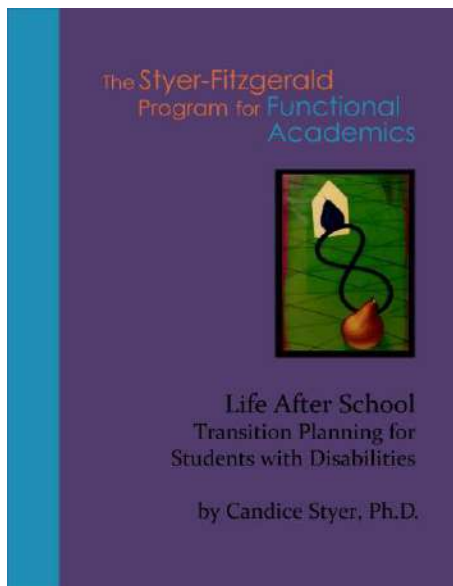


The **Styer-Fitzgerald**
Program for **Functional**
Academics

Sample of
Life after School:
Transition Planning for
Students with Disabilities

Created by
Candice Styer, Ph.D.



What makes this transition manual unique?

Life after School: Transition Planning for Students with Disabilities includes

1. Strategies for networking with adult service agencies.
2. Guidance for working with families to prepare them for the transition process.
3. Information about creating a valid and useful Functional Vocational Evaluation tool.
4. Comprehensive lesson plans that teach real-world vocational skills.
5. Community-based activities that insure generalization of skills from the classroom to the community.
6. Prevocational skills that teach independence and effective work behaviors.
7. Enhanced accountability with easy-to-use data sheets that track daily and on-going progress.

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The Styer-Fitzgerald Prevocational Skills—Vocational

Date:

Always

Sometimes

Never

Can the student...				
Stay on task continuously at a work station without disruptions for:				
Less than five minutes?				
Up to ten minutes?				
Up to twenty minutes?				
Up to a half hour?				
Up to one hour?				
Sort two items with a model?				
When done with a job, indicate the need for more work?				
When done with a task, go to the next job?				
Finish work in an allotted amount of time?				
Ask for a break when done with work?				
Learn a new task with one step in:	15 – 30 min.	½ to 1 hr	1 – 3 hrs	more
Learn new task with two steps in:	15 – 30 min.	½ to 1 hr	1 – 3 hrs	more
Learn a new task with 3 to 5 steps in:	15 – 30 min.	½ to 1 hr	1 – 3 hrs	more

Transition Curriculum: Independent Skills—Filing Lesson 1

Long-Term Goal: File by last names.	Short-Term Objective: Match letters A-Z on cards to files with A-Z.
<p>Materials: You will need 3 x 5 cards with letters A-Z (in <i>Section Three: Reproducible Materials</i>), and you will need file folders (not provided) labeled A-Z (label template provided in <i>Section Three: Reproducible Materials</i>).</p>	
<p>Notes: An additional skill to teach the student at this time is to indicate when he/she has finished the work. Give the student a “done” card and tell him/her to bring it to you when done with the filing. It may be helpful to start students off with only a few of the alphabet cards to file and then build as they can spend more time on the task.</p>	

Prompt	Correct Response	Correction Procedure	Data
<p>Step 1: Present the student with a card and say, “Find the file with the letter that is the same as the one on the card.”</p> <p>Additional Prompts: Point to the letter on the card and the file with the matching letter and say, “These are the same.”</p>	<p>Step 1: Student matches the letter on the card to the letter on the card file tab.</p>	<p>Step 1: Model: Check for accuracy. If a card is filed incorrectly, take it out of the box, point to the letter on the card, and say, for example, “This is L.” Point to the file tab and say, “Here is the file that starts with L.”</p> <p>Test: Hand the card to the student and say, “Your turn. Find the file with the same letter.”</p>	<p>Record the number of prompts or the percentage of correct responses.</p>

Task Analysis with Sample Data: Independent Skills—Filing Lesson 1

Student: Joe

Year: 2015

Task Analysis		Initials: AB	Initials: AB	Initials:	Initials:	Initials:
		Date: 9/3	Date: 9/6	Date:	Date:	Date:
		Prompts	Prompts	Prompts	Prompts	Prompts
1	A	/	//			
2	B		/			
3	C	/				
4	D	//	//			
5	E	/				
6	F	//	/			
7	G					
8	H	/	/			
9	I					
10	J	//	/			
11	K					
12	L					
13	M					
14	N					
15	O					
16	P					
17	Q					
18	R					
19	S					
20	T					
21	U					
22	V					
23	W					
24	X					
25	Y					
26	Z					
Total Number of Prompts		10	8			
Percentage of Correct Responses						

About the Author



Candice Styer is co-author of the Styer-Fitzgerald Program for Functional Academics. She has worked in the field of special education for over 30 years. She received her teaching certification, M.Ed., and Ph.D. at the University of Oregon. She developed the life skills assessment and curriculum as well as *Life after School* over the last 30 years while teaching middle school and high school students with moderate and severe disabilities.

She continues to train school districts to administer the assessment and implement the curriculum. She has also worked with teachers and paraprofessionals in the areas of Transition Planning, Behavior Management, and Curriculum Development. She has been an adjunct faculty in teacher training programs at the University of Oregon, Western Washington University, and Seattle Pacific University.

In addition to her years in the classroom, she has worked as a consultant and trainer for the Center for Autism and Related Disabilities (CARD) at the University of South Florida. Dr. Styer was the Special Education Director for the Lopez Island School District, and she has worked as a case manager for the Developmental Disabilities Administration.