

CLEE Self-Determination and Transition



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Services from CLEE

- ▶ Awareness
- ▶ Training
- ▶ Technical Assistance
- ▶ Intensive Coaching



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Awareness

- ▶ Presentations
- ▶ Career Fairs
- ▶ Transition Fairs
- ▶ Emailing information re: services or trainings
- ▶ School visits to meet with teachers or administrators to discuss training opportunities
- ▶ Other marketing activities.

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Training

- ▶ Actual training to teachers on using the *Self-Advocacy Instructor's Manual* (Curriculum)
- ▶ Training on how to write Instructionally Appropriate Transition IEP's in accordance with Indicator 13

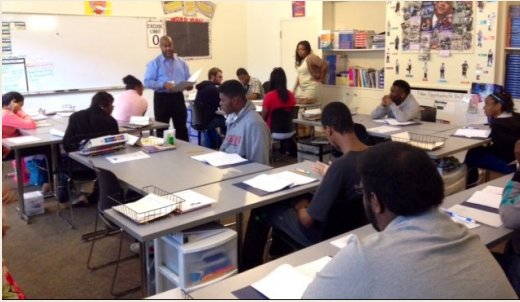
Technical Assistance

- ▶ Any contact with professionals who have been trained on the *Self-Advocacy Instructor's Manual* (curriculum)
- ▶ Responding to questions regarding the use of the curriculum
- ▶ Planning and additional resources
- ▶ Technical Assistance can be performed via email, phone or on-site

Intensive Coaching

- ▶ Direct use of the *Self-Advocacy Instructor's Manual* or Transition planning with students
- ▶ Direct Instruction whole group
- ▶ Small groups
- ▶ One-on-one with student
- ▶ A pretest is given to each student prior to training. When the trainings are complete, the student will take a posttest to assess mastery.

**Intensive Coaching with students at
the University of Memphis College Campus Transition Program**



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**Intensive Coaching with students at the
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**At Hunters Lane Comprehensive High School in Nashville
With Ms. Curry, Exceptional Education Transition Lead Teacher
and Dr. Kessler, Principal**



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Senator Phil Roe
speaking at STEP's East TN Special Education Transition Institute
at Northeast State Community College



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Students and Educators Attending Transition Institute



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True or False



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True or False

Leading up to the decision on whether to transfer rights to a particular student at the age of majority, the IEP team must teach that student how to advocate for herself or himself.



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True or False

Students need to recognize that it is acceptable to disagree with the IEP team's ideas and understand how to do so appropriately.



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True or False

By learning self-advocacy skills, students will acquire the ability to have their needs and wants met in the postsecondary setting.



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True or False

Self-determination training does not teach students about the importance of making a responsible choice and how to do so appropriately.



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True or False

When students learn about the importance of knowing themselves, their choices, and how to make choices for themselves, they are more likely to make better decisions and to behave appropriately in school.



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True or False

Listening and assertiveness skills help students to become more informed when making choices in the classroom.



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Questions ???



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