: Being able to work cooperatively in small groups, large groups, or in non-structured activities is a key skill in subsistence and harvest activities.

Prioritizing this skill and practicing it in the classroom can serve the student well as a community member.

“Annual Goal #7 To practice cooperative skills needed in family and community activities, [Student] will engage in appropriate group activity (play, academics, classroom discussion, etc.) with ____ frequency as measured by ____.”

- Participate cooperatively with small group of students.
- Participate cooperatively in large structured group.
- Participate cooperatively in non-structured group activities.



You can make these types of goals more relevant by:

- Identifying the needed classroom or workplace skill (the WHAT);
- Connecting the skill to a community or family need/benefit or a cultural value (the HOW and the WHY).

Following are examples of SEL goals that may be important and how they can be more culturally relevant and meaningful. These examples are tied to [10 Values Alaska Native Cultures Have in Common](#) used by the Alaska Native Knowledge Network (see next page).

Follow that same link to find values that are Tribe or region specific.

Topic	Standard SEL Goal	Culturally Responsive Version
Conflict	Identify appropriate ways of dealing with conflict.	In order to show respect and care for others, student will identify appropriate ways to deal with conflict.
	Follow through on making commitments involved in a decision.	In order to show respect and care for others, the student will follow through on commitments involved in a decision.
	Control temper in conflict situations with peer and/or adult.	In order to show respect and care for others, the student will maintain a respectful tone and language in conflict situations with peers and adults.
	Ignore teasing by walking away or not responding.	In order to show respect and live carefully, the student will walk away or not respond when teased by others.
Classroom Skills	Change promptly from one activity/assignment to another without excessive hesitation or complaining.	To show respect for others in the classroom, the student will change from one task/assignment to another in a calm and peaceful manner.
	Move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library, etc.).	As a way of showing respect and caring for others, the student will move directly from one location to another in a peaceful manner.
	Keep hands and feet to self.	As a way of showing respect and caring for others, student will keep their hands and feet to themselves in all classroom activities.

Relationship Skills	Engage in appropriate behavior when confronted with inappropriate behavior.	In order to demonstrate knowing who they are and that they are a reflection of their family, the student will demonstrate respectful behavior even when someone else is behaving inappropriately.
	Express verbal support (e.g., give constructive feedback to a peer).	In order to share what they know and demonstrate caring for others, the student will show that they can express verbal support of a peer.
	Accept responsibility for changing own behaviors.	In order to show respect and care for others, the student will demonstrate accepting responsibility for their choices and how they behave.

For an extensive list of SEL goals and objectives you can adapt, see the Additional Resources Section.

10 Values Alaska Native Cultures Have in Common

- **Show Respect to Others**—Each Person Has a Special Gift
- **Share what you have**—Giving Makes You Richer
- **Know Who You Are**—You Are a Reflection on Your Family
- **Accept What Life Brings**—You Cannot Control Many Things
- **Have Patience**—Some Things Cannot Be Rushed
- **Live Carefully**—What You Do Will Come Back to You
- **Take Care of Others**—You Cannot Live without Them
- **Honor Your Elders**—They Show You the Way in Life
- **Pray for Guidance**—Many Things Are Not Known
- **See Connections**—All Things Are Related

Source: Alaska Native Knowledge Network (ankn.uaf.edu/ANCR/Values/index.html)

Ten Universal Values Examples for IEP Goals and Objectives

For each value, think about this value, and what it looks like when it is expressed.

- What related skills or behaviors can the student work on to practice this value?
- Why is it important for the student's well-being or social connections to practice this value?

Value	Example Goals and Objectives
Show Respect to Others: Each person has a special gift.	<p>Goal: Student will demonstrate showing respect for others on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Keep hands and feet to self • Objective #2: Change promptly from one activity/assignment with grace and respect. • Objective #3: Move directly from one location to another with grace and respect.
Share What You Have: Giving makes you richer.	<p>Example goal: Student will demonstrate ways of sharing on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Share materials willingly • Objective #2: Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given. • Objective #3: Make positive statement about the qualities and accomplishments of others
Know Who You Are: You are a reflection on your family.	<p>Goal: Student will demonstrate understanding of knowing self on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Identify signs of anxiety and stress in self and others. • Objective #2: Make positive statement about the qualities and accomplishments of self • Objective #3: Manage unreasonable fears
Accept What Life Brings: You cannot control many things.	<p>Goal: Student will demonstrate acceptance of what life brings on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Distinguish between fact, rational belief and irrational belief • Objective #2: Name alternative ways to handle frustration • Objective #3: Identify behaviors which demonstrate self-control • Objective #4: Handle transitions between activities with grace and respect.
Have Patience: Some things cannot be rushed.	<p>Goal: Student will demonstrate patience on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Identify situations that may lead to conflict (e.g., hurtful teasing, name calling)

	<ul style="list-style-type: none"> • Objective #2: Name personal behaviors that may contribute to a conflict • Objective #3: Control temper in conflict situations with peer and/or adult
Live Carefully: What you do will come back to you.	<p>Goal: Student will demonstrate showing the value of living carefully on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Ask permission of others to borrow • Objective #2: Return borrowed items in a timely manner • Objective #3: Return items in same condition as borrowed
Take Care of Others: You cannot live without them.	<p>Goal: Student will demonstrate how to take care of others on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Follow through on making commitments involved in a decision • Objective #2: Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors • Objective #3: Offer to help a peer at an appropriate time
Honor Your Elder: They show you the way in life.	<p>Goal: Student will demonstrate honoring Elders on a [weekly] basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Seek guidance prior to making certain decisions • Objective #2: Accept feedback appropriately • Objective #3: Use an appropriate voice and words when interacting with peers or adults
Pray for Guidance: Many things are not known.	<p>Goal: Student will demonstrate making appropriate decisions on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Set realistic personal goal(s) • Objective #2: Adapt to differences in various settings • Objective #3: Seek assistance to resolve conflict after independent attempt
See Connections: All things are related.	<p>Goal: Student will demonstrate the value of seeing connections on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> • Objective #1: Apologize/make restitution when own actions have injured or infringed upon another • Objective #2: Appropriately state angry feelings to person involved in the situation • Objective #3: Act respectfully toward an individual with different qualities and characteristics (e.g., accept the person without hurtful teasing or actions)

*As measured by... teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.

8—Trauma Informed Transition Planning

“Though there is a history of generational trauma, we also have a history of generational strength. Our Ancestors endured thousands of years of challenges, and we have their strength within us.”

—Quannah Chasinghorse Keynote address from First Alaskan’s Institute Elders and Youth Conference 2023

Trauma Creates Challenges for Post-Secondary Planning

Experiencing trauma can dramatically impact day-to-day learning and the ability to plan and achieve personal and educational goals. When you have to focus on day-to-day survival, it is hard to picture the future or make decisions with the future in mind. Students may face multiple sources of trauma including individual, family, and historical trauma*.

When you can understand the behaviors you are seeing, it helps separate the behaviors from the individual. You can help shift the response over time from one that is punitive to one that is supportive. Modeling tools and culturally meaningful coping strategies can heal and build skills that will serve the students into adulthood.

Trauma can impact a student’s emotional, social, and physical well-being.

Signs of trauma may include:

- Difficulty regulating emotions
- Demonstrating impulsive behaviors
- Suppressing memories
- Disruptive or defiant behavior
- Difficulty learning at the same rate as peers
- Lack of motivation
- Chronic absenteeism
- Substance abuse
- Risky sexual behavior

(Shea & Akom, 2021)



Tools to Support Learning and Transition

Teachers can make learning environments feel safe and supportive by focusing on foundations such as building trusting relationships, organization and structure, and engagement that builds on student strengths and teaches self-regulation skills (Honsinger & Brown, 2019).

There are some things you can do to make the classroom, community, or employment setting more supportive for students who have experienced trauma (adapted from a handout by Shea & Akom, 2021.)

Environment

- **Safe Environments:** Create welcoming spaces where students know they will be listened to and heard.
- **Places to take a break:** Make sure students have an area they can go to practice their self-regulation strategies. This could be a bean bag chair in a corner of the room, or a separate space.
- **Consistent routines and expectations:** Clear scheduling and consistent expectations help build trust and predictability. This also helps with transition times, which can be challenging.
- **Practice navigating changes to routine:** Changes to routine are a part of life. When changes need to happen, be aware of the opportunity to practice and know that routine changes can be difficult. Help students develop a plan for dealing with unexpected changes, and support the use of the plan.
- **Share the “why”:** Explaining why something is happening can be very helpful to those who have experienced trauma. When people understand the reasons behind the decisions at school or work, it helps them adjust and feel part of the process.

Relationships

Build positive relationships by using clear communication and strategies that foster trust.

- **Get to know each student:** make time to connect with individual students. Get to know their strengths, interests, resources, and challenges.
- **Use active listening skills:** Show the student you are really listening by providing space for them to speak, repeating back what you hear to make sure you understand, and asking open ended questions.
- **Be mindful of how you communicate:** If you need to address an issue with a student, avoid re-traumatizing by using neutral facial expressions, calm voice, and talking to the student away from others.
- **Model and use collaboration:** Practice collaborative problem solving and team-based approaches to build skills that will help the student in the classroom and in future community and work settings. This is a vital skill in Indigenous communities.

Self-Regulation and Self-Care

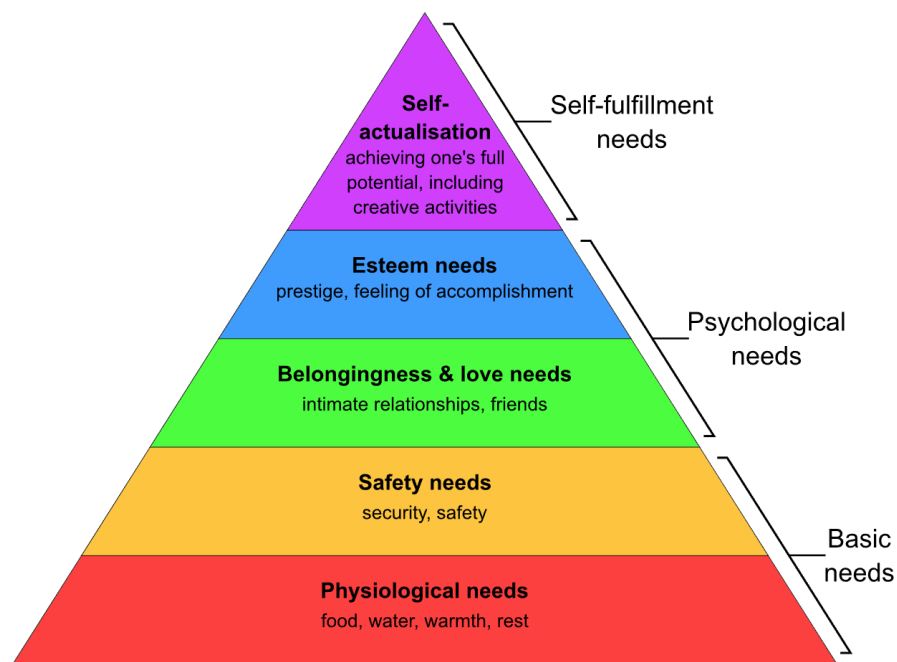
- **Model and practice self-regulation and self-care** by voicing what you are doing when you are feeling stressed or doing something to handle stress.
- **Practice being tech-free:** Set aside a block of time each day to be tech/device free to practice unplugging from technology, social media, or news outlets. You can do this by giving assignments or activities that do not use technology to create a natural break.
- **Include self-care in your classroom routine:** Have a mindfulness minute to sit and listen or do deep breathing as a class to encourage this kind of self-care. Take a walk as a group to get some movement in between seated activities.
- **Create a self-care plan:** Have students create a plan and practice using their plan when feeling stressed or overwhelmed. This can include journaling, using a relaxation or affirmation app, squeezing a stress ball, or deep breathing.

The article has more ideas and ways to support student learning in a trauma informed way.

<https://centerontransition.org/documents/publications/Trauma%20Informed%20Practices%20in%20Preparing%20for%20Postschool%20Employment%20Success.pdf>

Consider Maslow's Hierarchy of Needs

Transition and future planning are higher level needs that are best done when basic needs are being met. When students are focused on safety, sleep, and food needs, it interrupts learning and the capacity to think about the future. If a student is struggling in the classroom or with transition planning, think about Maslow's Hierarchy of Needs to see if there are supports needed for basic needs that can be met first.



[Image credit: By Androidmarsexpress - Own work, CC BY-SA 4.0](#)

Food and Security

Many students rely on the school for breakfast, lunch, and snacks. Food can be a huge motivator for students. Access to snacks in the classroom and meals through the school helps to create a space where there is security, so the higher-level needs such as academics and transition planning can be addressed.

Start Small to Build Confidence

Students who have experienced trauma and students who experience disabilities may need to start with very small goals to build confidence and practice basic trouble-shooting for when they face challenges.

Start with asking about strengths and interests, rather than asking big questions like “What do you want to do after high school?” and “What career are you interested in?” These questions are overwhelming to someone who is more focused on basic needs, especially if they don’t have experience with what options may be available.

Building Trust by Building Slowly on Strengths

Ellie experienced learning disabilities and hearing impairment which impacted her speech and social interactions with peers. When asked what she wanted to do after high school, and what her education and career goals were, she replied that she didn’t know. This was documented in her transition plan.

Her teacher decided to explore Ellie’s interests and strengths as a starting point.

She discovered that Ellie grew up in a house where two families shared a small dwelling. Ellie’s uncle had committed suicide the year before and the family was still mourning his loss. The family struggled financially and relied on the school to provide lunch for Ellie.

Ellie had 2 younger siblings and 4 young cousins who also lived in the house. Ellie took care of the younger kids after school and on weekends. She enjoyed playing with them and coming up with games to do outside.

The teacher built a relationship with Ellie and encouraged her to develop her strengths. She found online videos that Ellie could watch which gave fun activities she could do with children, and babysitting tips for working with kids. Ellie really enjoyed these, and tried out things she learned in the videos. The teacher suggested gaining more skills so that Ellie could babysit for income, and maybe even pursue more education related to early childhood development through remote learning through the University of Alaska.

All of this became part of her transition plan in her IEP.

***Historical Trauma**

Historical Trauma is defined as cumulative emotional and psychological wounding both over a life span and across generations, resulting from massive group catastrophes (Yellow-Horse Brave Heart, 1995). “Many older Alaska Natives grew up in a time when the basic foundation of the social life that bonds the Alaska Native culture and communities together was damaged. Many believe that the soul and the psyche of generations of Alaska Native peoples have inherited the pain, loss, and frustration of their ancestors. As a result of loss of cultural patterns, identities, relationships, and unresolved massive psychic traumas, many Alaska Natives are experiencing chronic social problems today.”

“Alaska Native cultural arrangements and patterns, including language, values, ethics, and beliefs, were severely challenged by the Western missionaries and educators. Alaska Natives lost the right to speak their languages, sing their songs, learn from contact with Elder knowledge, connect with nature, bond with their community, and pursue their traditional means of survival. Art, ceremonial objects, ceremonies, prayer, and healings were forbidden and condemned and as a result many traditional practices were lost as a living part of Alaska Native culture...” (Stanford Medicine, 2019.)

This happened differently in each community, but the effects are still being felt in the forms of substance misuse, depression, anxiety, low self-esteem, anger, health inequities, and increased suicide risk.

As an outsider, it is important to take time to learn the history of the community where you are so you can better understand the journey of the people in your community and what they have faced.

References:

- [Honsinger, C., & Brown, M.H. \(2019\). Preparing trauma-sensitive teachers: Strategies for teacher educators. Teacher Educators' Journal, 12, 129-152.](#)
- [Shea, J., & Akom, K. \(2021\). Trauma Informed Practices in Preparing for Postschool Employment Success.](#)
- Stanford Medicine Ethnogeriatrics (2019). “Historical Trauma.” <https://geriatrics.stanford.edu/ethnomed/alaskan/introduction/history.html>
- [US Department of Health and Human Services. \(2014\). SAMHSA's concept of trauma and guidance for a trauma-informed approach.](#)

9—FASD and Transition

Substance misuse is a common problem in rural America*, and rural Alaska is no exception. As a teacher in rural Alaska, you will likely have students in your classes who experience Fetal Alcohol Spectrum Disorder (FASD). It may be diagnosed, or undiagnosed, due to the stigma associated with it. FASD is a non-visible disability, and the impacts on individuals range from mild to severe.

FASD can create challenges related to transition planning because of:

- Managing impulses and emotions,
- planning and organizing,
- procrastinating,
- difficulty shifting between tasks (transitions),
- understanding cause and effect,
- keeping something “in mind” long enough to carry it out, and
- understanding abstract concepts. (Source: *The 9 Core Messages*)

Strategies that may help support students who experience FASD in the classroom and with transition planning include:

- Offer proactive support and accommodations, rather than punishments.
- Use concrete and simple instructions.
- Say what you want someone to do instead of what *not* to do.
- Think *stage* not *age*: adapt to developmental age instead of chronological age.
- Be patient and give time to process.
- If the person doesn’t learn in the way we teach, teach in the way they learn.
- Modify the environment. (Source: *The 9 Core Messages*)

Use the 8 Magic Keys

The *8 Magic Keys* are guidelines to developing successful interventions for all learners, including those with FASD. Developed by Deb Evenson and Jan Lutke, the keys are: concrete, consistency, routine, specific, structure, supervision, repetition, and simplicity.

Handout: <https://www.fasdoutreach.ca/resources/all/0-9/8-magic-keys>

Video: *8 Magic Keys to Support Students with FASD* with Deb Evenson (26:51)

https://www.youtube.com/watch?v=8ZeJxek_cxs



Resources for more:

9 CORE MESSAGES: What Everyone Should Know About Prenatal Alcohol Exposure created by the Alaska FASD Strategic Plan Workgroup.

Alaska Center for FASD: <https://alaskacenterforfasd.org/> provides information and resources specific to Alaska. <https://letstalkfasdak.org/>

Stone Soup Group: <https://www.stonesoupgroup.org/> Support for families with children who experience Developmental Disabilities. <https://www.stonesoupgroup.org/resources/family-resource-guide/fetal-alcohol-spectrum-disorders/>

Alaska Center for Children and Adults: <https://alaskacenter.org/> Serves the Fairbanks area with diagnostic and support services for those experiencing disabilities.

Alaska Center for Resource Families: <https://www.acrf.org/> Supports related to foster care and adoption.

State of Alaska FASD Program: <https://health.alaska.gov/osmap/Pages/fasd.aspx> Resources and diagnostic team contacts.

Alaska FASD Diagnostic Team Network: <https://health.alaska.gov/osmap/Pages/fasd-team.aspx> Contact list.

FASD Across the Lifespan: <https://www.acrf.org/self-study/fasd-across-the-lifespan>
This is a 7- part series for caregivers exploring the impact of prenatal alcohol exposure across the lifespan from infancy through adulthood.

8 Keys for Adults: <https://alaskacenterforfasd.org/8-keys-film/> A documentary about seven adults with fetal alcohol spectrum disorders telling their stories, challenges, strengths, and strategies for success.

Trying Differently Rather Than Harder: Book by Diane Malbin <https://nhfv.org/library/trying-differently-rather-than-harder-second-edition/>

FASD Classroom Strategies Handbook: <https://www.usd.edu/-/media/Project/USD/DotEdu/Academics/Colleges-and-Schools/Medicine/Center-for-Disabilities/FASD-Handbook.pdf?rev=d1cb554d8ab043d49dc14ea2907f4819&hash=B5F5240225CC1BB2638DBD89630B573B>

Fetal Alcohol Spectrum Disorders Education Strategies: <https://static.fasdoutreach.ca/resources/f/fetal-alcohol-spectrum-disorders-educational-strategies/fasd-educational-strategies.pdf>

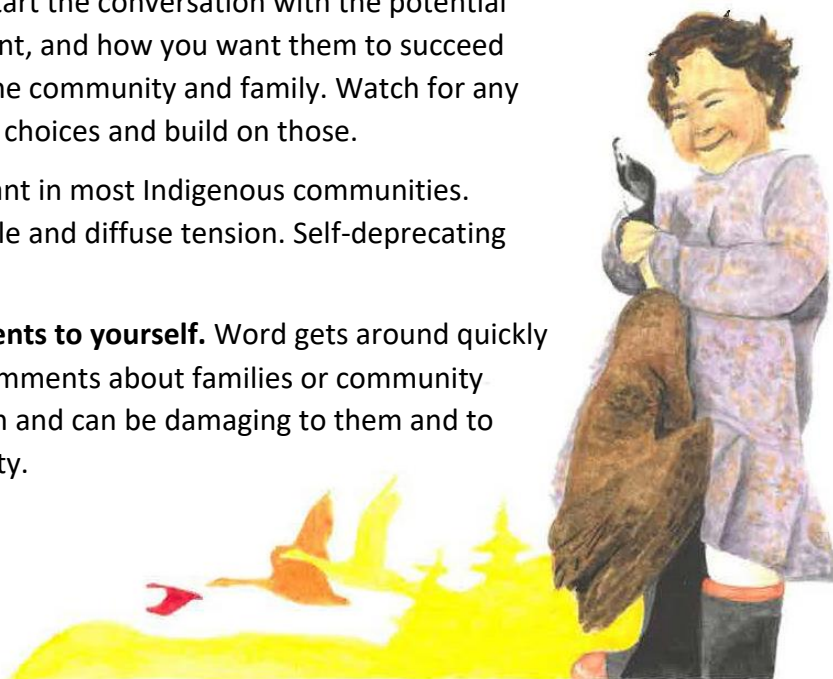
*Substance Use in Rural Areas: <https://www.ruralhealthinfo.org/topics/substance-use>

Acknowledgments: Thanks to Karen Lomack (Parent Navigator, Stone Soup Group) for contributing to this section.

10—Tips for Teachers New to Rural Alaska

Tips for Working with Students and Families in Rural Alaska

- **Get to know the student and their family.** Gain an understanding of the family structure, and who should be involved with the transition planning and IEP.
- **Connect IEP/Academic objectives to local values.** Explore what is important to the family, and their hopes for the student. Listen for the family's values and how they tie to community and cultural values. Look for opportunities to tie classroom and transition goals to these values.
- **Emphasize partnership and collaboration in all conversations.** Even when you have requirements to meet, work to meet those objectives with input and collaboration of the student and their family. This is more in line with how things are done in rural Alaska.
- **Listen first.** Allow for silences as information is being processed. A slower pace of conversation allows each person to be heard and to really listen. This is an important way of showing respect.
- **Think of the collective instead of only the individual.** Individuals are a valued part of the community, and there is a strong emphasis on the responsibility of participating in and being connected to the community. When an individual achieves something, it is seen as a success of the group. Individual strengths are valued in relation to how they meet the needs of the community. Frame goals, achievements, areas to grow in a collective way and they will be more relevant.
- **Be strengths-based in all conversations.** Even if the meeting is about a particular challenge or behavior, start the conversation with the potential and strengths you see in the student, and how you want them to succeed and be able to fulfill their part in the community and family. Watch for any time the student is making correct choices and build on those.
- **Use humor.** Humor is very important in most Indigenous communities. Humor and laughter connect people and diffuse tension. Self-deprecating humor can communicate humility.
- **Keep negative thoughts or comments to yourself.** Word gets around quickly in small communities. Negative comments about families or community members will make it back to them and can be damaging to them and to your relationships in the community.



- **Consider an indirect approach.** In many Alaska Native cultures, a direct approach may be considered aggressive and confrontational. An indirect approach may get your point across without causing offense and without disrespecting the student. It will also avoid the perception of being an accusation. Examples:
 - **A student is on his phone and laughing at a video in class when phones are supposed to be put away.** The teacher waits until the next day and shares with the whole class that the rule in the classroom is no phones during class time. The reason is so that “Students can stay focused and get good grades. Good grades are required for all who want to participate in basketball.” This reminds everyone about the link between something they want and an expectation. It gets the point across about the behavior, but isn’t a direct criticism of the student making an incorrect choice.
 - **In an IEP, after describing all of the things a student is doing well, a teacher talks in general terms about a problem behavior he finds concerning in the classroom.** He then pauses and looks at the parents, so they know he is talking about their child, without saying “John is doing _____.” This avoids the feeling that the teacher is accusing John of something, which does not help the parent teacher relationship, or elicit parent support in their child’s behavior.
- **Approach things from a point of curiosity instead of authority.** Don’t take negative behaviors personally. Hold the respect for the individual at the heart of the conversation. When you do need to intervene, make a clear distinction you are addressing the behavior, not questioning the integrity of the person (it is an incorrect choice, not a “bad person.”)
- **Bring all the senses into learning:** Students will learn better if they can tie all their senses to learning a skill instead of just reading and thinking about it.
- **Learn through stories:** Students will remember information better if it is presented as a story rather than just facts or lists. This ties well to Alaska Native ways of teaching and learning and will feel more familiar and be easier to integrate and apply.
- **Be aware of your body language:** Pay attention to how people in your new community stand, hold their bodies, use eye contact (or indirect eye contact) and try to practice using your body language intentionally. In cultures that rely heavily on observation and non-verbal communication, body language takes on more importance. For example, a new teacher who is loud and boisterous and uses a lot of dramatic hand gestures and gives firm handshakes with direct eye contact may be seen as domineering and even aggressive, when that was not the teacher’s intent. A teacher who is more soft-spoken and who can use community norms around eye contact and a gentle handshake would be perceived as more approachable.

Tips for Making Connections

If you are new to rural Alaska, and new to a small community, these tips from other teachers who have walked that path can help you make connections and avoid common missteps.

- **Show up at community events.** Get to know community leaders. Introduce yourself and where you are from. Express an interest in the community and get to know those who attend community functions. Get to know the families in town, and how people are related to each other.
- **Get to know people before making requests of them.** Volunteer to help at community events. Bring a dish to a pot luck. Outside people (especially white people) have a history of being “takers.” You can offset this by being aware of this history and giving first.
- **Learn to understand non-verbal communication.** Non-verbal responses are common in rural Alaska, but they can be missed by those from other cultures who are used to verbal responses. Examples: In some regions, raised eyebrows or blinking mean “yes” and a wrinkled nose means “no.” Smiles and head nods can be used to acknowledge that what you said has been heard, but does not necessarily mean there is agreement. Get to know the non-verbal cues in your community and practice using them.
- **Introductions.** Many Alaska Native people begin their introductions by sharing about their family and who they are related to. Family connections are more important than professional achievements. Think about your parents and your grandparents, and how what they did or knew has made you who you are, and share relevant connections. For example, if your grandparents had a farm in Iowa, it shows that your grandparents worked with the Land. This could be more meaningful than your degree or personal work experience as you introduce yourself.
- **Get comfortable with silence.** It is a sign of respect to allow for someone to formulate their thoughts and express them, even if it takes some time. Westerners tend to want to fill silences with words or chatter. This can be seen as rude or domineering. Allow for the silences. Know that silence can show active participation, even though in Western cultures it may be seen otherwise. There may be differences with how silence is used with older people and youth.
- **Listen for indirect requests.** In many Alaska Native communities, it is common to make a request by suggesting something rather than asking directly. Listen for these and try to do them if you can. These are important opportunities to contribute to the community, and it is an honor to be asked. Example: A community member drops by the classroom after school and says, “Some people are going out to harvest willow branches on Saturday. It is good to know how to do this.” This is likely an invitation to

go and help and learn about something important to the community. You could respond by expressing interest in the activity, and find out how to join in.

- **Observe and respect cultural norms.** Each community has cultural norms that are likely different from yours. Take some time to observe and get to know the school and people there before you make changes or give direction. Honor the work of those who were before you. If you are coming into a situation that needs repair because of your predecessor, taking time before you act can help you avoid additional repairs. Keep negative comments or thoughts about your predecessor to yourself, as there will be community members who liked and worked with them.
- **Ask for a community mentor.** Many communities have community leaders who are involved in the school. If the school doesn't offer this, you can ask if there is a community member who is willing to be your contact in the community to help you navigate your new life there. Initially, they may help answer practical questions like how to set up internet and utilities or how to use a wood stove. If they are comfortable, they can answer questions about local culture and ways you can get involved. If a respected person in the community gets to know you, and sees you are sincere, it can pave the way more easily for you to be accepted and included.

Acknowledgments: Thanks to Dawn Vallely and Matthew Robinson for contributing to this section. Some tips also informed by *Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education* by Ilarion (Larry) Mercurieff and Libby Roderick.



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Indigenous Transition Skills Units and Lessons

Access all of the units at <https://sesa.org/resources/educational/alaska-traditional-transition-skills/>.

Set-Net Fishing Skills and Cold Water Safety Skills (2019)

(Dillingham Region/Yup'ik values. Authors: Van Den Berg and Chaney)

Important guidance on how to incorporate subsistence and traditional skill building into the transition plan of an IEP. Includes example transition plan statements and objectives. Units developed for students with higher level of functional support needs.

Set-Net Fishing Unit	Cold Water Safety Skills Unit
1. Respect for Salmon and Fish	1. Personal Floatation Devices (PFDs)
2. Tides 1: Basics of the Tide Cycle	2. Cold Water Survival
3. Tides 2: How to read a Tide Table	3. Be Prepared: Make a Float Plan
4. Tides 3: Tides and Set Net Fishing	4. Be Prepared: Survival Skills
5. Knots: Overhand	5. Be Prepared: Clothes for Fish Camp
6. Knots: Bowline	6. Be Prepared: Weather
7. Knots: 1/2 hitch	
8. Knots: Square	
9. Set Net Gear	
10. Safe Fish Handling	

Financial Literacy and Self-Employment Skills (2020)

(Kotzebue Region/Iñupiaq values. Authors: Van Den Berg, Hadley, and Gage)

For students with learning disabilities and less functional support needs who are interested in self-employment and creating a traditional art business or other business. Includes basic financial literacy taught with learning stories and regionally specific examples.

1. Introduction	6. Basics of Debt and Credit
2. SMART Goal Setting	7. Developing a Product
3. Facing a Challenge	8. Marketing Basics
4. Basics of Budgeting	9. Making a Business Plan
5. Basics of Banking	10. Taxes, Licenses, and Insurance

Traditional Iñupiaq Sewing (2020)

(Kotzebue Region/ Iñupiaq values. Authors: Van Den Berg and Gage)

For students with learning disabilities and less functional support needs who are interested in exploring Iñupiaq sewing. This could be for connecting to culture and community, or as a path to a creative industry.

1. Iñupiaq Sewing Part 1	5. Sewing Tools
2. Iñupiaq Sewing Part 2	6. How to Use a Pattern
3. Iñupiaq Artist Profile Maija Lukin	7. Animal Sewing Project (Running Stitch)
4. Iñupiaq Artist Profile Mary Lou Sours	8. Bag Sewing Project (Whip Stitch)

Introduction to Traditional Carving (2021)

(Southeast Region/Tlingit, Haida, and Tsimshian values. Authors: Van Den Berg, Skultka, and Miller)

For students with a wide variety of functional support needs who are interested in exploring Traditional Carving. This could be for connecting to culture and community, or as a path to a creative industry.

1. Introduction	6. Carving Materials and Where They Come From
2. Historical Significance of Carving to the Peoples of SE Alaska	7. Wood Grain and How Trees Grow
3. Haida Artist Profile: Charlie Skultka, Jr. Artist	8. Carving Project: Soap Animal
4. Tlingit Artist Profile: Kristina Cranston Artist	9. Carving Project: Small Canoe Paddle
5. Carving Tools and Safety	

Stewardship and Harvest on the Land (2021)

(Southeast Region/Tlingit, Haida, and Tsimshian values. Authors: Van Den Berg, Miller, and Esquiro)

For students with a wide variety of functional needs who are interested in participating in subsistence activities on the land. This unit starts with a lesson on living tribal values, includes safety on the land, and ends with harvesting berries with respect.

1. Stewardship and Respect for the Land	6. Shelters and Signals
2. Seasons of Harvest	7. Respect for Bears
3. Make a Plan Before You Go	8. Harvesting Berries in Southeast Alaska
4. What is in Your Back Pack?	9. Preparing and Sharing the Berries of Southeast Alaska
5. Seven Steps of Survival	

Winter Safety on the Land (2022)

(Interior Region, Dene Athabascan values. Authors: Van Den Berg and Albert)

For students with a wide variety of functional needs who are interested in participating in subsistence activities on the land in winter. Includes safety and survival skills for interior Alaska.

1. Winter Activities on the Land	6. Snow Shoes
2. What to Wear in the Interior Alaska Winter	7. Important Things to Know about Snow
3. Be Prepared for Winter Activities	8. Traveling Rivers Safely in Winter
4. What is in Your Back Pack?	9. Predicting Winter Weather
5. Seven Steps of Survival	10. Challenges and Survival

Introduction to Dene Athabascan Beading (2022)

(Interior Region, Dene Athabascan values. Authors: Van Den Berg and Adams)

For students with a wide variety of functional needs who are interested in learning about Dene Athabascan beading. This could be for connecting to culture and community, or as a path to a creative industry.

1. Introduction to Dene Athabascan Beading	6. Beading Materials and Tools
2. The Importance of Beading in Dene Athabascan Cultures	7. Dene Athabascan Designs
3. Featured Artist: Rochelle Adams (Gwich'in)	8. Building Beading Skills
4. Featured Artist: Emma Hildebrand (Koyukon)	9. Practice: Let's Start Beading
5. Getting Started with Beads	10. Beading as a Creative Industry

Traditional Transition 2022: Salmon: Our Way of Life

(Kodiak Region/Alutiiq/Sugpiaq values. Authors: Van Den Berg and Sargent)

For students with a wide variety of functional support needs who are interested in the salmon fishery. It covers subsistence fishing and career opportunities in the fishery including commercial, aquaculture, and fisheries management. Key skill building lessons for working in the fishery include five important knots to know, how to identify the five species of Pacific salmon, and working as part of a team.

1. Intro to the Salmon Unit	6. Aquaculture
2. Living Our Values Through Traditional Harvest Lifeways	7. Aquaculture and Fish Tech Jobs
3. Sustaining the Fishery: Subsistence, Commercial and Sport	8. Skills: Five Important Knots to Know
4. Subsistence Techniques and Traditions	9. Skills: How to Identify Salmon Salmon
5. Commercial Fishing in Alaska	10. Skills: Working as Part of a Team

Indigenous Leadership Skills (2022)

(Kodiak Region/Alutiiq/Sugpiaq values. Authors: Van Den Berg, Marton, and Delgado)

For students with learning disabilities and less functional support needs who are interested in learning leadership skills from an Alaska Indigenous perspective. Through learning stories and activities, students learn confidence building, communication, and core skills such as organization and planning.

1. What Does It Mean to be a Leader?	7. Leaders Communicate in Many Ways
2. Leaders Live Their Values (Alutiiq/Sugpiaq)	8. Leaders Communicate in Different Situations
3. Leaders Have Confidence to Face Challenges	9. Leaders Listen
4. Leaders Have Confidence to Set and Reach Goals	10. Leaders Organize and Plan
5. Leaders Advocate for Themselves and Others	11. Leadership In Action
6. Leadership Communication Styles	

All units are available online at <https://sesa.org/resources/educational/alaska-traditional-transition-skills/>

Your Interests, Strengths, and Skills that Support Your Community

1. Does your family fish or hunt for food? If your family relies on subsistence food sources, how could the you support harvesting and preserving the foods?
2. Does your family have a small business? What activities are involved, and how can you support the family business based on your strengths and interests?
3. Are there cultural activities (dance, arts, music, Native heritage language) that you are interested in participating in and learning about?
4. What jobs are key in keeping your community running that you would be interested in learning about?
5. What will you do for money to support yourself and your family?
6. How will you contribute to your community?
7. Are there important social skills you can develop that are important within your community?





Social Emotional Skills help you in all areas of your life: In your community, in your family, in your friendships, and at work.

Learning these skills can be part of your IEP.

Look through the skills below, and **put a checkmark next to the skills you think you already do well**, and **circle the skills you want to improve**.

Self-Awareness	You understand how your emotions, thoughts, and values affect what you do and how you affect others.
	You know your strengths and areas you want to work on that can benefit your family, community, and yourself.
	You know your interests and what you want to do to contribute to your family and community.
Self-Management	You can manage your emotions, thoughts, and what you do in different situations to show respect for yourself and others.
	You can use tools to manage stress to show care for yourself and others.
	You can set and achieve goals to benefit your family, community, and yourself.
Responsible Decision-Making	You can make caring choices about how you act and what you do in different kinds of situations.
	You know how to gather information, consider what it means, and then make a choice that will benefit your family, community, and yourself.
	You can think ahead about what a choice will lead to before you choose it.
Social Awareness	You can understand how another person might be feeling.
	You can see the strengths in others, and encourage them.
	You can understand and express gratitude.
Relationship Skills	You can communicate with others so they know what you mean.
	You can listen to others and understand what they mean.
	You can cooperate with others and work together on a shared effort.

Sources: Based on the CASEL 5 Framework. Adapted from handout in *Picture Your Future Teacher Resources Guide* <https://labor.alaska.gov/dvr/transition/explore-transition.html>

NAME: _____ DATE: _____

Introduction to Snow Machines

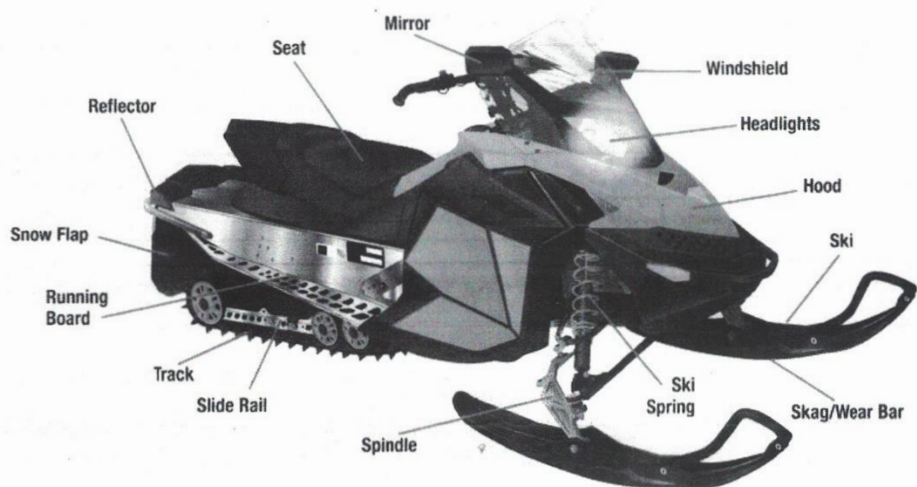
What I will learn in this lesson:

I CAN identify the type of engine in my snowmobile.

I CAN describe and measure fluids that are essential to maintain a safe and efficient snowmobile.

I CAN identify the major parts of a snow machine.

I CAN describe the proper way to maintain a snowmobile.



1

DIRECTIONS: Identify the purpose of each of the fluids in the table below. Then provide how often those fluids should be changed.

Type of Fluid	What does this fluid do?	How often should this fluid be changed?
Gasoline		
Engine Oil		
Brake Fluid		
Chaincase Lubricant		

¹ https://www.offroad-ed.com/newhampshire/studyGuide/Common-Snowmobile-Parts/401031_151897/

NAME: _____ DATE: _____

DIRECTIONS: There are many parts on a snow machine. In the table below, identify six parts on a snow machine and describe what that part does?

Name of Part	What does this part do?
Seat	The place where the driver sits
Windshield	The thing that protects the driver from wind
Headlight	The thing that has light
Handle	The thing that steers the snow-machine
Running board	The thing that the driver rest its feet
Throttle	The thing that controls the speed of the snow machine

What is the difference between a two-stroke and a four-stroke engine?

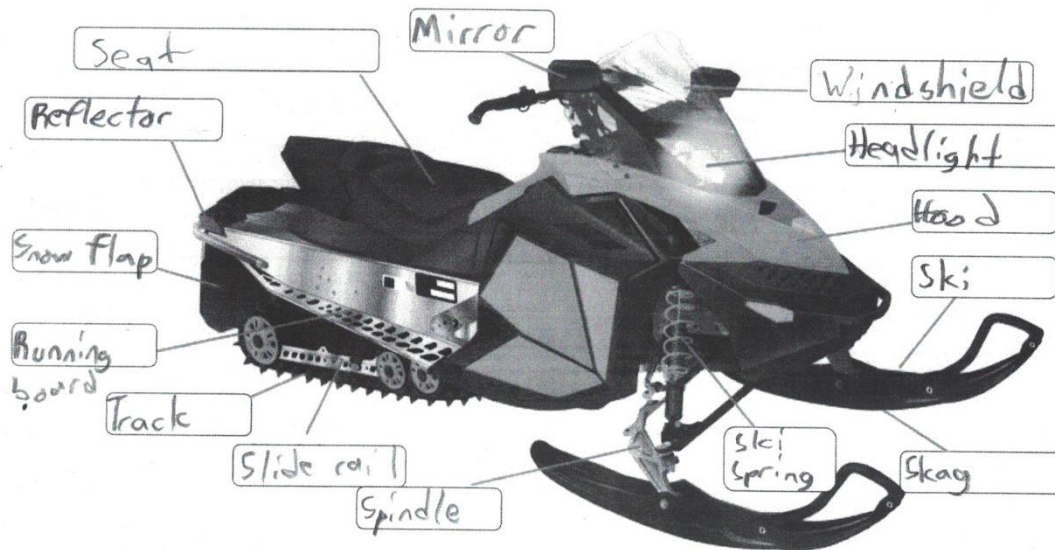
How often and what types of maintenance should be done on a snowmobile to ensure the machine is safe for riding?

NAME: _____ DATE: _____

DIRECTIONS: Winter has begun and the ground is covered with a blanket of snow. Create a maintenance checklist for your snowmobile that you can go through before taking your snowmobile out on the land. You may not use all the provided lines.





<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
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<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____





DIRECTIONS: In the diagram below, identify as many parts of a snow machine that you can on your own. Refer to the diagram in the lesson to finish labeling the diagram.



Pre-Employment Transition Services (Pre-ETS)

The State of Alaska Division of Vocational Rehabilitation is tasked under the Workforce Innovation and Opportunity Act (WIOA) to provide **Pre-Employment Transition Services (Pre-ETS)** to every student with a disability in Alaska. DVR partners with school districts, individual high schools, or individual teachers by providing funding for all the following programs:

	<p>JOBZ Club: JOBZ Clubs occur after school and use engaging activities to introduce students to "work readiness skills." DVR pays teachers to facilitate clubs in their schools." JOBZ Club is a great vehicle for teachers to prepare students for transition and also helps the teacher better connect with DVR. More on JOBZ Club</p>
	<p>S'Cool Store: Introduces student to entrepreneurship and small business concepts. Each of the five modules moves students through the process of opening a small business pop-up. The course is designed to get students thinking about their own interests and talents and how they can use small business concepts to turn those into a livelihood. More on SCool Store</p>
	<p>Transition Camps: DVR partners with the DEED to fund Transition Camps, contracting with a team of highly qualified special education professionals through Southeast Regional Resource Center (SERRC). The Transition Camp team travels across the state doing three to five day conferences with school districts and juvenile justice facilities. At each conference Pre-ETS activities are provided through community exploration, presentations by businesses, postsecondary education and vocational training providers that help youth develop a vision for their future. More on Transition Camps</p>
	<p>Be a Strong Advocate : encourages students to develop their own, strong, voice. Designed for use in both rural and urban Alaska, Be a Strong Advocate teaches important skills in culturally responsive ways: Growing in Confidence; Seeing Strengths in Self and Others; Supports that Make a Difference; and Clear and Confident Communication. More on Be a Strong Advocate</p>

	<p>PATHWAYS School to Career: DVR partners with high schools and post-secondary vocational programs across the state to offer students exposure to career pathways. Pathways projects provide Pre-ETS activities through "hand-on learning" to promote the transition from school to post-secondary education, paid employment, or self-employment through subsistence activities. More on Pathways</p>
	<p>Summer Work Programs: DVR funds summer work programs through school districts and community agencies all over the state. Summer Work combines 145 hours of paid work with 15 hours of classroom training on work readiness skills to give students valuable work experience. More on Summer Work</p>
	<p>TransitionAlaska.org: Virtual classroom for delivering secondary transition training to teachers and students. A joint project between DVR, DEED and SERRC in response to the Covid-19 Pandemic, TransitionAlaska.org mission was to continue to bring information, resources and activities to keep the focus on transition. More on TransitionAlaska.org</p>
	<p>Picture Your Future: Exploring Your Transition Goals was developed as a paper/pencil transition planning workbook for students. It is relevant for both rural and urban students and provides teachers with an effective way to identify a student's interests, strengths and needs for effective transition planning in the IEP. More on Picture Your Future: Exploring Your Transition Goals</p>

Source: <https://labor.alaska.gov/dvr/pre-ets-activities.htm>



Secondary Transition

Student Name: Kotzebue Tester Grade: 10th Date: 09/29/2023 DOB: 08/19/2006

Section 5 - Secondary Transition

This is to inform you that when the student has her/his eighteen birthday, s/he will be of age to begin making decisions about his/her educational careers. This is formally called the "transfer of rights." It is important to maintain ongoing communication with your child so that s/he makes the best choices.

Age of Majority? ☐ Yes, the family have been informed of the age of majority transfer of rights.
☐ No, the family have not been informed of the age of majority transfer of rights.

Student Responses and Appropriate Measurable Goals

When I leave High School, I will be employed as a...

When I leave High School, I will live...

When I leave High School, I will continue learning/training by...

Checklist

☐ Yes ☐ No If appropriate, agencies were invited to the transition meeting.
 The following agencies were present and agreed with the plan.

Reason for not inviting outside agency:

☐ Yes ☐ No The student completed a transition assessment prior to developing this plan.
☐ Yes ☐ No These activities promote movement from school to post-secondary activities.
☐ Yes ☐ No Parents (or adult student when applicable) have consented to the participation of any outside agencies.

Course of Study - List the student's specific course of study. Must be in place before the students turns 15 and a half years old.

Year 1		Year 2		Year 3		Year 4		Extended	
Course Name	Credits Earned	Course Name	Credits Earned	Course Name	Credits Earned	Course Name	Credits Earned	Course Name	Credits Earned
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Total Credits for Year 1: 0 Total Credits for Year 2: 0 Total Credits for Year 3: 0 Total Credits for Year 4: 0 Total Credits for Extended Year: 0

TOTAL CREDITS REQUIRED FOR GRADUATION: _____



Secondary Transition

Specific Activities - All areas of Transition Service must be considered - Some activities may be combined.

Instruction

Person/Agency Responsible _____ Date _____
Needs and Activities _____

Start Date: _____ **End Date:** _____

Progress Report Date: _____ Progress: _____

Related Services

Person/Agency Responsible _____ Date _____
Needs and Activities _____

Start Date: _____ **End Date:** _____

Progress Report Date: _____ Progress: _____

Community

Person/Agency Responsible _____ Date _____
Needs and Activities _____

Start Date: _____ **End Date:** _____

Progress Report Date: _____ Progress: _____

Employment

Person/Agency Responsible _____ Date _____
Needs and Activities _____

Start Date: _____ **End Date:** _____

Progress Report Date: _____ Progress: _____



Alaska Indicator 13 Checklist

Student Name: Kotzebue Tester Grade: 10th Date: 09/29/2023 DOB: 08/19/2006

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." **20 U.S.C. 1416(a)(3)(B)**

1. There are measurable postsecondary goals in the areas of employment, education AND/OR training, and independent living. 34 CFR 300.320 (b).		Yes	No
a.	Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>
b.	Is there a measurable postsecondary goal for education and/or training which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>
c.	Is there a measurable postsecondary goal for independent living which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>
2. The postsecondary goals are updated annually. 34 CFR 300.320(b)		Yes	No
d.	Has the current IEP been updated for employment ?	<input type="checkbox"/>	<input type="checkbox"/>
e.	Has the current IEP been updated for education and/or training ?	<input type="checkbox"/>	<input type="checkbox"/>
f.	Has the current IEP been updated for independent living ?	<input type="checkbox"/>	<input type="checkbox"/>
3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b)		Yes	No
g.	Was an age appropriate assessment given prior to the IEP meeting that addressed employment ?	<input type="checkbox"/>	<input type="checkbox"/>
h.	Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training ?	<input type="checkbox"/>	<input type="checkbox"/>
i.	Was an age appropriate assessment given prior to the IEP meeting that addressed independent living ?	<input type="checkbox"/>	<input type="checkbox"/>
4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)		Yes	No
j.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary employment goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>
k.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary education and/or training goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>
l.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary independent living goal that will occur during and/or after high school to facilitate movement from secondary education to post school?	<input type="checkbox"/>	<input type="checkbox"/>
5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)		Yes	No
m.	Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional program that depicts a progression towards meeting the post-secondary goals?	<input type="checkbox"/>	<input type="checkbox"/>

Alaska Indicator 13 Checklist

6.	There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes	No
n.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of employment ?	<input type="checkbox"/>	<input type="checkbox"/>
o.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of education and/or training ?	<input type="checkbox"/>	<input type="checkbox"/>
p.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of independent living ?	<input type="checkbox"/>	<input type="checkbox"/>
7.	There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)	Yes	No
q.	Was the student invited to the IEP meeting by being listed on the Notification of Conference form?	<input type="checkbox"/>	<input type="checkbox"/>
8.	If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. 34 CFR 300.321(b)(3)	Yes	No
r.	Is it too early to determine if the student will need outside agency involvement, OR no agency representation needed at this time, OR did the parent/age of majority student provide a written refusal to invite an outside agency? If yes, no further action required. If no, complete s and t.	<input type="checkbox"/>	<input type="checkbox"/>
s.	If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the Invitation to Attend a Meeting form?	<input type="checkbox"/>	<input type="checkbox"/>
t.	If transition service are listed that will be provided by or paid by in outside agency, is there evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority?	<input type="checkbox"/>	<input type="checkbox"/>

Reason outside agency was not invited:

Does the IEP meet the requirements of Indicator 13?		
<ul style="list-style-type: none"> • Yes: If items 1a through 8r are <u>ALL</u> answered Yes, then the IEP <u>meets</u> Indicator 13 requirements. • Yes: If items 1a through 7q, 8s and 8t are <u>ALL</u> answered Yes <u>AND</u> 8r is answered No, then the IEP <u>meets</u> Indicator 13 requirements. 		
<ul style="list-style-type: none"> • No: If one or more items were answered No, with the exception of question 8, then the IEP <u>does not meet</u> Indicator 13 requirements. 		

Results reflect only those IEPs reviewed by this activity and, as such, might not be representative of the entire district. All districts are expected to enter SPP IND 13 data for students aged 14 ½ and up who have an IEP and also comply with the Federal requirement of 100% compliance for each and every student aged 16 and up who has an IEP.



CULTURAL STANDARDS FOR ALASKA STUDENTS

The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998. They also were adopted by the State Board of Education & Early Development in the same year. The Cultural Standards are meant to enrich the Content Standards and provide

guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

The standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.

CULTURAL STANDARDS

A

Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

- 1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
- 2) recount their own genealogy and family history;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 4) practice their traditional responsibilities to the surrounding environment;
- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
- 7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

B

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- 3) make appropriate choices regarding the long-term consequences of their actions; and
- 4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C

Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;

C *(continued)*

- 3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
- 4) enter into and function effectively in a variety of cultural settings.

D

Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

- 1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- 3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- 5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and
- 6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E

Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

- 1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 2) understand the ecology and geography of the bioregion they inhabit;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and
- 8) identify and appreciate who they are and their place in the world.

Transition Service Plan

Name: Jack RR.-Case Study #10	Projected Date of Graduation: May 2010	Date of Initial Transition Program: Development _____ Update _____
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Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate

Transition Assessments *(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)*

Based on completed transition questionnaire, Jack enjoys lacrosse, football, and karate; his career goal is to participate in ROTC and become an Army Ranger. Jack's strengths include an intense focus on things of interest to him and boundless energy. His course of study is a college prep diploma and is on track to complete graduation requirements in May 10. Jack states that he would really like to attend University of Alaska, Anchorage because of their military program.

On 9-24-09, Jack took an interest inventory test on Alaska Career Information System (AKCIS) website. His top scores indicate possible careers in artistic and investigative careers. Careers in these categories that he identified as ones he would like to research are forensics, physics, and mechanical engineering.

On 11-24-09, The Transition Specialist interviewed Jack and discussed his transition plan goals. Jack states that he is interested in forensics and law enforcement. He wants to investigate and solve crimes. He is willing to work on his goals so that he will be ready for his transition to college at the end of this school year. Jack does chores at home, such as vacuuming his bedroom and hallway and cleaning his bathroom. He says that he helps clean up in his dad's machine shop.

Desired Measurable Post Secondary/Outcome Completion Goals *(These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment)*

Education/ Training: After high school graduation, Jack will attend college to study forensics/ law enforcement.

Employment: After college, Jack will work full-time in the forensic science industry.

Independent Living (as appropriate):

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

I. Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will identify 3 post secondary schools that he would like to attend (with forensic/law enforcement majors).</p> <p>2. Jack will complete 2 college applications this year.</p> <p>3. Jack will meet w/a disabilities services provider two of the colleges of his choice during first semester.</p>	<p>1a. Visit career lab 2 times a semester</p> <p>1b. Visit college411.org web site to identify 3 colleges</p> <p>1c. Visit 3 college campuses</p> <p>1d. Identify all requirements for entry into 3 colleges</p> <p>1e. Print all information, gather in a notebook and review with family and case manager bi-weekly.</p> <p>1f. Create a chart to compare the important features of each college.</p> <p>2a. Visit 2 college campuses and meet w/representative.</p> <p>2b. Obtain/access 2 applications from the id. Colleges.</p> <p>2c. Submit all required paperwork before deadline.</p> <p>2d. Apply for financial aid and search for scholarships.</p> <p>3a. Identify the contact person and phone number of the disability services office at the college.</p> <p>3b. Set up meeting w/ representative.</p> <p>3c. Gather all required paperwork for documentation of disability.</p> <p>3d. If found eligible for services, meet w/ representative before beginning college classes to review schedule and accommodations.</p>	<p>1a. Jack, teachers, career lab counselor, family</p> <p>1b. Jack, teachers, career lab counselor, family</p> <p>1c. Jack, parents</p> <p>1d. Jack, teachers, family</p> <p>1e. Jack, caseload manager, family</p> <p>1f. Jack, caseload manager, family</p> <p>2a. Jack, family, college representative</p> <p>2b. Jack, parent</p> <p>2c. Jack, parents, HS counselors</p> <p>2d. Jack, parents, HS counselors</p> <p>3a. Jack, parents,</p> <p>3b. Jack, parents,</p> <p>3c. Jack, parents, case manager</p> <p>3d. Jack, parents,</p>	

II. Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Jack will identify 3 careers of interest and 3 attributes in each career.	1 a. Visit AKCIS (Alaska Career Information System) web site to complete 2 vocational assessments b. Identify 3 careers that match his interests and abilities in forensics/ law enforcement. c. List working conditions, education needed, and skills required for each career listed above.	1. Jack, teachers, Transition Specialist, family	
2. Jack will complete 4 steps of applying for a part-time job.	2. Steps 2 a. Identify 3 local businesses that offer part-time work b. Complete 3 applications for each business and return to manager c. Follow-up with manager until job opportunity is offered or closed d. Practice interview skills with 3 adults	2. Jack, teachers, Transition Specialist, family	

III. Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>1. Jack will identify 2 modes of transportation.</p> <p>2. Jack will complete 2 activities to demonstrate responsible citizenship.</p>	<p>1a. Practice driving skills at least twice a week 1b. Take and pass the driver's license exam</p> <p>1c. Obtain bus schedule and practice dry run to 3 destinations.</p> <p>2a. Access Internet or visit library to obtain voter registration form. 2b. Complete and submit form to become a registered voter. 2c. Access www.sss.gov to register for Selective Services.</p>	<p>1a. Jack, teachers, family 1b. Jack, teachers, Transition Specialist, family 1c. Jack, teachers, Transition Specialist, family 2a. Jack 2b. Jack 2c. Jack</p>	
<p>3. Jack will apply for the Police Explorer Program through the local law enforcement agency.</p>	<p>3a. Contact representative to obtain information about the program including an application. 3b. Complete application and background check by September. 3c. Follow-up w/rep. to find out if accepted into program before October 1. 3d. When accepted arrange schedule to attend weekly meetings and 2 activities a month.</p>	<p>3a. Jack, parents 3b. Jack, parents 3c. Jack, parents 3d. Jack, parents</p>	

IV. Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health /fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Jack will utilize 4 specific self-determination skills.	Skills 1a. Communicate the nature of disability, needed accommodations, and strengths 1b. Attend IEP meetings and teacher conferences. 1c. Engage in appropriate conversations using strategies learned in affective skills. 1d. Set up meeting with disability service center representative in colleges of interest.	1. Jack, teachers, family	
2. Jack will use 2 money management skills.	Skills: 2a. Open checking account and maintain for 3 months. 2b. Keep monthly statement and balance 2c. Assume responsibility for 1 bill a month; paying the correct amount on time.	2. Jack, family 5B. student, parent, teacher	

V. Related Services (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)

Transition IEP Goal(s)	Transition Activities/ Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
1. Jack will register for vocational rehabilitation (VR) services.	1a. Complete school referral. 1b. Meet with vocational counselor when assigned to develop work plan. 1c. Meet w/VR counselor twice a semester to update plan.	1a. Jack, family, teachers, Vocational Rehabilitation counselor 1b. Jack, family, teachers, Vocational Rehabilitation counselor 1c. Jack, family, teachers, Vocational Rehabilitation counselor	

VI. Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)			
Transition IEP Goal(s)	Transition Activities/ Services	Person/ Agency Involved	Date of Completion/ Achieved Outcome



Statements of Post-Secondary Transition Services in Individual Education Programs (IEPs) Sample Activities/Strategies

Using this Document

This tool contains examples of activities and strategies that IEP teams may consider as they construct unique and robust transition plans in the 'STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES' section of IEPs for students of transition age (see Appendix A for a sample transition section of the IEP). The list is organized into the seven general areas noted in the IDEA:

- instruction
- related services
- community experiences
- employment
- post-school adult living objectives
- daily living skills
- functional vocational evaluation

Beginning with the IEP in place for the school year during which the student will turn age 16 (or younger if determined appropriate), as a compliment to post-secondary goals and the course of study, the IEP must include a statement of transition activities and services. These activities and services are intended to assist the student in developing or attaining their post-secondary goals. This statement should outline a multi-year plan of activities and strategies, and note the expected date of implementation, (i.e. Spring 2014, Fall 2015) and the person or agency responsible for arranging, providing and/or implementing each activity or strategy (student, parent, school staff, etc.). The dates of implementation range from the date of the IEP meeting to any date prior to the student's expected date of high school graduation.

Statement of Transition Services As Defined in the IDEA

20 U.S.C. §1401(34) of the Individuals with Disabilities Education Act (IDEA) defines transition services as:
.....a coordinated set of activities for a child with a disability that—

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Please Note: This list of examples is in no way exhaustive, nor is it the only source for transition service activities. Importantly, extra spaces are included in each area for school staff, families and students to record their own additional examples of strategies and activities.

For further information on post-secondary transition and IEPs, please consult the Alaska EED Special Education Handbook at <http://education.alaska.gov/tls/sped/>.

Statements of Post-Secondary Transition Services:

Instruction

<input type="checkbox"/> Use the following tools/methods to gather information regarding (the student's) desired post-secondary educational involvement: _____ *
<input type="checkbox"/> Visit the following college campuses and meet with student support services: _____ *
<input type="checkbox"/> Enroll in career awareness course entitled _____ in the ____ grade*
<input type="checkbox"/> Enroll in adult living course entitled _____ in the ____ grade*
<input type="checkbox"/> Tour post-school occupational training programs*
<input type="checkbox"/> Obtain, complete, and submit applications to the following colleges: _____ *
<input type="checkbox"/> Obtain, complete, and submit applications for tuition assistance.
<input type="checkbox"/> Learn about Section 504 of the Rehabilitation Act and/or the Individuals with Disabilities Education Act
<input type="checkbox"/> Learn about community agencies that provide services and support to people with disabilities
<input type="checkbox"/> Explore admission requirements for enrollment at the _____ Vocational/Technical School
<input type="checkbox"/> Obtain information on continuing and adult education opportunities
<input type="checkbox"/> Learn about the Americans with Disabilities Act by attending a workshop at _____ *
<input type="checkbox"/> Learn about the rights of people with disabilities.
<input type="checkbox"/> Participate in an internship/apprenticeship program in the ____ grade with _____ *
<input type="checkbox"/> Participate in the following extracurricular activities: _____ *
<input type="checkbox"/> Enroll in the following Adult/Continuing Education courses: _____ *
<input type="checkbox"/> Enroll in the following college courses: _____ *
<input type="checkbox"/> Enroll in "parenting" classes in the ____ grade
<input type="checkbox"/> Enroll in ACT / SAT prep course in the ____ grade
<input type="checkbox"/> Enroll in a driver's education course in the ____ grade
<input type="checkbox"/> Prepare for tests that are required for obtaining a driver's license
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Related Services

[illegible]

*Add in details unique to student's needs

EED 140624

Statements of Post-Secondary Transition Services:

Community Experiences

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired post-secondary community involvement: *
<input type="checkbox"/> Investigate participation in social/recreation events sponsored by *
<input type="checkbox"/> Learn about and visit potential places in the community to shop for food, clothes, etc.*
<input type="checkbox"/> Investigate participation on the community sports team for *
<input type="checkbox"/> Tour potential apartments for rent*
<input type="checkbox"/> Investigate participation in the _____ community/civic organization (Lions Club, Rotary, Native cultural organizations, etc.)*
<input type="checkbox"/> Investigate opportunities for socialization training in the community
<input type="checkbox"/> Visit and investigate the youth volunteer program at the library
<input type="checkbox"/> Visit and learn about youth volunteer program at the hospital
<input type="checkbox"/> Visit the community theater group to learn about participating
<input type="checkbox"/> Visit and learn about the community symphonic organization
<input type="checkbox"/> Investigate participation in the community arts activities
<input type="checkbox"/> Visit and learn about the community horticultural club
<input type="checkbox"/> Visit and learn about the community historical preservation society
<input type="checkbox"/> Learn about cultural immersion activities (dance groups, language immersion classes)
<input type="checkbox"/> Visit with elders in the community to learn about cultural history or activities
<input type="checkbox"/> Learn about appropriate animal/pet care
<input type="checkbox"/> Learn about subsistence activities from _____ (friends, family members, elders)*
<input type="checkbox"/> Enroll in a hunter safety course
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
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<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Employment

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired employment and career interests for adult life beyond college and/or post-secondary vocational training: _____*
<input type="checkbox"/> Participate in a career fair to learn about careers/specific career _____*
<input type="checkbox"/> Participate in career awareness program/class in the ____ grade*
<input type="checkbox"/> Enroll in the community-based career exploration program in the ____ grade*
<input type="checkbox"/> Determine the requirements for obtaining a license to become a _____*
<input type="checkbox"/> Determine summer employment options
<input type="checkbox"/> Meet with the following supported employment agencies to evaluate their services: _____*
<input type="checkbox"/> Obtain a part-time job (volunteer or paid) in a career field of interest through participation in a Structured Learning Experience
<input type="checkbox"/> Learn about the local/regional Career Center
<input type="checkbox"/> Enroll in an apprenticeship program for _____*
<input type="checkbox"/> (If student is receiving SSI) Learn about social security work incentives at http://www.ssa.gov/redbook/index.html
<input type="checkbox"/> (If student is receiving SSI) Learn about and write a Plan for Achieving Self-Support (PASS) and submit to Social Security to set aside income and/or resources for a job coach and/or for starting a business (http://www.ssa.gov/online/ssa-545.html)
<input type="checkbox"/> Prepare a resume
<input type="checkbox"/> Learn about employment services from the _____ Native Corporation.*
<input type="checkbox"/> Practice job interview skills (i.e. showing up for interview on time, shaking hands, eye contact)
<input type="checkbox"/> Learn about professional email skills
<input type="checkbox"/> Learn how to mail a letter/package at the post office
<input type="checkbox"/> Learn how to search job placement websites (e.g. www.monster.com , www.alexsys.labor.state.ak.us/ , www.doa.alaska.gov/dop/workplace)
<input type="checkbox"/> Learn how to appropriately resign from a job
<input type="checkbox"/> Learn about time management strategies
<input type="checkbox"/> Learn how to prepare and where to take the Armed Forces Vocational Aptitude Battery (ASVAB)
<input type="checkbox"/> (Add your own)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Post School Adult Living

<input type="checkbox"/> Use the following tools/methods to collect information regarding [the student's name] desired residential life beyond high school and a residential post-secondary educational setting: _____ *
<input type="checkbox"/> Learn the process for renting an apartment/home
<input type="checkbox"/> Learn the process for obtaining home services like electric/heating oil/internet/phone/cable TV
<input type="checkbox"/> Join and participate in the following community recreation/health center/swimming pool: _____ *
<input type="checkbox"/> Register to vote and learn about the election process
<input type="checkbox"/> Register for the military draft and learn about public service obligations/opportunities
<input type="checkbox"/> Obtain assistance to complete tax return from _____ *
<input type="checkbox"/> Explore insurance issues/needs by meeting with _____ *
<input type="checkbox"/> Explore guardianship issues and estate planning by attending a presentation sponsored by _____ *
<input type="checkbox"/> Learn about managing /performing simple repairs on a home/apartment
<input type="checkbox"/> Learn about ways to purchase/lease a car/snow machine/ATV and do routine maintenance
<input type="checkbox"/> Open a bank account and learn about managing finances/budget/bills
<input type="checkbox"/> Understand the application process for credit/debit cards and the responsibilities associated with applying for credit
<input type="checkbox"/> Learn about expectations for eating in restaurants
<input type="checkbox"/> Learn how to obtain a PO Box at the post office
<input type="checkbox"/> Learn how to make purchases at the grocery store
<input type="checkbox"/> Learn how to make online purchases
<input type="checkbox"/> Obtain information about managing personal health
<input type="checkbox"/> Learn about how to find a doctor / medical services
<input type="checkbox"/> Meet with social worker to discuss interpersonal skill development
<input type="checkbox"/> Plan for a vacation/leisure activities
<input type="checkbox"/> Obtain information about financial planning and investing
<input type="checkbox"/> Contact the Alaska Center for the Blind and Visually Impaired to obtain training on independent living http://www.alaskabvi.org
<input type="checkbox"/> Learn how to apply for the Alaska Permanent Fund Dividend (PFD) http://pfd.alaska.gov/
<input type="checkbox"/> Learn about shareholder opportunities and/or benefits from the _____ Native Corporation*
<input type="checkbox"/> Learn how to hire a lawyer
<input type="checkbox"/> Learn the process for using the bus and/or taxi system

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:
Post School Adult Living (cont.)

[illegible]

*Add in details unique to student's needs

Statements of Post-Secondary Transition Services:

Daily Living Skills

<input type="checkbox"/> Meet with and interview adults with disabilities and their families who receive residential supports*
<input type="checkbox"/> Visit and tour a variety of adult housing options with supports*
<input type="checkbox"/> Visit community agencies that provide daily living skills training to adults
<input type="checkbox"/> Obtain a list of agencies that provide residential supports in your region
<input type="checkbox"/> Contact the Alaska Aging and Disability Resource Center (ADRC) 1-877-6AK-ADRC
<input type="checkbox"/> Develop a network of informal supports (friends, neighbors, etc.)
<input type="checkbox"/> Explore the possible use of technology and adaptive assistance tools
<input type="checkbox"/> Develop emergency procedures for use at home
<input type="checkbox"/> Manage daily time schedule
<input type="checkbox"/> Learn what agency can assist in obtaining modifications/accommodations in a residence to accommodate a disability (i.e. ramps, accessible door handles, flashing fire alarms)
<input type="checkbox"/> (Add your own)
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*Add in details unique to student's needs

Functional Vocational Evaluation

*Add in details unique to student's needs

Social Emotional Goals

Content Strand: Alternatives to Conflict

Annual Goal #1 _____ will manage conflicts on a daily basis with _____ frequency, independent of teacher support, with teacher support as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Objective #1 Identify situations that may lead to conflict (e.g.. hurtful teasing. name calling).

Objective #2 Respond appropriately to peer pressure.

Objective #3 Constructively deal with situations that may lead to conflict.

Objective #4 Identify appropriate ways of dealing with conflict.

Objective #5 Name types of behaviors and language that are acceptable and unacceptable.

Objective #6 Name personal behaviors that may contribute to a conflict.

Objective #7 Walk away /seek help in physical confrontations or set-ups.

Objective #8 Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.

Objective #9 Approach another person for explanation-when perceived-to be unjustly criticized.

Objective #10 Resolve conflicts without physical contact or abrasive language (e.g., stating emotions/desire, or walking away).

Objective #11 Ignore peers when cued by teacher {verbal or sign}.

Objective #12 Seek assistance to resolve conflict after independent attempt.

Objective #13 Compromise in conflict situations by changing his/her own ideas to reach agreement.

Objective #14 Follow through on making commitments involved in a decision.

Objective #15 Ignore classroom conflict by remaining in seat, not getting verbally involved and practicing self management.

Objective #16 Cooperate with group decisions in which the student is not in agreement.

Objective #17 Appropriately state angry feelings to person involved in the situation.

Objective #18 Take a time out without physical assist by teacher(s).

Objective #19 Participate in competitive game until the end of the period, regardless of outcome without complaining (be a good sport).

Objective #20 Accept feedback appropriately.

Objective #21 Control temper in conflict situations with peer and/or adult.

Content Strand: Classroom/School Skills

Annual Goal #2 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Arrive at class with all materials required for daily assignments (e.g. paper, pen, pencil, text, homework, evaluation sheet).

Objective #2 Identify and follow school/building rules.

Objective #3 Attend school consistently.

Objective #4 Arrive at school/class on time.

Objective #5 Identify and follow rules in lunchroom, bathroom, halls, bus.

Objective #6 Identify and follow rules as specified in each class.

Objective #7 Report to all classes in timely manner (before the bell rings).

Objective #8 When in class, not leave without permission of staff.

Objective #9 Participate in small group activities.

Objective #10 Attend all scheduled appointments regularly and promptly (e.g. meetings with counselor, speech therapist and other support staff).

Objective #11 Deliver messages appropriately when asked by adult.

Objective #12 Sit in assigned seat.

Objective #13 Work quietly in the classroom.

Objective #14 Keep work area neat.

Objective #15 Complete assigned work on a daily basis.

Objective #16 Demonstrate on-task behavior, as specified during the class.

Objective #17 Ask for help when needed.

Objective #18 Adapt effectively to change (e.g. assemblies, fire drills, schedule changes, seat assignments, new students or exiting students).

Objective #19 Demonstrate knowledge of personal behavior.
 Objective #20 Demonstrate ability to generalize classroom/school rules in various situations (e.g. with other teachers, substitutes, mainstream classroom).
 Objective #21 Remain in seat unless given permission to get out of seat.
 Objective #22 Make up all missed assignments when absent from school.
 Objective #23 Ask for help in positive manner.
 Objective #24 Wait one's turn.
 Objective #25 Keep accurate record of classroom and homework assignments.
 Objective #26 Finish a given academic task on time.
 Objective #27 Appropriately seek teachers' help, when needed.
 Objective #28 Finish a given academic task on time.
 Objective #29 Attempt tasks that may be considered challenging and be willing to take a risk with new material.
 Objective #30 Leave desirable activity on request without losing control.
 Objective #31 Work consistently without verbal or physical disruption of other students.
 Objective #32 Produce work that is neat (e.g. uncrumpled paper, unsmudged writing and form, etc.).
 Objective #33 Check over work for errors.
 Objective #34 Accept correction appropriately.
 Objective #35 Produce work with stated required information.
 Objective #36 Answer or attempt to answer questions when called on by the teacher.
 Objective #37 State that she/he does not know the answer when appropriate.
 Objective #38 Volunteer an answer to the teacher's question in a voice tone, volume and physical manner appropriate to the situation.
 Objective #39 Use appropriate language.
 Objective #40 Follow direct/building rule concerning selection of food.
 Objective #41 Use utensils in a proper manner.
 Objective #42 Follow classroom, building rules concerning unwanted food.
 Objective #43 Deposit refuse in proper place.
 Objective #44 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #3 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Keep materials organized in work area.
 Objective #2 Refrain from dropping or throwing items.
 Objective #3 Pick up dropped items with verbal reminder without complaint.
 Objective #4 Pick up dropped items without verbal reminder or inappropriate comment.
 Objective #5 Refrain from talking or joining conversation when quiet is to be observed.
 Objective #6 Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors.

Content Strand: Classroom/School Skills

Annual Goal #4 _____ will follow directions given by teacher or staff or other adults with _____ frequency as measured by _____.

Objective #1 Follow verbal directions and complete requested task, assignment, etc., in a timely manner and with cooperation.
 Objective #2 Read and follow written directions in a timely manner and with cooperation.
 Objective #3 Recognize inability to understand directions and seek clarification or assistance before proceeding with task.
 Objective #4 Follow directions promptly without the need for verbal reminders.
 Objective #5 Comply with teacher requests within reasonable time span.
 Objective #6 Comply with requests from adults (e.g., teachers, principals, substitutes, and support staff).
 Objective #7 Demonstrate knowledge of class rules by complying with rules during class time.
 Objective #8 Follow classroom rules when lead teacher is not present.
 Objective #9 Appropriately discuss questions regarding rules with staff.

Objective #10 Comply with requests of peers placed in positions of authority (e.g., class monitors, school safety, hall monitors).
Objective #11 Follow the verbal direction in a timely manner.
Objective #12 Comply with time out request near or at own desk.
Objective #13 Comply with time out request within own classroom in a designated area.
Objective #14 Comply with time out request when outside the classroom in designated area.
Objective #15 Comply with procedures to re-enter classroom (i.e., processing, hassle logs, or any re-entry form).
Objective #16 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #5 _____ will remain on task and work independently with _____ frequency as measured by _____.

Objective #1 Sit on own chair at own desk (or remain in own space, e.g., carpet square, designated area, etc.) with appropriate posture (e.g. upright and facing front) with chair legs on the floor and with feet in front).
Objective #2 Ignore distractions in environment by continuing to focus on own work.
Objective #3 Work quietly when given an assignment to completion.
Objective #4 Work steadily with attention focused on task.
Objective #5 Work steadily on task for length of time required by the teacher when given an assignment or activity.
Objective #6 Stay on task when adults enter or leave the classroom.
Objective #7 Attend to lectures and discussions using eye contact, head nodding, hand raising, verbal participation.
Objective #8 Independently begin task from a pre-arranged schedule.
Objective #9 Attempt to independently resolve problems with an assignment before asking for help.
Objective #10 Engage in productive activity while waiting for the teacher's assistance.
Objective #11 Engage in pre-arranged free time activities upon completion of assigned task.
Objective #12 Ignore distractions while completing independent work.

Content Strand: Classroom/School Skills

Annual Goal #6 _____ will transition effectively between classes, between activities, from bus to school, from class to mainstream class, etc. with _____ frequency as measured by _____.

Objective #1 Line up appropriately.
Objective #2 Walk in line with other students keeping pace of the leader without making physical contact.
Objective #3 Change promptly from one activity/assignment to another without excessive hesitation or complaining.
Objective #4 Move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library, etc.).
Objective #5 Keep hands and feet to self.

Content Strand: Classroom/School Skills

Annual Goal #7 _____ will engage in appropriate group activity (play, academics, classroom discussion, etc.) with _____ frequency as measured by _____.

Objective #1 Accept group activity as defined by staff or majority of students.
Objective #2 Share materials willingly.
Objective #3 Work with others by exhibiting examples of behaviors: e.g., dividing and completing assigned responsibilities, exchanging opinions
Objective #4 Participate cooperatively with small group of students.
Objective #5 Participate cooperatively in large structured group.
Objective #6 Participate cooperatively in non-structured group activities.
Objective #7 Lead or present to group (e.g., present oral reports, initiate group activity).

Objective #8 Take action to carry out the group plans or decisions.
 Objective #9 Follow designated group discussion rules.
 Objective #10 Participate in a discussion led by the teacher by listening, raising hand and waiting to be recognized.
 Objective #11 Make remarks relevant to the topic of conversation.
 Objective #12 Make remarks to others that will be courteous and constructive.
 Objective #13 Wait quietly and respectfully while others are speaking.
 Objective #14 Raise hand and wait quietly to be called upon.
 Objective #15 Use appropriate phrases (i.e., "please, and thank-you, and excuse me").
 Objective #16 Approach teachers and/or other adults appropriately.
 Objective #17 Use appropriate body language in gaining attention.
 Objective #18 Ask for assistance only when needed.
 Objective #19 Ask permission if wanting to give or receive physical contact, e.g., hug.
 Objective #20 Wait quietly and appropriately until adult can respond.

Content Strand: Classroom/School Skills

Annual Goal #8 _____ will control impulsive behavior with _____ frequency as measured by _____.

Objective #1 Verbalize difference between impulsive and self-controlled behavior.
 Objective #2 Demonstrate difference between impulsive and self-controlled behavior.
 Objective #3 Identify impulsive behaviors and potential consequences in real and/or simulated situations.
 Objective #4 Practice self controlled behaviors in real or simulated situations.
 Objective #5 Increase rate of self-controlled behaviors.
 Objective #6 Self monitor rate of self-monitor behaviors.

Content Strand: Classroom/School Skills

Annual Goal #9 _____ will respect property of others and school property according to classroom and/or school rules with _____ frequency as measured by _____.

Objective #1 Distinguish someone else's property from own.
 Objective #2 Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given.
 Objective #3 Ask permission to use another's property. (i.e., do not use/disturb/remove another person's property).
 Objective #4 Return borrowed material at or before the previous/agreed upon time.
 Objective #5 Use and return borrowed items to the owner in original condition.
 Objective #6 Make restitution and be responsible when taking something without permission.
 Objective #7 Demonstrate appropriate use of building and surroundings.
 Objective #8 Demonstrate correct use of classroom equipment and materials.
 Objective #9 Demonstrate safe use of playground equipment in such a way as not to endanger self or others.
 Objective #10 Return all equipment to the proper storage place.

Content Strand: Classroom/School Skills

Annual Goal #10 _____ will maintain and improve appropriate school skills in the mainstream setting with _____ frequency as measured by _____.

Objective #1 Generalize appropriate behavior to mainstream settings.
 Objective #2 Utilize behavioral checklist or other communication to mainstream teachers and return to designated teacher.
 Objective #3 Respect classroom rules and expectations in each mainstream setting.
 Objective #4 Adapt to differences in various settings.
 Objective #5 Transition to mainstream class appropriately and on time.
 Objective #6 Bring necessary materials to mainstream class.
 Objective #7 Maintain appropriate hall behavior with escort to mainstream class.

Objective #8 Maintain appropriate hall behavior independently.
Objective #9 Relate appropriately to mainstream peers in classroom.
Objective #10 Function successfully in mainstream with one to one adult support.
Objective #11 Function successfully and independently in mainstream setting.

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #11 _____ will identify and manage feelings (i.e., anger, anxiety, stress, frustration) on a daily basis with _____ frequency as measured by _____.

Objective #1 Identify behaviors that cause others to become angry (e.g., calling others names, tattling, making unkind remarks and discussing others).
Objective #2 Express anger appropriately by using words to state feelings.
Objective #3 Ask adult for help or move away to a quiet area (voluntary time out).
Objective #4 Follow the direction to take a time out when asked by teacher.
Objective #5 Respond to teasing from peers appropriately.
Objective #6 Control temper in conflict situations with adults.
Objective #7 Receive feedback appropriately.
Objective #8 Listen to the opinion of a peer without interrupting or walking away.
Objective #9 Seek help appropriately.
Objective #10 State how his/her behavior affects others.
Objective #11 Identify way(s) to ease frustration in hypothetical situations.
Objective #12 Identify signs of frustration in self.
Objective #13 Name ways people show approval/disapproval.
Objective #14 Describe situation(s) in which student experiences a given emotion.
Objective #15 Describe condition(s) which make the student feel angry.
Objective #16 Distinguish between fact, rational belief and irrational belief.
Objective #17 Manage unreasonable fears.
Objective #18 Name alternative, appropriate ways to express emotions (pleasure, anger, and/or frustration).
Objective #19 Express emotions appropriate to given situations.
Objective #20 Describe feelings or mood when asked.
Objective #21 Correctly identify emotions (happy, scared, angry, sad, etc.) from a set of pictures.
Objective #22 Continue to maintain appropriate behavior even when frustrated.
Objective #23 Identify signs of anxiety and stress in self and others.
Objective #24 Practice methods to reduce anxiety and stress in real and simulated situations.
Objective #25 Use appropriate methods to reduce anxiety and stress in real and simulated situations.
Objective #26 Demonstrate self-control as directed by the teacher in role playing situation.
Objective #27 Identify situations which lead to stress.
Objective #28 Name alternative ways to handle frustration.
Objective #29 Identify behaviors which demonstrate self-control.
Objective #30 State a complaint appropriately.
Objective #31 Answer a complaint appropriately.
Objective #32 Respond to persuasion appropriately.
Objective #33 Respond to failure appropriately.
Objective #34 Respond to accusation appropriately.
Objective #35 Accept NO for an answer.
Objective #36 Say NO to an inappropriate/unreasonable request(s).

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #12 _____ will identify and express feelings/strengths about self and others with _____ frequency, (independent of teacher prompts and redirections) as measured by _____.

Objective #1 State feelings by using affective vocabulary and non-verbal cues.
Objective #2 Make positive self-affirmations.
Objective #3 Identify/state the accomplishments of others.
Objective #4 Make positive statement about the qualities and accomplishments of self.
Objective #5 Make positive statement about the qualities and accomplishments of others.

Objective #6 Identify areas of improvement.

Objective #7 Act respectfully toward an individual with different qualities and characteristics (i.e., accept the person without derogatory comment, hurtful teasing or actions).

Objective #8 Show understanding of another's feelings.

Objective #9 Name things the student likes and dislikes about self.

Content Strand: Interpersonal Skills

Annual Goal #13 _____ will demonstrate appropriate play skills, peer relations, cooperative learning and assertiveness with _____ (frequency) as measured by _____.

Objective #1 Play without disrupting others.

Objective #2 Join in a game or activity when invited by another student.

Objective #3 Appropriately ask another student or students to play during classroom and free-play activities already in progress.

Objective #4 Share toys and/or school equipment upon request with other students in a play situation.

Objective #5 Engage in cooperative play with at least one other peer.

Objective #6 Learn and follow the rules when playing an organized game.

Objective #7 Wait for turn when playing in a game.

Objective #8 Use a voice tone and volume appropriate to the game and the setting.

Objective #9 Display effort in a competitive game situation (e.g., listen to rules of the game, pay attention to action of game, and take an active part).

Objective #10 Handle defeat in a competitive game situation by congratulating the winner without grumbling or engaging in other negative behaviors.

Objective #11 Handle winning in a competitive game situation by supporting the loser, (e.g., without verbally attacking, degrading, making fun of, or engaging in other negative behaviors).

Objective #12 Play as a member of any team game, carrying out the strategies and rules of the game.

Objective #13 Identify appropriate behavior when presented with real or simulated situations involving peer pressure.

Objective #14 Engage in appropriate behavior when confronted with inappropriate behavior.

Objective #15 Recognize when peer pressure may be harmful.

Objective #16 Use assertive behavior in resisting harmful peer pressure.

Objective #17 Offer to help a peer at an appropriate time.

Objective #18 Offer help to the teacher at appropriate times.

Objective #19 Express verbal support (e.g., give constructive feedback to a peer).

Objective #20 Take appropriate action in supporting a person whose rights are being violated.

Objective #21 Let others borrow school material at appropriate times.

Objective #22 Maintain a reasonable distance from others during conversation.

Objective #23 Make introductions.

Objective #24 Initiate conversation with peers.

Objective #25 Join in a conversation.

Objective #26 Refrain from interrupting others in conversation.

Objective #27 Stay on same subject as others.

Objective #28 Use socially acceptable means when necessary to interrupt, such as excuse me, etc.

Objective #29 Use an appropriate voice and words when interacting with peers or adults.

Objective #30 Invite others to join in activities.

Objective #31 Acknowledge others when praised for good deeds or accomplishments.

Objective #32 Accept peer's ideas for group activities.

Objective #33 Cooperate with peers without prompting.

Objective #34 Wait his/her turn in games or activities.

Objective #35 Ask permission of others to borrow.

Objective #36 Return borrowed items in a timely manner.

Objective #37 Return items in same condition as borrowed.

Objective #38 Respond appropriately when told she/he cannot borrow an item.

Objective #39 Identify aggressive, assertive, and passive behavior and styles.

Objective #40 Identify non-verbal cues e.g. voice tone, facial expressions, and body languages.

Objective #41 Practice assertiveness skills in real and simulated situations.

Objective #42 Appropriately question rules that are unfair.
 Objective #43 Appropriately express feeling when wronged.
 Objective #44 Appropriately question rules which may be unfair.
 Objective #45 Seek guidance prior to making certain decisions.
 Objective #46 Accept responsibility for changing own behaviors.
 Objective #47 Identify actions needed to improve interpersonal situations (e.g., decrease behaviors which provoke negative reactions, offer to help person who is experiencing stress).
 Objective #48 Ignore teasing by walking away or not responding.
 Objective #49 Wait for turn in social situation without adult supervision.
 Objective #50 Wait his/her turn.
 Objective #51 Engage in rules of good sportsmanship.
 Objective #52 Engage in _____ minutes of free play or social situation without tattling, without supervision.
 Objective #53 Be an equal participant in play or conversation.
 Objective #54 Maintain appropriate space and boundaries.

Content Strand: Interpersonal Skills

Annual Goal #14 _____ will use age appropriate social-sexual behavior _____ (frequency) as measured by _____.

Objective #1 Dress and groom appropriately according to school standards (e.g., buttons buttoned and zippers zipped, clothing covering private body parts).
 Objective #2 Identify appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).
 Objective #3 Select appropriate means to gain attention or affection.
 Objective #4 Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.
 Objective #5 Respect others' physical space and personal rights by not touching.
 Objective #6 Use appropriate movements, touching and/or gestures.

Content Strand: Problem Solving Skills

Annual Goal #15 _____ will make appropriate decisions on a daily basis with _____ frequency as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.).

Objective #1 Gather necessary information to make decisions.
 Objective #2 Make simple decisions at teacher's suggestions.
 Objective #3 Make simple decisions independently.
 Objective #4 Describe steps in making a decision.
 Objective #5 Identify a situation requiring a decision.
 Objective #6 Identify options available in making a decision.
 Objective #7 Describe possible consequences of a decision.
 Objective #8 Select option(s) which best meet own needs.
 Objective #9 Seek guidance prior to making certain decisions.
 Objective #10 Follow through on making commitments involved in a decision.
 Objective #11 Make decisions based on own abilities.
 Objective #12 Set realistic personal goal(s).
 Objective #13 Arrange problems by importance.
 Objective #14 Participate in developing a plan to meet personal and academic goals.
 Objective #15 Follow through with plan or modify plan to meet goal.
 Objective #16 State own strengths and weaknesses in general school behavior.
 Objective #17 Label examples of peer behaviors as cooperative or uncooperative.
 Objective #18 State those behaviors which lead to production of positive school work.
 Objective #19 State possible compromise(s) to end a disagreement.
 Objective #20 Identify examples of behavior which impede a group discussion.
 Objective #21 Identify possible ways to resolve the conflict in a hypothetical situation.
 Objective #22 Identify the conflict in simulated situations.
 Objective #23 Identify the conflict in real situations.
 Objective #24 Voluntarily accept responsibility for own behavior without making excuses.

Objective #25 Accept consequences of a wrong doing without excessive complaining.
Objective #26 Apologize/make restitution when own actions have injured or infringed upon another.
Objective #27 Follow redirection to a time-out area.
Objective #28 Take a voluntary time out.
Objective #29 Follow classroom behavior consequence plan.
Objective #30 Accept feedback appropriately.
Objective #31 Accurately recount the details of an event in which student was involved.
Objective #32 Voluntarily report violation of rules (accidental or intentional) to a teacher.
Objective #33 Say "no" to inappropriate/unreasonable request(s).

Content Strand: Transportation and Public Conduct

Annual Goal #16 _____ will use appropriate behaviors while riding the bus, taxi or other public transit in public setting with _____ frequency as measured by _____.

Objective #1 Demonstrate knowledge of bus rules by reciting or writing the rule.
Objective #2 Demonstrate knowledge of bus rules by complying with rules.
Objective #3 Comply with bus driver's directions.
Objective #4 Enter and exit bus in an orderly manner.
Objective #5 Transition from bus to classroom and classroom to bus in an orderly manner.
Objective #6 Speak in appropriate language, volume, tone or voice.
Objective #7 Remain in seat with seat belt fastened while bus is in motion.
Objective #8 Respect rights and property of others on the bus.
Objective #9 Board bus in a timely manner.
Objective #10 Keep hands and feet to self and inside the bus.
Objective #11 Sit in assigned seat.
Objective #12 Maintain safe behavior on bus, taxi or other public transit.
Objective #13 Demonstrate appropriate social skills by complying with rules.
Objective #14 Stay in designated area.

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