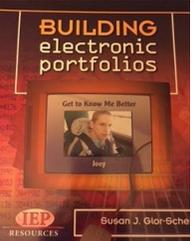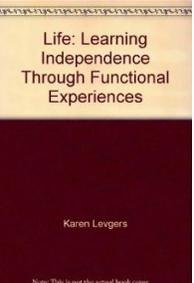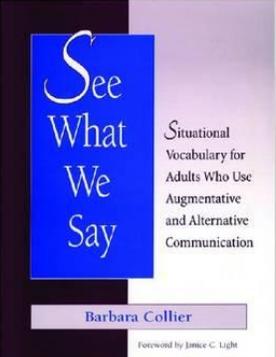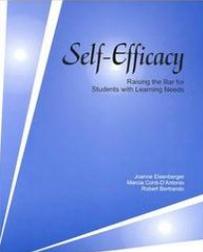# TRANSITION STRATEGIES: *TRANSITION RESOURCES*
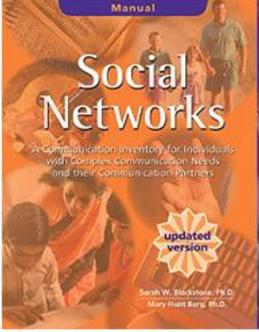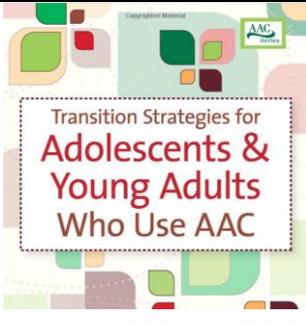
~form describing various tools, books and curriculum targeting transition planning and implementation~

RESOURCE	DESCRIPTION
	Building Electronic Portfolios provides a guide for creating electronic portfolios (e-portfolios) to enable individuals to communicate their ideas, experiences, skills, preferences, accomplishments and plans. E-portfolios can be presented at an IEP and/or transition planning meeting. Building Electronic Portfolios provides examples of e-portfolios for different age levels, skills sets, needs and preferences. Glor-Scheib, S. (2007). *Building Electronic Portfolios.* Verona, WI: Attainment Company.
	Framing A Future (FAF): A Self-Directed Tool Supporting Life Planning. FAF is a tool designed to assist adolescents and young adults who use AAC, their families, and professionals in identifying their preferences, interests and needs in 7 life areas. Multiple formats of FAF provide adaptations for users to accommodate visual, motor/access and linguistic differences. FAF guides individuals, their families and teams in planning and moving through the process of transition by identifying and developing skills that support self-determination and improved quality of life. King, J., Lunger-Bergh, J., Toomey, C. (2005) *Framing A Future (FAF); A Self-Directed Tool Supporting Life Planning.* The Bridge School. Retrieved January 1, 2015 from https://www.bridgeschool.org/transition/faf/index.php
	LIFE: Learning Independence through Functional Experiences provides theme-based units of activities that are adapted for users of AAC. Materials contain instructions, checklists, visual supports and related activities. Authors take a whole-language approach and include activities in areas of language arts, math, communication, community and independent living that relate to a variety of skills such as self and others, cooking, shopping, working and health and safety. Leugers, K., & Staugler, K. (1995). *LIFE: Learning Independence through Functional Experiences.* Solano Beach, CA: Mayer-Johnson Co.
	See What We Say: Situational Vocabulary for Adults Who Use Augmentative and Alternative Communication is a compilation of vocabulary (words and phrases) intended for use by SLPs and users of AAC. Users of AAC, clinicians, family members and others contributed input regarding functional vocabulary used for communicating in specific situations and contexts; e.g. directing personal services, advocacy, seating, social conversations, banking and using the telephone. Vocabulary is organized by function and includes tips and additional resources. Collier, B. (2000). *See What We Say: Situational Vocabulary for Adults Who Use Augmentative and Alternative Communication.* Baltimore: Paul H. Brookes Publishing Co.
	Self-Efficacy: Raising the Bar for Students with Learning Needs is a curriculum that provides resources for students to develop skills, attitudes, and dispositions necessary to be successful. Chapters include goal setting strategies, planning strategies, strategy skill development, and reflection Eisenberg, J., Conti-A'Antonio, M., Bertrando, R. (2000). *Self-Efficacy: Raising the Bar for Students with Learning Needs.* NY, NY: Eye on Education.

Additional references at http://rastresources.com

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	Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners is a tool to help individuals with CCN and their teams to identify their communication partners and determine appropriate systems and strategies for effective communication. This tool facilitates creating and implementing goals, monitoring progress, and writing transition plans, IEPs and IPPs. Blackstone, S. & Hunt-VBerg, M. (2012). *Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners.* Verona, WI: Attainment Company.
	Transition Strategies for Adolescents & Young Adults Who Use AAC combines researched-based best practices and the experiences of older AAC users to assist users of AAC with preparing for, obtaining, and succeeding in adult life. The book specifically provides strategies and techniques for targets: developing literacy skills; succeeding in secondary school; transitioning to postsecondary education; obtaining employment; obtaining self-determination; communicating with attendants; and navigating medical and health services. McNaughten, D. & Beukelman, D. (2010). *Transition Strategies for Adolescents & Young Adults Who Use AAC.* Baltimore, MD: Paul H. Brookes Publishing Co.
	Transition Skills Checklist provides a checklist of skills important for an individual with moderate disabilities to attain in preparation for transition to adult life. The list contains vocational, domestic, social/personal, recreation & leisure, and other skills. The National Advocate for People with Down Syndrome. (1979). Retrieved January 2015 from http://www.ndss.org/Resources/Transition-and-Beyond/Life-After-High-School/#sthash.md6j00IN.dpuf \
	Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. Subscribers download and interact with monthly, instructional, thematic units of study. Each unit contains special education lesson plans and interactive materials teachers can implement into classroom learning activities. All materials are created using SymbolStix symbols. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners. N2Y (n.d.) *Unique Learning System.* Retrieved January 9, 2015 from https://www.n2y.com/products/unique

Comments/Notes:

Additional references at http://rastresources.com