Rubrics for Transition IV: for Students with Severe Disabilities
by
Dr. John D. Wessels, Ph.D.,
TEN SIGMA

Presented by
Sherida Gentry and Marsha Harper
Educational Consultants
West Ky. Educational Cooperative
Introduction

• This manual was designed to assist educators in teaching life and employability skills to lower functioning special education students and adults.

• These materials can be used in schools or outside agencies to help facilitate successful transitions.
Introduction

• Transition planning is a necessary component of instruction according to IDEA for all students no matter their eligibility or placement. *This is the number one priority of secondary special education programs.*

• Teachers often lack the quality transition curriculum and activities to meet the individual needs in a wide range of transition areas.
Rubrics for Transition IV
What does the manual include?

This manual provides a valuable set of transition tools, including:

1. A researched based set of 43 Transition skills in seven important Transition areas.

2. Rubrics for each Transition skill that define a common and consistent language to enhance the communication of needs, expectations, progress, and accomplishments.

3. Forms that assist in managing the Transition process from the initial identification of students’ needs to documentation of student’s long term success.

4. Procedures for using rubrics to assist with the IEP-writing process and managing the Transition process.
43 Skill Transition Curriculum

• Workplace Skills and Attitudes
• Responsibility
• Interacting with Others
• Technology Skills
• Basic Academic Skills
• Habits of Wellness
• Planning for Success
Essential Workplace Skills and Attitudes

Workplace skills and attitudes are the intrapersonal skills and attitudes that people need to succeed on a daily basis no matter their setting. These may include:

- Controlling Emotions
- Making Good Choices
- Demonstrating Work Skills
- Showing Respect for Self and Others
- Accepting Personal Organization
- Being Open to Learning
- Following Directions in the Workplace or other environments
Responsibility involves understanding the obligations that people have to themselves, others and society. Those obligations may include:

- Following Directions
- Keeping and Following a Schedule (visual)
- Accepting Responsibility for Actions
- Accepting Consequences
- Demonstrating Positive Learning Behaviors
- Completing Tasks to Expectations
- Controlling Behaviors
Essential Skills for Interacting with Others

Interacting with others involves the ability to participate effectively in group settings. This includes:

- Interacting in a Group Setting
- Listening
- Promoting Own ideas Effectively
- Being Friendly
Essential Skills Related to Technology

• Good technology skills involve the use of technology to enhance our abilities to communicate at a higher level.

• Using/Managing Assistive Technology
Essential Basic Academic Skills

Basic academic skills that are used in everyday life that typically may not be taught past 5th grade might include:

- Basic Money Skills
- Discussing Temperature
- Understanding Time
- Using Measuring Tools for Cooking
- Basic Reading Skills
- Basic Writing Skills
- Basic Math Skills
- Following Written/Picture Directions
- Practicing Good Citizenship
Essential Skills Related to Habits of Wellness

Good habits of wellness require the kind of skills that keep one healthy, well, and stress free. These skills may include:

- Practicing Personal Grooming/Hygiene
- Practicing Health Care
- Participating in Leisure Activities
- Managing Stress
- Maintaining Personal Fitness
- Maintaining Healthy Relationships
- Practicing Safety
- Being responsible for School Space
- Doing Household Chores
- Doing Kitchen Chores
- Doing Laundry
Essential Skills for Planning for Success

Practical skills that make people more successful in their jobs and their personal living might include:

- Advocating For Self
- Participating in Community Resources
- Setting and Achieving Important Goals
- Participating in Employment Opportunities
How Rubrics Enhance Learning

1. Clarifies expectations
2. Are the basis for instruction and evaluation
3. Enhance communication with all stakeholders
4. Hold students accountable for specific standards
Using Rubrics to Enhance Learning

Using rubrics to clarify expectations.
- Rubrics spell out expectations up front.
- Rubrics give learners a clearer idea of what they need to do to succeed.
- Rubrics provide a focus of attention.
- Rubrics help learners better direct their efforts.

Using rubrics as the basis of instruction.
- Rubrics provide a clear means of focusing instruction.
- Rubrics provide specific criteria for what will be taught.
- Rubrics provide step-by-step criteria to be learned.
- Rubrics provide consistent wording for giving feedback.
- Rubrics provide specific criteria for evaluation.
- Rubrics provide the basis for grades students earn.

Using rubrics to enhance communication.
- A series of rubrics provides a common set of skills.
- Rubrics provide a common language.
- Rubric provide a common vocabulary.

Using rubrics to hold students accountable.
- Rubrics make it clear what is expected.
- Rubrics provide for consistent feedback.
- Rubric criteria describe when expectations are met.
- Rubrics hold students accountable at desired levels.
Turning Rubrics Into IEPs

• Well designed rubric provide specific information to assist in writing high-quality goals and objectives.
Rubrics Define Expectations on Three Levels

- **Rubric Title** - Statement of the overall or complete skill on which the rubric focuses.
- **Major Criteria** - Major segments of the rubric that, when combined, explain the complete skill. A rubric generally contains two to six major criteria that define the skill of that rubric.
- **Sub criteria** - Subsections of the rubric that describe each major criterion in detail. (The sub criteria often describe the details or specific skills students need to learn to possess the major criteria - Each major criterion generally contains two to six sub criteria that define it which can often be turned in to criteria for lesson planning.)
Using Rubric Information to Assist in Writing IEPs

• Depending on the needs and abilities of each individual, different parts of a rubric are included in a goal and objectives.

• For higher functioning individuals:
  – the rubric title is usually written as the annual goal
  – the major criteria are written as the objectives,
  – and the sub criteria are the details or specific skills on which lessons or instruction is focused.
# Breakdown of a Rubric for Higher-Functioning Students

## Annual Goal

Before beginning a rubric, consider:
- Environment (environmental adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

**Name**  
**Date Set**  
**Met**

Above, enter data on the left and met or NA below right, enter or state each objective is met or NA or N/A. Mark the left mark “X” to indicate an important skill. Then circle “X” when mastered.

<table>
<thead>
<tr>
<th>Details or Specific Skills</th>
<th>Controlling Behaviors</th>
<th>Data Met</th>
<th>NA</th>
</tr>
</thead>
</table>
| Recognizes different environments for specific behaviors.  
* Identifies various locations (public, private, loud, quiet)*  
* Seeks appropriate location for behaviors*  
* Accesses the location* |  |  |  |
| Manages or regulates own behavior.  
* Recognizes inappropriate behaviors in self and others*  
* Is aware of own pattern of behavior*  
* Accepts limitations as part of life*  
* Knows triggers that set off own behavior*  
* Replaces less acceptable behavior with more acceptable behavior*  
* - with self-recognition if possible*  
* - as automatic response, if necessary (trained to replace)* |  |  |  |
| Uses strategies to control inappropriate behavior.  
* Recognizes signs of stress*  
* Is able to self-regulate thoughts and behaviors*  
* Develops routines that limit the use of repetitive behaviors* |  |  |  |

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*GTCN RICMA*  
*Rubrics for Transition IV*  
Overhead 5.2
Using Rubric Wording to Write Goals and Objectives for Lower Functioning Students

• For lower functioning students:
  – rubrics are often broken down so that a major criterion is the annual goal
  – the sub criteria are the objectives
# Breakdown of a Rubric for Lower-Functioning Students

## Practicing Health Care

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Set</th>
<th>Met</th>
</tr>
</thead>
</table>

Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.

### Before beginning a rubric, consider:
- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

<table>
<thead>
<tr>
<th>Communicates unhealthy symptoms.</th>
<th>Date Met</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes unhealthy symptoms.</td>
<td></td>
<td></td>
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<tr>
<td>- injuries</td>
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<td></td>
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<tr>
<td>- illness (fever, fatigue)</td>
<td></td>
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<tr>
<td>- sad, worried, scared for a long period of time</td>
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<tr>
<td>Communicates the need for help.</td>
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</table>

<table>
<thead>
<tr>
<th>Accepts medication with assistance.</th>
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</thead>
<tbody>
<tr>
<td>Acknowledges person giving medication.</td>
</tr>
<tr>
<td>Accepts taking medications as directed.</td>
</tr>
<tr>
<td>- takes medication in hand</td>
</tr>
<tr>
<td>- puts medication in mouth</td>
</tr>
<tr>
<td>- swallows medication</td>
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</tbody>
</table>

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*Rubrics for Transition IV* Overhead 3.3
Using Rubric Information to Assist in Writing Goals Higher Functioning Students With Severe Disabilities

- SAMPLE GOAL: John will demonstrate self-control and self discipline by controlling his behavior with multiple cues in a dependent setting to needing no more than one cue in a dependent setting, as implemented and assessed by regular education teachers, special education teacher, and instructional assistant. A.E. 3.5

- NOTE: The goal for this student centered around the Title of the Rubric and is linked Kentucky’s Academic Expectations
## Breakdown of a Rubric for Higher-Functioning Students

### Annual Goal

#### Controlling Behaviors

<table>
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Before beginning a rubric, consider:
- Environment (conditioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

#### Objectives

**Known types of inappropriate behaviors:**
- Restricted interest.
- Self-stimulating behavior.
- Excessive behavior.
- Rule rigidity.
- Sensory sensitization.
- Following routines or rituals.
- Resistance to change.

**Recognizes different environments for specific behaviors:**
- Identifies various locations (public, private, loud, quiet).
- Seeks appropriate location for behaviors.
- Accesses the location.

**Manages or regulates own behavior:**
- Recognizes inappropriate behaviors in self and others.
- Is aware of own pattern of behavior.
- Accepts limitations as part of life.
- Knows trigger that sets off own behavior.
- Replaces less acceptable behavior with more acceptable behavior.
  - with self-recognition if possible
  - as automatic response, if necessary (trained to replace)

**Uses strategies to control inappropriate behavior:**
- Recognizes signs of stress.
- Is able to self-regulate thoughts and behaviors.
- Develops routines that limit the use of repetitive behaviors.

**Data Met**

<table>
<thead>
<tr>
<th>Data Met</th>
<th>NA</th>
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<tbody>
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</table>
Sample Objectives for John

• Given five dependent situations where John has an opportunity to control his behavior and no more than one cue, John will recognize different environments for specific behaviors 4 out of 5 times as measured by a teacher checklist.

• Given five dependent situations where John has an opportunity to control his behavior and no more than one cue, John will regulate his own behavior 4 out of 5 times as measured by a teacher checklist.

• Given five dependent situations where John has an opportunity to control his behavior and no more than one cue, John will use strategies to control his inappropriate behavior 4 out 5 times as measured by a teacher checklist.

• NOTE: The major criteria is used as the basis for John’s objectives.
Breakdown of a Rubric for Lower-Functioning Students

<table>
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<tr>
<th>Annual Goal</th>
<th>Objectives</th>
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Date Met | NA
---|---

Before beginning a rubric, consider:
- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

<table>
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Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.
Using Rubric Information to Assist in Writing Goals Lower Functioning Students With Severe Disabilities

• SAMPLE GOAL: Bob will demonstrate the knowledge and skills he needs to remain physically healthy and accept responsibility for his own physical well-being by increasing his ability to communicate unhealthy symptoms from needing multiple cues in a dependent setting to needing no more than one cue in a dependent setting, as implemented and assessed by regular ed. teacher, special ed. teacher and instructional assistant. A.E. 2.31

• NOTE: The major criteria is used as the basis for Bob’s goal.
# Breakdown of a Rubric for Lower-Functioning Students

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## Before beginning a rubric, consider:
- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

### Annual Goal

**Communicates unhealthy symptoms.**
- Recognizes unhealthy symptoms.
  - Injuries
  - Illness (fever, fatigue)
  - Sad, worried, scared for a long period of time
- Communicates the need for help.

### Objectives

**Accepts medication with assistance.**
- Acknowledges person giving medication.
- Accepts taking medications as directed.
  - Takes medication in hand
  - Puts medication in mouth
  - Swallows medication

<table>
<thead>
<tr>
<th>Date Met</th>
<th>NA</th>
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</table>
Sample Objectives for Bob

- Given five dependent situations and no more than one cue, Bob will communicate injuries and illnesses using his communication device, pictures, sign, gestures, etc. 4 out of 5 times as measured by a teacher checklist.

- Given five dependent situations and no more than one cue, Bob will communicate the need for help using his communication device, pictures, sign, gestures, etc. 4 out 5 times as measured by a teacher checklist.

- **NOTE:** The sub criteria is used as the basis for Bob’s objectives.
Breakdown of a Rubric for Lower-Functioning Students

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- Levels of required support (prompts and assistance).

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- Recognizes unhealthy symptoms.
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  - illness (fever, fatigue)
  - sad, worried, scared for a long period of time
- Communicates the need for help.

Accepts medication with assistance.
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Date Met | NA
---|---

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Rubrics for Transition IV

Overhead 3.3
Transition Skills Curriculum for Students with Severe Disabilities

Workplace Skills and Attitudes
1. Controlling Emotions
2. Making Good Choices
3. Demonstrating Work Skills
4. Showing Respect for Self and Others
5. Accepting Personal Organization
6. Being Open to Learning
7. Following Directions in the Workplace

Basic Academic Skills
20. Basic Money Skills
21. Discussing Temperature
22. Understanding Time
24. Basic Reading Skills
25. Basic Writing Skills
26. Basic Math Skills
27. Following Written/Picture Directions
28. Practicing Good Citizenship

Responsibility
8. Following Directions
9. Keeping and Following a Schedule
10. Accepting Responsibilities
11. Accepting Consequences
12. Demonstrating Positive Learning Behaviors
13. Completing Tasks to Expectations
14. Controlling Behaviors

Habits of Wellness
29. Practicing Personal Grooming/Hygiene
30. Practicing Health Care
31. Participating in Leisure Activities
32. Managing Stress
33. Maintaining Personal Fitness
34. Maintaining Healthy Relationships
35. Practicing Safety
36. Being Responsible for School Space
37. Doing Household Chores
38. Doing Kitchen Chores
39. Doing Laundry

Interacting with Others
15. Interacting in a Group Setting
16. Listening
17. Promoting Own Ideas Effectively
18. Being Friendly

Planning for Success
40. Advocating For Self
41. Participating in Community Resources
42. Setting and Achieving Important Goals
43. Participating in Employment Opportunities

Technology Skills
19. Using/Managing Assistive Technology
Six Steps To Managing Transition

- **Step 1**: Establish multi-year and annual goals
- **Step 2**: Determine IEP categories for the annual goals selected
- **Step 3**: Use rubrics to word IEPs more meaningfully
- **Step 4**: Use rubrics to manage the annual goal process
- **Step 5**: Use rubrics to teach annual goals
- **Step 6**: Develop a portfolio to track student progress
Using Rubrics to Organize Transition

Establish multi-year and annual transition goals.
- Use the Transition Team Survey to get input.
- Identify 5-30 multi-year Transition goals based on input.
- Identify 2-10 annual goals based on multi-year goals.

Determine IEP categories for each annual goal.
- Select IEP categories for each annual goal.
- View IEP categories to be sure each was considered.

Use rubrics to word IEPs more meaningfully.
- Use rubric criteria to write goals and objectives.
- Add measurability and timeframes to each goal.

Use rubrics to manage the annual goal process.
- Use rubrics to organize plan for meeting annual goals.
- Use rubric criteria to communicate expectations.
- Use rubrics to track and document student progress.

Use rubrics to teach the annual goals.
- Use rubric criteria to focus teaching.
- Use rubric criteria to provide feedback.
- Use rubric criteria to evaluate and document progress.

Use Transition Needs Checklist to track progress.
- Prepare a portfolio for each student and attach checklist.
- Mark multi-year and annual goals on checklist.
- Track student progress on checklist.
### Transition Team Survey

**Student Information**

Name __________________________

Date __________________________

Mark "S" for strengths and "N" for skills that need improvement (leave others blank). Then circle priorities.

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<thead>
<tr>
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<th>Workplace Skills and Attitudes</th>
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ver. SD
## Transition Needs Checklist

Name __________________________ Initial Transition Date ___________ Transition Yr. 1 2 3 4 5 6 7

Teacher ________________ Yr. ________________ Student wants and interests:
Teacher ________________ Yr. ________________
Teacher ________________ Yr. ________________
Teacher ________________ Yr. ________________
Teacher ________________ Yr. ________________
Teacher ________________ Yr. ________________

<table>
<thead>
<tr>
<th>Multi-Year Goals</th>
<th>Annual Goals</th>
<th>Date Set</th>
<th>Date Met</th>
<th>IEP Categories</th>
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<td>Controlling Emotions</td>
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<td>Demonstrating Work Skills</td>
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<td>4</td>
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<td>Accepting Responsibilities</td>
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<td>Accepting Consequences</td>
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<td>Demonstrating Positive Learning Behaviors</td>
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<td>Completing Tasks to Expectations</td>
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<td>Controlling Behaviors</td>
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<td><strong>Interacting with Others</strong></td>
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<td>Interacting in a Group Setting</td>
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<td>16</td>
<td>Listening</td>
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<td>Promoting Own Ideas Effectively</td>
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<td>18</td>
<td>Being Friendly</td>
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<td><strong>Technology</strong></td>
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<td>19</td>
<td>Using and Managing Assistive Technology</td>
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*Rubrics for Transition IV* Form B, page 1 of 2
## Transition Needs Checklist

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<th>Multi-Year Goals</th>
<th>Annual Goals</th>
<th>IEP Categories</th>
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<tr>
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<td>Date Set</td>
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<tr>
<td>Basic Academic Skills</td>
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<td>Basic Money Skills</td>
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<td>Understanding Time</td>
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<td>Using Measuring Tools for Cooking</td>
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<td>Basic Math Skills</td>
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<tr>
<td>Following Written/Picture Directions</td>
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<tr>
<td>Practicing Good Citizenship</td>
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<td>Habits of Wellness</td>
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<td>Practicing Personal Grooming/Hygiene</td>
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<td>Practicing Health Care</td>
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<td>Participating in Leisure Activities</td>
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<td>Managing Stress</td>
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<td>Maintaining Personal Fitness</td>
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<td>Maintaining Healthy Relationships</td>
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<td>Practicing Safety</td>
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<td>Doing Laundry</td>
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<td>Planning for Success</td>
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<td>Advocating For Self</td>
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<tr>
<td>Participating in Community Resources</td>
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<tr>
<td>Setting and Achieving Important Goals</td>
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<tr>
<td>Participating in Employment Opportunities</td>
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_Rubrics for Transition IV_
Additional Ten Sigma Transition Resources

- Rubrics For Transition III: for Autism Spectrum Students A Guide for Managing the Transition from School to the Real World $145.00
- Rubrics For Transition I: for Higher-Functioning Students A Guide for Managing the Transition from School to the Real World $145.00
- Rubrics For Transition II: for Lower Functioning Students A Guide for Managing the Transition from School to the Real World $145.00

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