

LANGUAGE – WHO HEARS WHAT?

Communication is understanding the emotion and intentions behind the speaker and the listener. Effective communication can lead to collaboration when the meanings are understood by all of the team members, especially the students. When there is understanding, connections are made and together that leads to problem solving and decision-making to create successful transition plans for students and families

When Educators use these terms...						
Audience Hears...	OUTCOMES	ASSESSMENT	COURSE OF STUDY	POST-SECONDARY GOALS	SELF-ADVOCACY	SELF DETERMINATION
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test – more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he/she needs?
General Educator	College and career readiness	Academic Finals Smarter Balance	Education or Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special Educator	Post-secondary education or training and employment	Psycho-ed test Academic test Transition & Career surveys Life skills evaluation	Course of Study	Goals related to post-secondary education, training, work, independent living	Know your disability Ask for accommodations	Use you initiative to plan your future and share your plans
College Staff/Faculty	Persistence – complete your degree or certificate Transfer from community college	Placement test Eligibility for DSPS Finals Test for license	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need	Responsibility for career and education planning They must use initiative to ask for help
VR – Counselor	Employment	Vocational evaluations Work readiness Situational assessment	What classes or programs relate to employment goals	Employment Goals	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs
DD – Case Manager	Integrated competitive employment Quality life	Eligibility for services Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future Make choices about services to meet needs
Employers	Responsible Productive Employee	On the job evaluation	What training does the employee need?	Minimum qualifications for jobs	Speak up Ask for what you need Disclose your disability	Plan ahead Complete education and training in advance

Source: Shasta 21st Century Career Connections and California Transition Alliance