Secondary Education and Postschool Outcomes of English Language Learners Identified with Disabilities

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A Recent Study:
Secondary Education and Postschool Outcomes of English Language Learners Identified with Disabilities

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Acknowledgements

Secondary Education and Postschool Outcomes of English Language Learners Identified with Disabilities
Focal Population: ELLs with Disabilities

- ELLs (~10% of US students in 2010-11)
- Students with disabilities (~9% of US students in 2006)


Concept of Transition

- School-based activities
- Family-centered activities
- Self-Initiated activities
- Adult services activities

Knowledge, skills, supports, services

Demands of adulthood

Quality of life

Adapted from Patton & Dunn, 1998
Focal Population: ELLs with Disabilities

From 1987 to 2001, ELLs with disabilities increased from 3% of secondary students with disabilities to 11%.


About 9% (500,000) of students with disabilities are ELLs.
5% of ELLs struggle with speaking English

4th and 8th grade reading NAEP assessment results are low for ELLs

ELLs and SWD have high dropout rate

 Likely face obstacles associated with historical marginalization

Secondary-specific characteristics and school experiences

Disproportionality
  - Disability
  - Service provision
  - Disciplinary treatment

Postschool transition and outcomes

* Citations in presentation reference list
## More Gaps than Bridges

Transition is a results oriented process targeting 3 areas: postsecondary ed, employment, and independent living

### Know*

- Outcomes vary by individual characteristics [disability, by SES, by gender, and by race/ethnicity]
- Outcomes vary by programmatic access
- SWDs are less likely to be employed and to enroll in/obtain degree from postsecondary ed than SWoDs
- Inclusion in gen ed moderately predicts goal attainment
- Parent participation potentially predicts goal attainment
- Early work experiences, transition programming, moderately predict employability and postsecondary ed

### Don’t know

- Outcomes of group by intersectionality of disability, SES, gender, race/ethnicity, language
- Access patterns for ELLs with disabilities to programs of study, inclusive settings, transition education
- Extent of parent participation in transition planning, availability of early work experiences
- Perceptions, attitudes, and beliefs about adulthood, disability, independence, work, postsecondary education, eligibility and entitlement programs

* Citations in presentation reference list
The National Longitudinal Transition Studies

**What**
Education, disability, & transition
Students, parents, and educators

**When**
NLTS 1980-89
NLTS2 2000-2010
NLTS2012 ongoing

**Who**
11,000 youth ages 13 - 16
500 local education agencies
Represents population across multiple domains
IES – sponsored, protected dataset

**Why**
To examine postschool outcomes of youth with disabilities
To identify predictors of outcomes

**How**
Random selection, collected over 5 waves
Participant telephone surveys/ interviews, direct assessment, program surveys

http://nlts2.org/
Secondary Analysis of the NLTS2: Transition and ELLs with Disabilities

Research Questions

1. What are the disability, language, and other sociodemographic characteristics of transition-aged ELLs with disabilities?

2. What are the education and transition program characteristics of transition-aged ELLs with disabilities?

3. What are the postschool outcomes in postsecondary education and employment for ELLs with disabilities?
Secondary Analysis of the NLTS2: Transition and ELLs with Disabilities

Sample

- Waves 1 & 2: Identified as bilingual/LEP/non-English speaker

- Wave 5: Transcript indicated indicated ESL or language services

- 800**

**unweighted, rounded to meet IES requirements
Secondary Analysis of the NLTS2: Transition and ELLs with Disabilities

**Variables of Interest**

<table>
<thead>
<tr>
<th>Socio-Demographics</th>
<th>Transition/Education Programming</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parent/Youth surveys</td>
<td>• School programs survey</td>
<td>• Parent/Youth surveys; transcripts Waves 4 &amp; 5 (81% rr)</td>
</tr>
<tr>
<td>• Waves 1 &amp; 2</td>
<td>• Waves 1 &amp; 2</td>
<td>• E.g., dropped out, obtained employment or enrolled in postsecondary since high school</td>
</tr>
<tr>
<td>• 61-81% response rate</td>
<td>• 50-48% response rate</td>
<td></td>
</tr>
<tr>
<td>• E.g., Disability, home language, income</td>
<td>• E.g., had a plan, had employment goals, gen/sped settings</td>
<td></td>
</tr>
</tbody>
</table>

Secondary Analysis of the NLTS2: Transition and ELLs with Disabilities

**Method of Analysis**

- SPSS 20.0 Complex Samples Module to calculate descriptive means and/or percentages
  - Allows for calculations associated with weighted and stratified samples
  - Results in estimates representative of the national population of ELLs with disabilities
- Recoded and created high- and low-incidence disabilities to examine intersectionality of disability and race/ethnicity
- Significance level at $p<.01$
- Comparison group was non-ELL youth and young adults with disabilities
ELLs’ Disability and Race/Ethnicity

High Incidence Disabilities
- Latino: 75.2%
- EuroAm: 11.9%
- AfricanAm: 7.4%
- Multi/Other: 5.6%

Low Incidence Disabilities
- Latino: 45.1%
- EuroAm: 36.5%
- AfricanAm: 9.3%
- Multi/Other: 9.2%

- ELL Latinos are significantly \((p< .01)\) more likely to be identified with high incidence disabilities (LD, ID, SLI, & EBD)
- ELL European Americans are significantly \((p< .01)\) more likely to be identified with low incidence disabilities (HI, VI, OL, OHI, etc.)
SES-Related Household Characteristics

Household Income

- ELLs
- non-ELLs

HoH Education Level

- ELLs
- non-ELLs

Statistically significantly different at both ends of income and at low end of education
School Characteristics

Schools of ELLs w/disabilities compared to non-ELLs w/disabilities

- ELLs with disabilities were significantly more likely to attend
  - Schools with 20% or more of the population identified as ELL (13%, SE 4.0; 2%, SE 0.4)
  - Schools with less than 25% European American student enrollment (54%, SE 6.4; 11%, SE 2.5)
  - Schools with 75% or more of the population receiving free/reduced cost lunch (26.9%, SE 5.9; 9%, SE 1.9)
RQ2 What transition education and programs characteristics of ELLs with disabilities?

- Sample size of ELLs with disabilities with transition plans $n = 700$.
- 93% (SE 1.8) had transition plans
- Of those
  - 42% (SE 7.9) included transition goals to attend 2- or 4-colleges
  - 45% (SE 4.1) included postsecondary vocational training
  - 58% included competitive employment
  - 54% included independent living

None are significantly different from the transition plan content for non-ELLs with disabilities.
Active Planning Roles of Teachers and Others

Participants at transition meetings of ELLs w/disabilities

- Gen Ed Academic
- Gen Ed Vocational
- Special Ed
- LEA
- Counselor
- Related service
- Parents
- Student
- Other

None are significantly different from the participants' roles for non-ELLs with disabilities
While none are significantly different from the courses taken by non-ELLs with disabilities, the mean Carnegie units earned by ELLs with disabilities was significantly higher (14.35 CUs, SE .49; 12.59 CUs, SE .18)
RQ3 What are the postschool outcomes of ELLs with disabilities?

**ELLs w/disabilities**

**School Completion**
- Graduated: 66
- Dropped out: 15
- Aged out: 11
- Moved: 4
- Unknown: 3

**Diploma Type**
- Regular: 61
- Special: 38
- Certificate: 2

None are significantly different from the completion rates and diploma types for non-ELLs with disabilities.
Employment and Postschool Education

- Significantly lower rate of employment since high school as compared to non-ELLs with disabilities (80%, SE 2.8; 91%, SE 1.0)

- Postsecondary attendance of ELLs with disabilities
  - 61% (SE 4.5) attended any postsecondary
    - 36% (SE 5.6) attended some 2-year
    - 39% (SE 5.8) attended some vocational/tech
    - 14% (SE 3.9) attended some 4-year
In practice ....

- Understand issues of immigration pertaining to employment and college is critical; share it broadly and neutrally.
  - Deferred Action for Childhood Arrivals (DACA)
    - Key points:
      - diploma/GED and clean background check

- Immigrants and the FAFSA

(see handout)

- Key points:
  - Federal aid requires citizenship and/or permanent resident status, and some refugee statuses
  - Some college and private funders support DACA students
In practice ....

- Family involvement predicts transition goal achievement; increase awareness of the culture of transition in the U.S.
  - Discuss attitudes about disability.
  - Explain age-related concepts.
  - Increase our knowledge of families’ attitudes and beliefs about age, independence, work, college and disability.

(see references and handout for Greene, 2011)
In practice ....

- Increased access to general education predicts postsecondary education, ramp up the supports.

- Teaching study skills (see references and handout from Carter and Hughes, 2012)

- Align IEP goals with learning standards

- Make sure to invite key people into the discussion:
  - Student and family
  - Guidance, Guidance, Guidance
  - Language faculty
  - SpEd faculty
  - GenEd faculty
In practice ....

- Early work experiences are the single strongest predictor of postschool employment; emphasize vocational connections across curriculum and activities.

- Use a self-assessment for job-related interests (see references and handout for Gaumer Erickson et al., 2013)
- Interview the student for current/ongoing work experiences
- Consider unpaid internships and volunteer opportunities
- Help families understand the connections to other agencies such as Vocational Rehabilitation (see references and handout for Michaels, 1998)
In practice ....

- Self-determination is a proven correlate to postschool success; learn about and teach it to students.

- Understand the importance of self-determination for students with disabilities (see references and handout for Field et al., 1998)

- Provide opportunities for goal setting and self assessment.

- Follow student-center planning (see references and handout for Test, 2012)
Teacher-Friendly References


Examples from references

My Contact: aat8@nyu.edu
Financial Aid and Undocumented Students

The questions and answers that follow provide information about student financial aid for undocumented students (sometimes referred to as "Dreamers") as well as guidance for a specific subgroup of undocumented students who have received Deferred Action for Childhood Arrivals (DACA). We have grouped the questions and answers into three categories: General Information, Eligibility for Financial Aid, and Completing the FAFSA.

A. General Information

1. Who are undocumented students?

Undocumented students are students who are not U.S. citizens, U.S. nationals, or "eligible noncitizens."

Undocumented students are sometimes referred to as "Dreamers." This term generally refers to undocumented youths who have lived in the United States from a very young age. The term "Dreamers" is derived from the legislation introduced in Congress and known as the "DREAM Act." You can read more about the proposed "DREAM Act" at www.ed.gov/news/speeches/dream-act-testimony.

Within the larger group of undocumented students, there is a subgroup of students who have received Deferred Action for Childhood Arrivals.

2. What is Deferred Action for Childhood Arrivals (DACA)?

DACA is the name used of a process announced by the Secretary of Homeland Security on June 15, 2012. Under this process, if you came to the United States as a child and meet several key guidelines, you may contact U.S. Citizenship and Immigration Services (USCIS), a component of the Department of Homeland Security, to request consideration of deferred action. "Deferred action" refers to a decision to defer (delay or put off) removal action of an individual. DACA may be granted by USCIS for a period of two years and may be renewed under certain circumstances. Deferred action does not provide an individual with lawful status; however, recipients of deferred action may obtain work authorization.

General information about DACA: www.uscis.gov/childhoodarrivals

Answers to a series of frequently asked questions related to DACA, filing requirements, evidence, decisions, and renewals: www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions

3. Who is a DACA student?

A DACA student has received deferred action under the Deferred Action for Childhood Arrivals process. Most DACA students are also granted work authorization; and if a student has work authorization, the student may be eligible to obtain a Social Security number. (More information about obtaining a Social Security number is in Question C.1.)

Thus, if a DACA student is granted deferred action and employment authorization, the student may be eligible for a Social Security number. For more information about obtaining a Social Security number, visit www.socialsecurity.gov/pubs/deferred_action.pdf.

B. Eligibility for Financial Aid

1. As an undocumented student or DACA student, am I eligible for federal student aid?

No. Undocumented students, including DACA students and Dreamers, are not eligible for federal student aid. However, you may be eligible for state or college financial aid. Most states and colleges use information collected on the Free Application for Federal Student Aid (FAFSA®) to determine whether you are eligible for aid. If you have a Social Security number, you may complete the FAFSA, and we encourage you to do so at fafsa.gov. However, we first recommend that you check with your high school counselor or your college or career school financial aid office to see what types of financial aid you may be eligible to receive and whether completing the FAFSA is the way to apply for that aid.
2. As an undocumented student or DACA student, am I eligible for in-state tuition?
   It depends. In some states, undocumented students, or specifically DACA students, are eligible to receive in-state tuition. Please check with your high school or your college or career school financial aid office.

C. Completing the FAFSA®

1. To complete the FAFSA, do I need a Social Security number?
   Yes. A Social Security number is necessary to complete the FAFSA. If you are completing a FAFSA online at fafsa.gov, a Social Security number is also required to apply for a username and password called the FSA ID, which can be used to electronically sign the FAFSA.

   Most undocumented students are not eligible for a Social Security number; thus, they cannot complete the FAFSA. However, DACA students with Social Security numbers can complete the FAFSA. Still, even if you have a Social Security number, you should check with your high school counselor or your college or career school financial aid office to see whether completing the FAFSA is the way to apply for state and college aid.

   Note: The remainder of the questions and answers in this document focus on completing the FAFSA, so the guidance applies only to DACA students with Social Security numbers—not to all undocumented students.

2. Does my parents’ citizenship status affect my eligibility for federal student aid?
   No. Your parents’ citizenship status does not affect your eligibility for federal student aid. In fact, the FAFSA doesn’t even ask about your parents’ status.

3. In order for me to complete the FAFSA, do my parents need Social Security numbers?
   No; since your parents’ citizenship status does not affect your ability to complete the FAFSA, they do not need Social Security numbers. If your parents do not have Social Security numbers, you must enter 000-00-0000 when the FAFSA asks for parents’ Social Security numbers.

   If your parents do not have Social Security numbers, you must print out the signature page from the online FAFSA so that your parents can sign it and send it in.

4. On the FAFSA, how do I answer the question that reads, “Are you a U.S. citizen?”
   DACA students must answer that question by selecting the option "No, I am not a citizen or eligible noncitizen."

5. On the FAFSA, how do I answer the question that reads, “What is your state of legal residence?”
   The state of legal residence is your true, fixed, and permanent home. The fact that you are a DACA student does not affect how you should answer this question for purposes of completing the FAFSA. Note that each state determines legal residency differently. You should contact your high school counselor or college or career school financial aid office for assistance with state of legal residence qualifications.

6. On the FAFSA, how do I answer the question that reads, “What is your parents’ state of legal residence?”
   Your parents’ answer should reflect their true, fixed, and permanent home. Your parents’ legal immigration status does not affect how you should answer this question for purposes of completing the FAFSA. Again, each state determines legal residency differently, and you should contact your high school counselor or college or career school financial aid office for more assistance.

7. On the FAFSA, how do I submit my tax information?
   If you are completing the FAFSA online at fafsa.gov and you filed your income tax return with the Internal Revenue Service (IRS), you may be able to access the information through the IRS Data Retrieval Tool. If you did not file an income tax return with the IRS, enter the requested financial information manually on the FAFSA website. If completing the paper FAFSA, follow the instructions that detail how to answer the financial information questions.
8. On the FAFSA, how do my parents submit their tax information?

If you are completing the FAFSA online at fafsa.gov and your parents filed their income tax returns with the IRS and they meet certain requirements such as having Social Security numbers, they may be able to access their tax information through the IRS Data Retrieval Tool. If your parents did not file their income tax returns with the IRS, you can enter the requested information manually on the FAFSA website. If completing the paper FAFSA, follow the instructions that detail how to answer the parental financial information questions.

Find more information about federal student aid and the FAFSA® at StudentAid.gov.
Culturally Responsive Questions to Ask CLD Families of Transition-Age Youth with Disabilities

1. Do you understand and read English, or would you like us to provide an interpreter at the meeting and written information in your home language?
2. How do your family and cultural community view the role of education in your child’s life?
3. How do your family and cultural community feel about children with disabilities?
4. What resources are available within your family and in your cultural community that you might consider using to help your child with a disability?
5. All of us have thoughts and ideas about what is best for your child, but we would really like to hear your thoughts today. Would you be willing to share some of them with us?
6. Is there anything we should know about your family or cultural community that can help us provide the best education possible for your child?

Person-Centered Planning/Family-Centered Questions for Getting to Know a CLD Family and Youth with a Disability (Greene, 1996)

1. What languages are spoken in the home and by which family members?
2. What are the family’s norms for the personal and social development of the youth with a disability (e.g., what degree of independence is encouraged)?
3. What residential and work-related goals for the youth with a disability are held by the family?
4. What are the family’s views on disabilities, and how do these affect the family members’ views of treatment for the child?
5. How is the family conceptualized—as a nuclear unit or as an extended family structure?
6. What are the family’s decision-making practices? Are they hierarchical, such that the older adults hold the decision-making power, or are they oriented toward individual rights, with children expected to self-advocate?
7. How much legal knowledge about parents’ rights and advocacy does the family possess?
Teaching Academic and Related Skills

Good instruction is important to provide to every student in a classroom. It is also essential that effective teaching strategies be used to promote skill acquisition, maintenance, and generalization for students with disabilities, especially those with more complex disabilities. For example, some students may take a bit longer to learn a particular concept, need complex learning tasks broken down in smaller steps, or benefit from having a skill taught multiple ways. Thus, teachers should have a strong understanding of a broad range of research-based teaching practices to meet the individualized needs of their students (Council for Exceptional Children, 2009). For example, students with intellectual disabilities attending general education classes have learned to use embedded prompts in texts to identify content relevant to class assignments and self-monitor their completion of assigned tasks (Copeland, Hughes, Agran, Wehmeyer, & Fowler, 2002). The following instructional strategies have been recommended by teachers to support students in inclusive classrooms.

- Students often learn best through hands-on activities. Whenever possible, assign small-group and project-based assignments that encourage students’ active learning. Students will often need some initial guidance on how to work well together.

- Provide students with frequent "opportunities to respond." Not only does this provide students more chances for active engagement, but it also increases the amount of reinforcement they will receive.

- Strategies such as constant and progressive time delay, most-to-least or least-to-most prompting, and other direct instruction strategies have strong evidence of effectiveness at teaching a wide range of skills. Apply these strategies in ways that align well with the learning styles of your students.

- Modeling can be an especially powerful teaching tool. When students see new skills demonstrated by others, they may learn these skills more rapidly. Look for ways to involve students with disabilities in working alongside their classmates because peers can be especially effective models of important skills.

- Teach students to manage their own performance. Even students with limited verbal skills can learn to respond to naturally occurring cues, such as a late bell at school, to prompt being in their seat and beginning work on time.

- Give students choices on scheduling required activities. Some students prefer tackling challenging tasks first, whereas others prefer to ease into harder assignments. Letting students choose the order in which required tasks are performed respects students’ individuality, strengths, and needs.

- Traditional grading systems may be difficult to apply when students have more extensive support needs. Identify grading approaches that meaningfully capture the progress students with disabilities are making on common course content and individualized educational goals (see Assessing Outcomes: Modified Grading for Students with Significant Disabilities).

"General education teachers can incorporate vocational objectives into their English or math curriculum. Copies of the academic objectives (scope and sequence) should be available to special education teachers so that they can assist in teaching math and language skills to better prepare students for success."

Teacher, Treadwell High School
Using Self-Management to Improve Academic Accuracy and Productivity Performance

Objective: To teach students self-monitoring strategies/behaviors to improve academic accuracy and productivity performance.

Setting: Classroom

Materials: Work tasks such as worksheets, a pencil, and self-recording sheets

Content taught

Students will learn self-monitoring skills to improve academic accuracy (number of items completed correctly), academic productivity (number of items completed daily), and on-task behavior (being seated, writing or calculating answers, or asking questions about tasks).

Teaching procedures

1. Provide students with an explicit definition of academic achievement using examples from student's previous work.
2. Discuss the importance of improving accuracy and productivity.
3. Instruct students to count the number of items given, number of items completed, and number of items answered correctly. Have the students write these numbers on a self-recording sheet and include available test scores (e.g., for spelling, students would count number of practices completed and number of words written correctly).
5. Ask students to repeat the definition of academic achievement and explain why it is important to monitor accuracy and productivity as well as demonstrate self-recording.
6. Once you provide explanations, have students begin self-monitoring and continue to correct and return student work at the end of each session without giving verbal feedback.
7. Continue giving students opportunities to self-monitor across other subject areas.

Evaluation

Collect data on academic accuracy, academic productivity, and on-task behavior by making anecdotal notes and/or collecting self-monitoring data sheets for each student.

Lesson plan based on


1. Job-Related Preferences Checklist

**Directions:** Place a mark (✓ or X) by the job preference descriptions that fit with your idea of yourself in your dream job once you complete your education or job training. When you are done, circle the three most important ones.

**My dream job...**
- [ ] is close to where I live.
- [ ] pays a lot of money.
- [ ] allows me to get promoted to have a higher paying position with more money.
- [ ] has a health insurance plan.
- [ ] has paid vacation.
- [ ] has paid sick days.
- [ ] will impress people.
- [ ] allows me to learn new skills and improve myself.
- [ ] is a place to meet new people.
- [ ] makes me proud to work there.
- [ ] is in a setting that is clean and neat.
- [ ] is in a quiet place.
- [ ] allows me to sit to do my work.
- [ ] is outdoors.
- [ ] is a permanent job, if I do good work and want to stay there.
- [ ] allows me to work around other people.
- [ ] allows me to work by myself most of the time.
- [ ] allows me to help people.
- [ ] allows me to move around while I work.
- [ ] allows me to make important decisions.
- [ ] allows me to work at something I really enjoy.

**Final questions:**
What kind of setting(s) do you want to work in when you get a job? Check up to three settings, if you want to.

- [ ] health care  
- [ ] outdoors  
- [ ] stock room  
- [ ] animal care  
- [ ] home  
- [ ] small store  
- [ ] farm or ranch  
- [ ] hotel  
- [ ] office  
- [ ] mining  
- [ ] military  
- [ ] law enforcement  
- [ ] shopping mall  
- [ ] factory  
- [ ] airport  
- [ ] warehouse  
- [ ] school  
- [ ] other ____________________________

Is there anything else you are looking for in a job?
### TABLE 1.3
The Vocational Rehabilitation Process

<table>
<thead>
<tr>
<th>Application</th>
<th>People who apply or are referred to the state department of vocational rehabilitation must complete application for services. Every state has such a department.</th>
</tr>
</thead>
</table>
| Eligibility determination | Each person is then evaluated to determine eligibility and potential for employment. Eligible persons:  
  - Have a physical, mental, or emotional disability  
  - Have a disability that is a substantial barrier to employment  
  - Are reasonably expected to be employable after receiving rehabilitation services |
| Rehabilitation plan | Eligible individuals have been determined to work with counselors to prepare individualized written rehabilitation plans (IWRPs) that include:  
  - A vocational goal with estimated start and completion dates  
  - Counseling and guidance activities  
  - Specific services and their providers  
  - The individual's rehabilitation responsibilities  
  - Immediate objectives  
  - Financial services (when necessary)  
  - Job placement activities |
| Services provided | Rehabilitation counselors may provide any or all of the following 15 services to eligible individuals:  
  - Guidance and counseling  
  - Vocational evaluation  
  - Physical health, mental health, and medical services  
  - Vocational training  
  - Financial maintenance  
  - Transportation  
  - Family services  
  - Interpreter services  
  - Telecommunication aids and devices  
  - Recruitment services in public services employment  
  - Job placement, including supported employment  
  - Postemployment services  
  - Occupational licenses needed to enter specific occupations or employment  
  - Rehabilitation engineering services  
  - Any other services that can reasonably be expected to benefit an individual with a disability in obtaining employment |
| Job placement | At the conclusion of rehabilitation, the counselors work with the clients to find and secure suitable employment. Cases are considered closed when clients have been employed at least 60 days in suitable jobs. |

It has five major components: (1) Know Yourself, (2) Value Yourself, (3) Plan, (4) Act, and (5) Experience Outcomes and Learn. The first two components, Know Yourself and Value Yourself, describe the internal processes that provide the foundation for self-determination. The next two components, Plan and Act, delineate the skills needed to act on the foundation of Knowing Yourself and Valuing Yourself to achieve the desired outcomes. The final component, Experience Outcomes
Vision Statement

Where do you see yourself in the future? What is the vision or dream you have for yourself? Make sure your vision reflects the high, yet realistic, expectations you hold for yourself. Also include expectations others may hold for you and results of research.

According to my career research, I would be good at ...

_________________________________________________________________________

I agree / disagree (circle one) because ...

_________________________________________________________________________

_________________________________________________________________________

My __________________________ (parent/guardian) hopes ...

_________________________________________________________________________

_________________________________________________________________________

My __________________________ teacher thinks ...

_________________________________________________________________________

_________________________________________________________________________

After high school, I plan to ...

Live ___________________________________________________________________

Learn ___________________________________________________________________

Work ___________________________________________________________________

Play ___________________________________________________________________

In order to achieve this vision, the best high school course of study for me is

_________________________________________________________________________

Figure 5.1. Sample individualized education program template.


In Evidence-Based Instructional Strategies for Transition by David W. Test. (2012, Paul H. Brookes Publishing Co., Inc.)