



Picture Your Future

EXPLORING YOUR TRANSITION GOALS

TEACHER'S RESOURCES GUIDE

SECOND EDITION

Trust

Alaska Mental Health
Trust Authority



ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT

Division of Vocational Rehabilitation

A proud partner of the American Job Center Network

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Acknowledgements and Thanks

Funding for this project was provided by the Alaska Mental Health Trust Authority, in partnership with the Alaska Department of Vocational Rehabilitation (DVR) and the Alaska Department of Education and Early Development (DEED).

Special thanks to our partners and cultural stakeholders who reviewed and advised on the original content: Charlene Hadley, Maniiliq Tribal Vocational Rehabilitation and Kimber Olsen, TVR Project Director for Aleutian Pribilof Islands Association, Inc. Frances Gage, Northwest Arctic Borough School District Special Education. Thanks to Gwen Sargent (Kodiak Area Native Association, Tribal VR Director 2021) for suggesting additional teacher resources.

Thanks to Special Education teachers around Alaska who advised on content and approach, and who shared examples and stories: Travis Fernandez (Kipnuk); Corrie Davis (Kodiak); Kenneth Gaylord and Delilah Hodge (Lower Kuskokwim); Meggan Turner (Sitka); and David Kohler (Anchorage).

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Dedication

This is dedicated to the many teachers around Alaska for the work you do to support transition skills development that helps your students reach their dreams.

Teacher's Resources Guide

Picture Your Future: Exploring Your Transition Goals

Purpose—

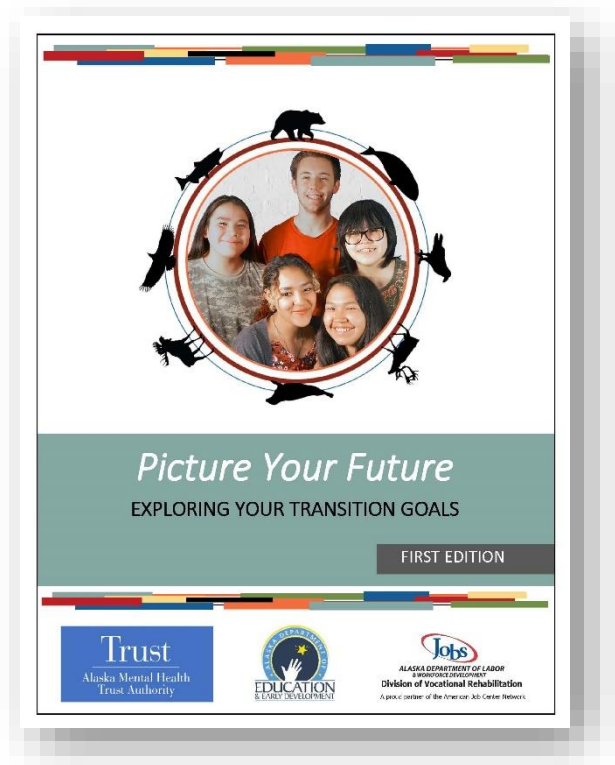
The purpose of the *Picture Your Future: Exploring Your Transition Goals* student workbook is to present possibilities for students to help them start to imagine and set goals for their future. It is designed to support the required areas of the IEP transition plan, but can be used with any transition age students.

The workbook helps students identify areas of interest that the teacher can focus on through IEP objectives and classroom activities. It is intended to be useful for all Alaskan students, both rural and urban.

The learning stories are intended to help students picture the different topics being described. Many examples are based on true stories submitted by teachers around Alaska.

The student workbook is designed to be printed, in sections or as a whole, for a given student to work through. It doesn't have to be printed in color.

There is a summary handout located in the back of the workbook that the student can fill in as they complete each section, so that at the end, they will have a summary of their plan.



This Second Edition has a new section on Behavioral Health, including FASD, trauma informed transition, and mental health resources.

Note: All hyperlinks are current as of 12/2024. If there is a broken link, web search by the title of the document to find it.

Introduction

The introduction section outlines what is included in the workbook, the IEP transition plan, and goal-setting and facing challenges (problem-solving) skills. Goal-setting and facing challenges are key skills for gaining confidence and independence in life. Spending some time practicing these key skills in relation to the student’s transition goals can be an important part of their transition plan.

Topic	Resources/Activities
The basics of the IEP and the role of the transition plan	<p>Alaska Transition Handbook to Adulthood and Employment Pages 8–12 cover the IEP transition plan, give tips for student participation in the IEP process, and give sample goals for different age students.</p> <p>Developed for Rhode Island, this book has many student handouts about exploring interests, self-advocacy, and disability awareness. Pg 34 has student focused info on the IEP: https://health.ri.gov/forms/worksheets/YouthTransitionWorkbook.pdf</p>
Goal Setting Skills	<p>Alaska Native Transition Skills: Self-Employment and Financial Literacy Lesson to learn and practice goal setting skills starts on page 12.</p> <p><i>How to Set SMART Goals</i> (3:56) This video explains what it means to set SMART goals and gives many good examples. https://www.youtube.com/watch?v=wGbmAH4mBPA</p> <p>Listen to this Native Youth Olympics winner talk about how she reached her goals. https://www.pbs.org/video/indie-alaska-i-am-native-youth-olympian/</p> <p><i>Expanding the Circle</i> Curriculum: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost \$99 digital version/\$150 hard copy + shipping. Unit 7 covers goal-setting. https://etc.umn.edu/curriculum/contents</p>
Facing a Challenge (Problem-solving) Skills	<p>Alaska Native Transition Skills: Self-Employment and Financial Literacy. Note: Cultural stakeholders from several Alaska Native tribes shared that it is a Western approach to think in terms of “problem-solving” and that “facing a challenge” is a more culturally responsive. Life presents challenges which can be overcome, it is a normal part of life. Lesson starts on page 19.</p> <p><i>Expanding the Circle</i> Curriculum (see above): Unit 9 covers problem-solving. https://etc.umn.edu/curriculum/contents</p>

Employment—Exploring Careers and Work

This section provides student tools to explore interests and work-related skills to help them start to imagine a career for themselves. The interest inventory is a simpler version of what you will find in AKCIS or in the South Dakota careers site, below. For students who have more advanced reading skills (and patience to answer more questions), try the “Career Wonders” interest inventory, or the interest inventory on AKCIS. Those assessments tie to more detailed career cluster information and results.

Topic	Resources/Activities
Career Interest Survey and Career Exploration	Career Wonders (South Dakota): A more detailed inventory with more detailed career clusters and possible jobs, written at a 5 th grade reading level. https://dlr.sd.gov/lmic/menu_career_wonders.aspx
	Alaska Career Exploration System (AKCIS) Use school login information to get to interest inventory (“Explore Your Occupation Matches”), job and career information, and post-secondary education and training information. https://acpe.alaska.gov/PLANNING/AKCIS
	Explore different kinds of jobs and what they pay in Alaska. https://live.laborstats.alaska.gov/
	My Next Move: A good site to explore different kinds of careers, based on key words, industry, and interests. https://www.mynextmove.org/ Bristol Bay Career Guide to Fishing, Seafood Processing, and Maritime trades. Each job shows needed skills and requirements.
	<i>Expanding the Circle Curriculum</i> : This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 15 covers career development. https://etc.umn.edu/curriculum/contents
Job Skills, Values, and Interests	Contact your local Tribal Organizations to see what vocational training or subsistence programs exist in your community. Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development.

Topic	Resources/Activities
Alaska Jobs in Demand	<p>Some of the top jobs are featured in the workbook, but this is an opportunity to talk about “hot jobs” or “jobs in demand.”</p> <ul style="list-style-type: none"> • The information was sorted from a much longer list found at: https://live.laborstats.alaska.gov/occfst/index.cfm • Industry Forecast Projections for Alaska: https://live.laborstats.alaska.gov/article/industry-employment-projections • Alaska Wages Information: https://live.laborstats.alaska.gov/wage/index.cfm#g31 <p>As time moves on, some kinds of jobs are easier to find than others. Some are likely to be needed for a long time to come. Preparing for a job in demand, if it matches interests and abilities, is a good way to be sure you will have work.</p>
Work in Your Community	<p>Customized Employment is a method of matching individuals to types of work, and tailoring jobs to fit individuals. This link has videos and information that can help you support your students in their career exploration. https://www.dol.gov/agencies/odep/program-areas/customized-employment</p> <p><i>Customized Employment Service Provider Manual</i> (Alaska Department of Labor). This explains customized employment processes. https://dol.alaska.gov/dvr/ce/CE%20Provider%20Manual%20-%20final%20120707c.pdf</p> <p>Tribal Organizations are often responsible for many functions in communities, including administrative, waste management, construction on HUD housing, electricians, plumbers and furnace/boiler repair. Contact your local Tribal Organization to see if job shadowing opportunities would exist for your students.</p>
Relationship Skills at Work	<p>So-called “soft-skills” are the skills most valued by employers. Jobz Club uses this curriculum by the Department of Labor designed for students with disabilities includes student activities and videos to learn the top skills of:</p> <ul style="list-style-type: none"> • Communication, Enthusiasm, and Attitude • Teamwork and Networking • Problem Solving and Critical Thinking <p>DVR will pay teachers to facilitate this, and send a Jobz Club kit. Visit https://labor.alaska.gov/dvr/transition-jobz-club.htm to learn more.</p>

Topic	Resources/Activities
Subsistence	<p>A key part of life in rural Alaska. Subsistence can be an important way to connect to community, family, and culture. It can be a path to income revenue as well as providing food and nutrition. If you have students who are interested in learning subsistence as an employment skill, Tribal Vocational Rehabilitation (TVR) in your area may have a program to help. See the information below on TVR and DVR.</p> <p>Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans (2024, Van Den Berg/Gage) shows how to incorporate Alaska Native skills (including subsistence), use the Alaskan Cultural Standards, Alaska Native regional values, discovery-based assessments, and community perspectives in transition planning.</p>
Self-Employment	<p>Alaska Native Transition Skills: Self-Employment and Financial Literacy (2020) Self-Employment Skills including lesson plans and student activities.</p> <p>Micro Enterprise Grants from The Alaska Mental Health Trust These grants strive to increase access to self-employment opportunities for persons with disabilities who are Trust beneficiaries (intellectual disabilities and others). Grant funds may be used for costs associated with starting a new business, expanding a current business or acquiring an existing business.</p> <p>Some TVR regional programs offer start-up loans and grants for small businesses. Check with your local program if you have a student who is interested in this route.</p> <p>S'Cool Store: Introduces student to entrepreneurship and small business concepts. Each of the five modules moves students through the process of opening a small business pop-up. The course is designed to get students thinking about their own interests and talents and how they can use small business concepts to turn those into a livelihood. DVR pays teachers to facilitate the curriculum with their students.</p>



Department of Vocational Rehabilitation (DVR) and Tribal Vocational Rehabilitation (TVR)

Students with disabilities transitioning from school to work can benefit from DVR and/or TVR involvement in their Transition Plan.

DVR/TVR can support students who are:

- interested in finding a job
- pursuing post-secondary education or training
- in need of support with self-employment or subsistence activities

The DVR / TVR Partnership means “No Wrong Door!”

DVR and TVR work closely together to coordinate services for transitioning students. Teachers should not be afraid to contact either organization about a particular student. While TVR’s services are for Alaska Native students, they are able to direct a student, family or teacher to the DVR counselor serving your region if appropriate. DVR and TVR can work jointly with a student to develop a plan for employment.

Think DVR/TVR if you can answer “yes” to these questions:

- Does the student have an IEP or 504 Plan?
- Does the student identify having, or suspected of having, a disability that could be a barrier to gaining and/or maintain employment?
- Is the student’s goal to get a job or pursue post-secondary education or vocational training?
- Do you anticipate that the student will need assistance to overcome barriers to employment or schooling?

Tribal Vocational Rehabilitation

There are 10 regional Tribal Vocational Rehabilitation (TVR) programs in Alaska. TVR provides culturally relevant services and supports to eligible tribally enrolled Alaska Native/American Indian’s that are based on the individual’s strengths, resources, priorities, concerns, abilities, capabilities and, most importantly, informed choice. TVR has flexibility to support the learning of traditional skills like subsistence and traditional healing.

TVR programs are available to work with the local school districts and the state DVR program to compliment transition plans.

- Contact the TVR Office in your area: <https://aivrttac.org/alaska/> or <https://ak.db101.org/documents/Alaska%20TVR%20Programs.pdf>
- See the [Alaska Transition Handbook](#) for more information on TVR in Alaska.

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) helps individuals with disabilities prepare for and maintain good jobs. To qualify, a person must have difficulty getting or keeping a job due to a mental or physical disability. DVR can arrange and fund disability assessments if needed. Those receiving Social Security for a disability who want to work may also qualify for DVR services.

- DVR Student Referral - Tools for the IEP: <https://labor.alaska.gov/dvr/transition-landing.html>
- Visit the DVR Transition page for more information about Pre-employment Transition Services: <https://labor.alaska.gov/dvr/transition-landing.html>
- Visit DVR main website: <https://labor.alaska.gov/dvr/home.htm>
- See the [Alaska Transition Handbook](#) for more information.

Pre-ETS Resources from DVR

DVR is tasked under the Workforce Innovation and Opportunity Act (WIOA) to provide **Pre-Employment Transition Services (Pre-ETS)** to every student with a disability in Alaska. Through partnerships with the Alaska Mental Health Trust, Department of Education, and Early Development and the Division of Employment and Training, DVR has instituted a variety of projects to accomplish this. These projects, combined with DVR counselor's efforts at the local level, provide the foundation for us to reach over 900 students every year.



JOBZ Club: JOBZ Clubs occur after school and use engaging activities to introduce students to “work readiness skills.” DVR pays teachers to facilitate clubs in their schools. JOBZ Club is a great vehicle for teachers to prepare students for transition and also helps the teacher better connect with DVR. <https://labor.alaska.gov/dvr/transition-jobz-club.htm>



S'Cool Store: Introduces student to entrepreneurship and small business concepts. Each of the five modules moves students through the process of opening a small business “pop-up.” The course is designed to get students thinking about their own interests and talents and how they can use small business concepts to turn those into a livelihood.

<https://labor.alaska.gov/dvr/transition-scool-store.htm>

Transition Camps



Transition Camps: DVR partners with the DEED to fund Transition Camps, contracting with Southeast Regional Resource Center (SERRC). The Transition Camp team travels across the state doing 3–5 day conferences with school districts and juvenile justice facilities. At each conference, Pre-ETS activities are provided through community exploration, presentations by businesses, postsecondary education and vocational training providers that help youth develop a vision for their future.

https://labor.alaska.gov/dvr/transition/transition_camp_overview.pdf



TransitionAlaska.org: Virtual classroom for delivering secondary transition training to teachers and students. A joint project between DVR, DEED, and SERRC in response to the COVID-19 pandemic, TransitionAlaska.org's mission is to continue to bring information, resources, and activities to keep the focus on secondary transition. [More on TransitionAlaska.org](https://transitionalaska.org)



PATHWAYS School to Career: DVR Partners with post-secondary vocational programs and high school CTE programs to offer students exposure to career pathways. Pathways incorporates “hands on learning” in specific career fields such as health care, culinary, carpentry, and powertrain technology. <https://labor.alaska.gov/dvr/pathways.html>



Summer Work Programs: DVR funds summer work programs through school districts and community provider agencies all over the state. Summer Work combines 145 hours of paid work with 15 hours of classroom training to give students valuable work experience.

https://labor.alaska.gov/dvr/documents/summer_work.pdf



Be a Strong Advocate for Yourself and Others: encourages students to develop their own, strong, voice. Designed for use in both rural and urban Alaska, *Be a Strong Advocate* teaches important skills in culturally responsive ways: Growing in Confidence; Seeing Strengths in Self and Others; Supports that Make a Difference; and Clear and Confident Communication. [More on Be a Strong Advocate](https://labor.alaska.gov/dvr/transition/transition_camp_overview.pdf)

You can find out more about DVR’s Pre-Employment Transition Services at: <https://labor.alaska.gov/dvr/transition.htm>

Post-Secondary Education and Training

This section provides student tools to explore post-secondary options for education and career skill training. Students can explore options they can complete while in their home community or away. It explains the benefits of Occupational Endorsement Certificate programs that give important skills after a short time, but can be built on as a career.

Topic	Resources/Activities
College and other kinds of training	<p><i>Native Pathways Guidebook</i>: This culturally-relevant guide was developed to empower Native students to prepare, plan and successfully take the first steps of their higher education journey – with their identity firmly in hand. Helping students navigate school choice, applications, finances, and their first year at school, it includes contributions from Native graduates, professionals and artists. https://collegefund.org/wp-content/uploads/2020/07/Native-Pathways-Guidebook-2020-Rev.pdf</p> <p><i>Expanding the Circle Curriculum</i>: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 16 covers Post-Secondary Education benefits and planning. https://etc.umn.edu/curriculum/contents</p> <p>Post-secondary programs for students with intellectual disabilities, which give the experience of college on a college campus, with life skill and job training. May or may not offer college credit. https://thinkcollege.net/college-search</p> <p>This guide was developed for Illinois, but has good information on getting started with employment: https://ictw.illinois.edu/docs/librariesprovider25/transition-guide/school-to-work-transition-guide---web.pdf</p>
Occupational Endorsement Certificates (OEC)	<p>UAF, UAA, and UAS all offer OECs and other certificates. Some are online programs. The easiest single place to view and link to program information is at: https://distance.alaska.edu/programs/</p>
Programs to Build Job Skills	<p>Job Corps is a free (based on income) job and independent living program located in Palmer, Alaska. https://alaska.jobcorps.gov/</p> <p>AVTEC is Alaska’s Vocational Technical College, located in Seward, Alaska. They offer training, assistance with necessary “soft skills” and employment search following graduation. https://www.avtec.edu/training-program-summary</p>

Topic	Resources/Activities
Online Learning	<p>Many programs are offered online through the University of Alaska. This page has all of the distance (online) degree and certificate programs on one page, with contacts and program information: https://distance.alaska.edu/programs/</p>
Where Do You Want to Live?	<p>Individualized Housing Options Resource Guide (2013): This book was created for New York, but has explains the options and gives tools for the individual to decide what they want their living situation to look like. https://nyhousingresourcecenter.starchapter.com/images/Individualized Housing Options Resource Guide PACER.pdf</p>
Paying for College or Training	<p>Students need to understand basic budgeting and financial literacy before working on College Financial Aid and college costs. Alaska Native Transition Skills: Self-Employment and Financial Literacy includes lessons and student handouts on managing money and creating a budget/spending plan.</p> <p><i>The Native Pathways Guidebook</i> has a good section on college costs and accessing financial aid. https://collegefund.org/wp-content/uploads/2020/07/Native-Pathways-Guidebook-2020-Rev.pdf</p> <p><i>Expanding the Circle</i> Curriculum: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 10 covers Organizational Skills (including budgeting) and unit 16 covers paying for college and financial aid. https://etc.umn.edu/curriculum/contents</p> <p>Visit the financial aid section of any University of Alaska college to see what assistance is available. Example: UAF https://www.uaf.edu/finaid/akresident.php</p>
Putting it Together	<p>Students will likely need assistance using AKCIS to find out information on two of their choices to explore. School districts have a login, or students can use their Zip Code to access the site. https://acpe.alaska.gov/PLANNING/AKCIS</p>

Independent Living and Supports

This section goes through the basic skills students need as they become more independent. Though some topics are more for students with disabilities, all students can benefit from thinking through housing, health care transition, and managing money and time.

Topic	Resources/Activities
Independent Living Skills	<p>There are many service agencies and organizations that provide independent living services for people with disabilities.</p> <ul style="list-style-type: none"> • Statewide Independent Living Councils (SILC) work with people with disabilities to achieve their goals to live, work, and play independently. Find a Center for Independent Living near you at: https://www.alaskasilc.org/centers-for-independent-living/ • Alaska Disability Resource Centers help connect people with disabilities to independent living supports: http://dhss.alaska.gov/dsds/pages/adrc/default.aspx
Assistive Technology	<p>ATLA (Assistive Technology of Alaska) can help match technology to people with disabilities to improve quality of life. https://www.atlaak.org/</p>
Housing	<p>Individualized Housing Options Resource Guide (2013): Explains the options and gives tools for the individual to decide what they want their living situation to look like (New York). https://nyhousingresourcecenter.starchapter.com/images/Individualized_Housing_Options_Resource_Guide_PACER.pdf</p> <p>Youthhood.org has a section about finding an apartment, which may fit better for urban students but has good activities that help a youth think through what they would want and need. http://www.youthhood.org/apartment/fp_decisions.asp</p> <p>Section 811 Housing Assistance information: https://health.alaska.gov/dbh/Pages/Initiatives/IntegratedHousing/HUD-811.aspx</p>
Accessing Public Benefits	<p>Alaska Disability Benefits 101 - Understanding how work affects Social Security and other public benefits: https://ak.db101.org/</p> <p>Developmental Disabilities Resource Connection (DDRC) – Point of entry for accessing Developmental Disability Waivers and other services: https://health.alaska.gov/dsds/Pages/grantservices/ddrcmini.aspx</p> <p>Aging and Disability Resource Centers – provides long-term services and supports. https://health.alaska.gov/dsds/Pages/adrc/default.aspx</p>

Topic	Resources/Activities
Self-Advocacy	<p>Example IEP goals related to Self-Advocacy: https://adayinourshoes.com/self-advocacy-iep-goals/</p> <p>Peer Power: A Self-advocacy group in Alaska that advocates for people with disabilities in Alaska. They organize events for people with disabilities to get involved. https://health.alaska.gov/gcdse/Pages/partners/peer-power.aspx</p> <p>The following resources are created for youth to learn self-advocacy and independent living skills, found at the Center for Parent Information and Resources.</p> <ul style="list-style-type: none"> • Youthhood.org. This fun and engaging site will remind students with disabilities that they are not alone as they explore community and build a future. There is a guide for teachers and others who work with youth on how to use the site. • Self-Advocacy Online (for students with intellectual disabilities): This resource-rich website pairs minimal text with short, step-by-step video clips of youth themselves talking about key topics such as the ADA, education, jobs, health, home, and self-determination. <p>Dude, Where is My Transition Plan? (Tennessee, 2016) Transition workbook for teens. Page 12 in this transition workbook for teens has a good checklist of additional self-advocacy skills. Some topics/handouts more relevant for Alaskans than others.</p> <p><i>Expanding the Circle Curriculum</i>: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 8 covers Self-Advocacy skills. https://etc.umn.edu/curriculum/contents</p> <p>Be a Strong Advocate for Yourself and Others Student Workbook and Teacher Guide (DVR). Designed for urban and rural Alaska.</p> <p>SILC’s Youth Advocacy Forum: The Alaska Youth Leadership Forum (YLF) is a two-part program for youth and young adults with disabilities, offering tools, resources, and leadership skills to achieve their goals and navigate disability resources. https://www.alaskasilc.org/youth-leadership-forum-ylf/</p>

Topic	Resources/Activities
Accommodation	Students should know that public schools provide learning supports, but in college and work, they must arrange their own accommodations. Building self-awareness of strengths, challenges, and effective strategies is key to a successful transition. See the tools on Accommodation in the Be a Strong Advocate for Yourself and Others as a place to start.
Learning Styles	Self-Assessment 20 questions to determine learning style: http://www.educationplanner.org/students/self-assessments/learning-styles.shtml Note: Learning styles are debated in education research, but most people learn best with varied techniques. This is included in the workbook to help students build self-awareness, discover what aids their learning, and what will keep them motivated.
Taking Charge of Your Health	<p>Dude, Where is My Transition Plan? (Tennessee, 2016) Transition workbook for teens. Pages 17–18 focus on healthcare skills and a healthcare cheat sheet for students to complete.</p> <p>Got Transition? An excellent hub of resources for youth, parents, and medical professionals to help young people take charge of their health as they get older https://www.gottransition.org/youth-and-young-adults/ https://www.gottransition.org/resources-and-research/youth-and-families.cfm</p> <p>My Health Passport: A document that can be filled out before a doctor’s visit to assist the person with a disability to be more independent during the visit. https://www.dds.ca.gov/wp-content/uploads/2020/04/FCIC_Health_Passport_Form_Typeable_English.pdf</p>
Managing Money and Time	<p>Building Native Communities: Financial Empowerment for Teens and Young Adults. Financial Literacy curriculum for Native Americans with student handouts and activities. By the Oweesta Foundation.</p> <p><i>Expanding the Circle</i> Curriculum: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Unit 10 covers Organizational Skills (including budgeting) and time management. https://etc.umn.edu/curriculum/contents</p> <p>Alaska Native Transition Skills: Self-Employment and Financial Literacy Budgeting and financial literacy lesson plans and student activities and handouts. These are designed for students in rural Alaska.</p>

Communication and Relationships

Communication and relationships are key skills that connect to every aspect of life. Interpersonal skills help people succeed at work and in their communities. Healthy boundaries and an understanding of friendship helps keep students safe in their relationships. Objectives to develop these skills can be included in the transition plan.

Topic	Resources/Activities
<p>Social Emotional Skills</p>	<p><i>Expanding the Circle</i> Curriculum: This was developed for Indigenous transition age students, not specific to Alaska Native tribes. It covers many skills and has lessons and student activities related to each skill. Cost: \$99 digital version/\$150 hard copy + shipping. Units 5–6 cover self-esteem and how to manage difficult emotions. https://etc.umn.edu/curriculum/contents</p> <p>Social Emotional Skills: Many concrete examples of how to include these kinds of goals in IEP. See appendix for list of SEL IEP goal examples, linked from this blog. https://adayinourshoes.com/social-skills-iep-goals/</p> <p>CASEL 5 PDF with defined areas and skills for Social Emotional: https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf</p>
<p>Positive Attitude</p>	<p>Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development. Starting on page 5, there is a good section on the importance of having a positive attitude, with student activities.</p>
<p>Respect for Elders and Others</p>	<p>Career Development Instructional Resource (Canadian) Student handouts on more job skills and job skill development. Starting on page 19, there is a good section on the importance of showing respect and what it looks like, with student activities.</p>



Topic	Resources/Activities
Relationships	<p>Activity: Use the relationships circle activity to understand where your students are in their understanding of boundaries. It can provide a good way to talk about things like bosses and teachers being in the acquaintance circle, and how people in these roles are not in the same category as friends. As needed, more time can be spent developing boundaries and practicing relationship skills.</p>
	<p>So-called “soft-skills” are the skills most valued by employers. Jobz Club uses this curriculum by the Department of Labor designed for students with disabilities includes student activities and videos to learn the top skills of:</p> <ul style="list-style-type: none"> • Communication, Enthusiasm, and Attitude • Teamwork and Networking • Problem Solving and Critical Thinking
	<p>DVR will pay teachers to facilitate this, and send a Jobz Club kit. Visit https://labor.alaska.gov/dvr/transition-jobz-club.htm to learn more.</p>
	<p><i>Circles</i> curriculum by James Stanfield was recommended by a rural teacher as being very good for teaching social boundaries and the concepts of safe talk, touch and trust. \$799 for curriculum which includes videos, lessons, and activities. https://stanfield.com/product/circles-curriculum-intimacy-relationships-level-1-w1004-18/</p>
<p><i>Friendship and Dating</i> (UAA) is a program that teaches teens and adults, 16 years old and older, with intellectual and related developmental disabilities, and youth with serious emotional disturbance (SED) how to develop and maintain healthy relationships and prevent interpersonal violence. Find out about becoming a facilitator or where trainings are being offered at https://www.uaa.alaska.edu/academics/college-of-health/departments/center-for-human-development/friendships-and-dating/</p>	

5

Community Experiences and Fun

This section could also be called “recreation and leisure.” Recreational activities allow time to focus on fun challenges and relaxation. This is important for managing stress and reducing worries. These also provide important ways to make connections in the community.

Topic	Resources/Activities
Interests	<p>This leisure interest inventory could be easily adapted with local activities that may be of interest to your students. Google “Leisure Interest Inventory,” and you will see a top result is from disabilities.temple.edu. extensive list of activities can be adapted with local activities.</p>
Connecting to Community Groups	<p>Most communities have informal and formal organizations dedicated to a common cause or interest. Sharing and making connections around a common interest, rather than related to a disability, can be a powerful way for students to develop important relationships and improve their quality of life. Connecting around an interest is naturally inclusive. Encourage your students to try different kinds of activities and interests through community events and groups.</p> <p>Relationships made in the community can be key in finding employment and job skill development opportunities. Developing social networks in the community is an important transition skill.</p> <p>Inviting people from the community that are involved in community activities can be a great way to introduce these opportunities to students.</p>
Cultural Information	<p>The Alaska Native Knowledge Network has curriculum and cultural resource information. http://www.ankn.uaf.edu/IKS/tek.html# http://www.ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html</p>
Alaska Native Arts	<p>Alaska Native Transition Skills: Traditional Inupiaq Sewing Skills including teacher lesson plans and student activities and handouts. The appendix includes a sample outline for developing lessons to teach traditional arts.</p> <p>If a student is interested in a cultural skill, ask culture bearers that have a relationship with the school to find someone with the desired skills. Time with a mentor can be written into their IEP as an accommodation. See the guidance about how to do this in Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans (2024)</p>

Topic	Resources/Activities
<p>Additional Subsistence Information</p>	<ul style="list-style-type: none"> • Subsistence as a Way of Life (Alaska Native Knowledge Network) http://www.ankn.uaf.edu/IKS/subsistence.html • Traditional foods curriculum by APIAI: https://www.apiai.org/services/education/head-start/gagamiigux-head-start-traditional-foods-preschool-curriculum/ • Fish and Game Information about Subsistence: http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main • Tribal Hunting and Fishing Rights Law (UAF): https://www.uaf.edu/tribal/academics/112/unit-3/tribalhuntingandfishingrightssubsistenceanilca1980.php • Article about subsistence as a matter of cultural survival: https://www.culturalsurvival.org/publications/cultural-survival-quarterly/alaska-native-subsistence-matter-cultural-survival
<p>Additional Transition Resources</p>	<ul style="list-style-type: none"> • Developed for Rhode Island, this book has many student handouts about exploring interests, self-advocacy, and disability awareness: https://health.ri.gov/forms/worksheets/YouthTransitionWorkbook.pdf • Check out this guide to Employment in Alaska for people with disabilities: https://health.alaska.gov/gcdse/Documents/EmpowermentThroughEmployment.pdf

Behavioral Health and Trauma Informed Transition

Trauma Informed Transition Planning: See the section in [Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans](#) (2024) starting on page 44 for specific classroom strategies to support students who have experienced trauma.

PHQ-9 Depression Screening Tool: This tool is used by clinicians to gauge if a person has a level of depression to merit a clinical diagnosis of depression. There are many treatments for clinical depression! Being familiar with this tool let's you watch for these symptoms in your students, so you can recommend evaluation. <https://www.apa.org/depression-guideline/patient-health-questionnaire.pdf>

Suicide Prevention: The Alaska Department of Education and Early Development has an excellent page of resources related to suicide prevention, including resources for teachers. Access the site at: <https://education.alaska.gov/tls/suicide>

Teen Depression: This course from the National Institute of Mental Health is aimed at helping students and teachers better understand what depression is, how it affects teens, and how you can support friends, family, and yourself. There are interactive pieces for teens and other tools. <https://create.kahoot.it/course/b1385c32-8bb8-463a-ac89-414dba8fa22a>

Alaska Department of Education & Early Development
Alaska Learns
Arts Council Libraries, Archives, & Museums Prof. Teaching Practices State Board Accessibility About

PARENTS STUDENT LEARNING EDUCATOR & SCHOOL EXCELLENCE FINANCE & SUPPORT SERVICES DATA CENTER

Suicide Awareness, Prevention, & Postvention

Suicide Prevention Is Everyone's Business

Suicide is a tragic and preventable loss for families and communities. This website is designed to help Alaskans promote a culture that restores hope, encourages distressed people to seek help, and builds resilience and connectedness among families and communities.

Alaskans do not need to feel hopeless and suffer in silence. All of us can play a role in preventing suicide. Learn what you can do.

Important Dates

- Suicide Prevention Week
September 5-11
- World Suicide Prevention Day
September 10
- National Bullying Prevention Month
October

Contact Us

Education Specialist
Sharon Fishel: (907) 465-6523

Education Specialist II
Micki Dunn: (907) 465-8691

State Requirements

Sec. 14.30.362 Suicide Awareness and Prevention Training

Messages of Hope

Messages of Hope

Staff Suicide Awareness & Prevention Trainings

Alaska Statute 14.30.362 requires DEED to review and approve suicide awareness and prevention training used to satisfy this statutory requirement. Please find below the list of approved trainings, training criteria, and DEED eLearning courses.

Staff Suicide Awareness and Prevention Trainings (xlsx)
Suicide Awareness and Prevention Training Criteria (docx)
Suicide Awareness & Prevention eLearning Courses

- Part A: Suicide Awareness
- Part B: Suicide Prevention
- Part C: Suicide Intervention
- Part D: Responding to Suicide-Postvention eLearning Classroom

The Teen Brain: 7 Things to Know: Did you know that big and important changes happen in the brain during adolescence? Here are seven things to know about the teen brain (From NIMH). <https://www.nimh.nih.gov/health/publications/the-teen-brain-7-things-to-know>

Jane the Brain Video Series: Made for middle school age students, this video series explains coping skills for stress, frustration, and sadness. May feel too young for some students, but it does explain coping strategies in an approachable way. <https://www.nimh.nih.gov/get-involved/science-education/video-series-jane-the-brain>

The Teen Brain: 7 Things to Know

From the NATIONAL INSTITUTE OF MENTAL HEALTH

Did you know that **big and important changes** happen in the brain during adolescence? Here are **seven things to know about the teen brain:**

- 1 Adolescence is an important time for brain development.**
Although the brain stops growing in size by early adolescence, the teen years are all about fine-tuning how the brain works. The brain finishes developing and maturing in the mid-to-late 20s. The part of the brain behind the forehead, called the prefrontal cortex, is one of the last parts to mature. This area is responsible for skills like planning, prioritizing, and making good decisions.
- 2 Brain development is related to social experiences during adolescence.**
Changes to the areas of the brain responsible for social processes can lead teens to focus more on peer relationships and social experiences. The emphasis on peer relationships, along with ongoing prefrontal cortex development, might lead teens to take more risks. Evaluate the social benefits outweigh the possible consequences of a decision. These risks could be negative or dangerous, or they could be positive, such as talking to a new classmate or joining a new club or sport.
- 3 The teen brain is ready to learn and adapt.**
The teen brain has an amazing ability to adjust and respond to new experiences and situations. Taking challenging classes, exercising, and engaging in creative activities like art or music can strengthen brain circuits and help the brain evolve.
- 4 Teen brains may respond differently to stress.**
Because the teen brain is still developing, teens may respond to stress differently than adults. This could increase their chances of developing stress-related mental illnesses such as anxiety and depression. Developing positive coping skills and practicing effective coping techniques can help teens deal with stress. More information on managing stress is available at www.nimh.nih.gov/press.

Appendix:

FASD Resources: See the section in [Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans](#) (2024) on page 49. Excerpt from that resource below.

Summary handout for the student workbook: As your students complete a section, have them write in the corresponding section on the summary. At the end of the process, they will have a summary of where they want to focus.

What is an IEP? student handout: This can help you explain the IEP to students who have one. When a student can be a proactive member of the IEP team, it helps build important skills for their independence and self-advocacy as they become young adults. Adapted from the Rhode Island Youth Transition Workbook (2015), accessed 1-15-2021.

<https://health.ri.gov/forms/worksheets/YouthTransitionWorkbook.pdf>

Social Emotional Learning handout: This can be used with students who want to set SEL goals for their IEP. Source: Based on the CASEL 5 Framework, accessed 1/15/2021.

<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>.

Social Emotional Learning IEP Goals Examples: This handout came from

<https://adayinourshoes.com/social-skills-iep-goals/>, accessed on 11/27/2024. The source of the PDF was anonymous.

FASD Resources

Use the 8 Magic Keys

The *8 Magic Keys* are guidelines to developing successful interventions for all learners, including those with FASD. Developed by Deb Evenson and Jan Lutke, the keys are: concrete, consistency, routine, specific, structure, supervision, repetition, and relationship.

Handout: <https://www.fasdoutreach.ca/resources/all/0-9/8-magic-keys>

Video: *8 Magic Keys to Support Students with FASD* with Deb Evenson (26:51)

https://www.youtube.com/watch?v=8ZeJxek_cxs



Resources for more:

9 CORE MESSAGES: What Everyone Should Know About Prenatal Alcohol Exposure created by the Alaska FASD Strategic Plan Workgroup.

Alaska Center for FASD: <https://alaskacenterforfasd.org/> provides information and resources specific to Alaska. <https://letstalkfasdak.org/>

Stone Soup Group: <https://www.stonesoupgroup.org/> Support for families with children who experience Developmental Disabilities.
<https://www.stonesoupgroup.org/resources/family-resource-guide/fetal-alcohol-spectrum-disorders/>

Alaska Center for Children and Adults: <https://alaskacenter.org/> Serves the Fairbanks area with diagnostic and support services for those experiencing disabilities.

Alaska Center for Resource Families: <https://www.acrf.org/> Supports related to foster care and adoption.

State of Alaska FASD Program: <https://health.alaska.gov/osmap/Pages/fasd.aspx>
Resources and diagnostic team contacts.

Alaska FASD Diagnostic Team Network: <https://health.alaska.gov/osmap/Pages/fasd-team.aspx> Contact list.

FASD Across the Lifespan: <https://www.acrf.org/self-study/fasd-across-the-lifespan>

This is a 7- part series for caregivers exploring the impact of prenatal alcohol exposure across the lifespan from infancy through adulthood.

8 Keys for Adults: <https://alaskacenterforfasd.org/8-keys-film/> A documentary about seven adults with fetal alcohol spectrum disorders telling their stories, challenges, strengths, and strategies for success.

Trying Differently Rather Than Harder: Book by Diane Malbin

<https://nhfv.org/library/trying-differently-rather-than-harder-second-edition/>

FASD Classroom Strategies Handbook: <https://www.usd.edu/-/media/Project/USD/DotEdu/Academics/Colleges-and-Schools/Medicine/Center-for-Disabilities/FASD-Handbook.pdf?rev=d1cb554d8ab043d49dc14ea2907f4819&hash=B5F5240225CC1BB2638DBD89630B573B>

Fetal Alcohol Spectrum Disorders Education Strategies: <https://static.fasdoutreach.ca/resources/f/fetal-alcohol-spectrum-disorders-educational-strategies/fasd-educational-strategies.pdf>

*Substance Use in Rural Areas: <https://www.ruralhealthinfo.org/topics/substance-use>

Acknowledgments: This content originally appeared in [Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans](#) (2024) and is included here with permission. Thanks to Karen Lomack (Parent Navigator, Stone Soup Group) for contributing to this section.

My Transition Goals

Name: _____

Instructions: Use the workbook pages to explore your thoughts about your goals for the future. Next, copy some of your answers below before moving to the next section. When you are finished, you will have a summary that you, your family, and your teachers can make into a plan.

Exploring Careers and Work

Skills, Aptitudes, and Interests (page 5)—

Things I enjoy: _____

Things I am good at (aptitudes): _____

Things I can do (skills): _____

Values (page 6)—Five values that are important to me:

1. _____

2. _____

3. _____

4. _____

5. _____

Work Places (page 7)—Four work places I would like:

1. _____

2. _____

3. _____

4. _____

Relationship Skills at Work (page 8)—Four skills I would like to get better at:

1. _____

2. _____

3. _____

4. _____

Career Interest Survey (page 9)—The kinds of jobs that fit me the best (Circle two):

Hands-on

Creative

Thinker

Organizer

Leader

Helper



Work in Your Community (Page 20)—

Two jobs in my community I am interested in learning more about:

1. _____ 2. _____

Work places I would like to visit and try out?

1. _____ 2. _____

Subsistence Activities (page 22 and 64)—

Subsistence activities I like to do: _____

Subsistence activities I want to learn: _____

Self-Employment (page 23)—

I am interested in having my own business (circle one): Yes No

If yes, the kind of business I want to explore: _____

Training or Education After High School

I am interested in these kinds of education or training after high school (page 31) (circle any):

College degree (2-year or 4-year or Advanced)

Occupational Endorsement Certificate (OEC)

Vocational Program (AVTEC/Job Corps)

Where I want to get my training or education (page 31) (Circle any you want):

Home community, local program

Home community online

Start online, then move for more training

Move to _____ for training/education

Two careers and training I am interested in (page 33):

_____ and _____



Independent Living and Supports

What I want my home to be like (page 36): _____

Empower Yourself (page 37)

My strengths: (What are you good at? What do you like about yourself?)

My challenges: (What is challenging for you to do?) _____

What helps me do the things that are challenging (page 38)?

People who help me: _____

Technology that helps me: _____

Accommodations that help me: _____

Medicine that helps me: _____

What would help me do well at school? (page 43) _____

What would help me do well at work? (page 43) _____

How do I learn best? (page 40) (Circle any)

Watching Hearing Reading Hands-on

Taking Charge of My Health (page 42)—

The skills I want to learn next to take care of my own health:

1. _____

2. _____



Managing Money (page 46)—

I want to learn more about managing my own money (circle one): Yes No

One goal I have related to my budget (spending plan): _____

Managing Time (page 47)—Two time-management skills I want to work on:

1. _____

2. _____

Managing Anxiety and Depression

Mental Health Skills (page 53)—Two mental health skills I want to work on:

1. _____

2. _____

Communication and Relationships

Relationship Skills (page 57)—Two relationship skills I want to work on:

1. _____

2. _____

Community Experiences and Fun

Four things I like to do (page 61)

1. _____ 2. _____

3. _____ 4. _____

Four kinds of activities I would like to learn about or explore (pages 62–64):

1. _____ 2. _____

3. _____ 4. _____

An interest I have that could lead to a job (page 65): _____



What is an IEP?

Your IEP stands for *Individualized Education Program*. It is created by your own specialized team that includes you, your teachers, your family, and may include service providers (Speech, OT, PT), your school guidance counselor, and anyone else you feel is important (like your employer or a support person).

An IEP is a plan that includes:

- What you do well
- How the challenges you have affect how you learn
- What skills you need to work on in school this year
- What services your school will provide
- Where your learning will take place
- What accommodations (supports) you need
- What your goals are for high school and after high school

Since your IEP is about you, it is a unique opportunity to share control of your life and your experiences in high school. When you actively participate in your IEP, you can contribute to your success after high school.

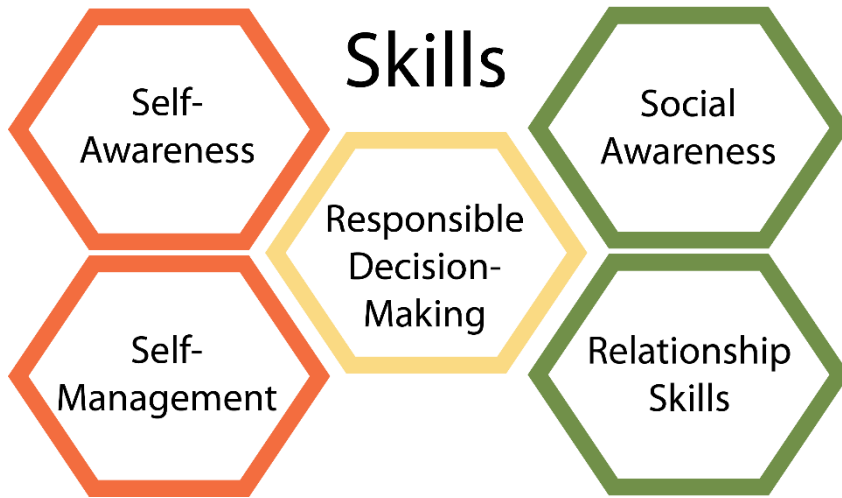
Your school and your teachers want everything in your IEP to help you. If you don't think something is helping you, tell an adult you trust. Each year your IEP will be reviewed and updated.



Adapted from the *Rhode Island Youth Transition Workbook* (2015)

Social Emotional

Skills



Social Emotional Skills help you in all areas of your life: In your community, in your family, in your friendships, and at work.

Learning these skills can be part of your IEP.

Look through the skills below, and put a checkmark next to the skills you think you already do well, and circle the skills you want to improve.

Self-Awareness	You understand how your emotions, thoughts, and values affect what you do.
	You know your strengths and areas you want to work on.
	You know your interests and what you want to do.
Self-Management	You can manage your emotions, thoughts, and what you do in different situations.
	You can use tools to manage stress.
	You can set and achieve goals.
Responsible Decision-Making	You can make caring choices about how you act and what you do in different kinds of situations.
	You know how to gather information, consider what it means, and then make a choice.
	You can think ahead about what a choice will lead to before you choose it.
Social Awareness	You can understand how another person might be feeling.
	You can see the strengths in others, and encourage them.
	You can understand and express gratitude.
Relationship Skills	You can communicate with others so they know what you mean.
	You can listen to others and understand what they mean.
	You can cooperate with others and work on a team.

Source: Based on the CASEL 5 Framework.