

# TeachME Professional Development

## Transition Planning for Students with Disabilities

### TRANSITION PLANNING: OPPORTUNITIES AND PROGRAMS TO PREPARE STUDENTS WITH DISABILITIES FOR SUCCESS-Education and Training Opportunities

1. A "regular high school diploma" for students with disabilities must include a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

- A. True
  - B. False
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### Employment Opportunities Community-Based Work Experiences

2. Which of the following is NOT one of the goals of community-based work experiences for students or youth with a disability?

- A. To explore potential careers related to the specific vocational goal, potential workplace environments and demands, and other aspects of the work
  - B. To offer an alternative for classroom/school activities that become too overwhelming for students
  - C. To offer the student opportunities to gain firsthand knowledge of a particular job skill
  - D. To help students learn the culture of day-to-day employment
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### Transition Services and Requirements: Idea and the Rehabilitation Act

3. The Rehabilitation Act authorizes a continuum of transition services for students and youth with disabilities to secure meaningful careers, and providing such services is a shared responsibility between the school and vocational rehabilitation (VR) agency.

- A. True
  - B. False
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### Other Agency Representatives at IEP Team Meetings

**4. To meet IDEA's transition services provisions, the student's IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate:**

- A. Specific modifications related to career goals**
  - B. Independent living skills**
  - C. Social objectives pertinent to transition plan**
  - D. None of the above**
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## **Transition Services for Students and Youth with Disabilities under the Rehabilitation Act**

**5. To be eligible for State Vocational Rehabilitation (VR) services, an individual must have a physical or mental impairment that constitutes or results in a substantial impediment to education.**

- A. True**
  - B. False**
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## **Distinctions between New Terms/Individualized VR Services**

**6. VR services can include:**

- A. Counseling and guidance, including information and support services**
  - B. Transition services for students with disabilities**
  - C. Services to the family of an individual with a disability necessary to assist the individual to achieve an employment outcome**
  - D. All of the above**
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## **Coordination and Collaboration between State Educational Agency (SEA) and VR Agency/Formal Interagency Agreement**

**7. In each state, a formal interagency agreement must be developed between the State Educational Agency (SEA), the local educational agency (LEA), and the VR agency.**

- A. True**
  - B. False**
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## **Coordination of Services**

**8. The VR program is designed to assess, plan, develop, and provide VR services to eligible individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and:**

- A. Informed choice**
  - B. Experiences**
  - C. Lifestyle**
  - D. Skills**
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## **Key Points in the Transition Process**

**9. Each of the following are examples of common VR services available under the Rehabilitation Act EXCEPT:**

- A. Job placement and career development**
  - B. Vocational counseling and training**
  - C. Post-secondary education**
  - D. Behavioral health counseling**
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## **Choosing the Right College**

**10. When researching potential college programs, students and their families are advised to work closely with the disability support services (DSS) office on campus, which is primarily responsible for supporting these students' financial needs.**

- A. True**
  - B. False**
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## **Rights and Responsibilities in Postsecondary Education and Training**

**11. Postsecondary educational institutions are not required to make adjustments or provide aids or services that would result in a fundamental alteration of their academic program or impose an undue financial or administrative burden on the postsecondary institution's programs.**

- A. True**
  - B. False**
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## **Postsecondary Employment Options/On-the-job Training as a Path to Employment**

**12. On-the-job training (OJT) is a way for a youth with a disability to explore career opportunities or work experience to obtain entry-level work skills.**

- A. True**
  - B. False**
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### **Types of Employment Outcomes Authorized under the Rehabilitation Act/Supported Employment**

**13. Job coaches, who are included in supported employment services, provide each of the following EXCEPT:**

- A. Extended services, such as job placement follow-up, counseling, and training for as long as the individual needs them**
  - B. Individualized accommodation tools for use on the job**
  - C. Follow-up or check-in visits as necessary**
  - D. Intensive training and ongoing support to an individual so he or she can learn and perform job tasks at the work site**
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### **SUPPORTING STUDENT-MADE DECISIONS: PREPARATION FOR ADULT LIFE-Setting High Expectations for Secondary School Students with Disabilities**

**14. All individuals concerned with the education of a student with disabilities should:**

- A. Prioritize a culture of high expectations at the state and federal level**
  - B. Provide students with disabilities access to rigorous coursework**
  - C. Make sure those students receive the specialized instruction, related services and other supports they need to make progress in the special education curriculum**
  - D. All of the above**
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### **Addressing Students' Social and Emotional Needs**

**15. Opportunities to address the social and emotional needs of students with disabilities to ensure that they have the skills needed to be successful in a postsecondary educational setting or workplace include role-playing, participation in social and emotional learning programs, and promoting a positive school climate.**

- A. True**

**B. False**

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## **Making Informed Choices/Parental Consent, Age of Majority, Supported Decision-Making and Guardianship**

**16. Under Part B of IDEA, when a student reaches the age of maturity, if parental rights have transferred to the student under State law, the student must still have parental consent to make educational, employment, or independent living decisions.**

- A. True**
  - B. False**
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## **Conclusion: Student Empowerment Advances Career Decision-Making**

**17. Schools can help foster self-determination and VR agencies can enhance career decision-making to assist youth with disabilities, including those with the most significant complex or lifelong intellectual or developmental disabilities, to achieve their desired post school goals.**

- A. True**
  - B. False**
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## **Glossary of Terms**

**18. Competitive integrated employment that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability, that is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and that is carried out through flexible strategies, is known as:**

- A. Functional employment**
  - B. Customized employment**
  - C. Specialized employment**
  - D. Individualized employment**
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## **Ongoing Support Services**

**19. Ongoing support services are:**

- A. Job development, job retention, and placement services**
  - B. Provided to all individuals, regardless of disability status**
  - C. Provided, at a minimum, twice weekly**
  - D. Services that are available only at the worksite**
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## **Pre-employment Transition Services/Pre-employment Transition Coordination**

**20. One of the responsibilities of the local office of a designated State is working with federal workforce development boards to develop educational opportunities for students with disabilities.**

- A. True**
  - B. False**
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