

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

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Project STEPP Transition Curriculum





Background



- Comprehensive program for students with learning disabilities
- Wrap-around support with strong emphasis on preparing for the transition to college
- Lessons learned from students' experiences with transition have allowed us to develop and refine our incoming transition support component



Project STEPP's Transition Support for Incoming Students

- Full year of guided preparation to bridge the gap between high school and college
- Individual consultation with students, families, and schools
- Assistive technology loans & support
- Monthly newsletters & web resource
- Pre-college “Boot Camp”





History of Curriculum Project

- Idea for a transition curriculum grew out of Project STEPP's transition supports
- Began as a small-scale, “spare time” project within our office
- Funding from the Oak Foundation enabled the development of the curriculum materials in their present form



Development of the Curriculum

Prior to
Summer
2012

- Three sample modules developed
- Sample modules vetted with small group of high school teachers

Summer
2012

- Two faculty members hired to develop structure, initial content, and outlines for all modules
- Adjustments made based on early feedback about sample modules
- Full-day focus group provided extensive feedback from high school and college educators and parents

Fall 2012

- Former teacher hired to integrate focus group's feedback, ensure uniformity across modules, and build additional content
- Editor hired to provide objective read and make formatting and writing changes

Spring
2013

- Program staff made final pass through materials before publication
- High school teacher used modules and provided feedback
- Session attendees reviewed three modules and provided feedback at NCDCDT conference

Summer
2013
Onward

- Complete curriculum posted online in May 2013
- Session attendees reviewed selected materials and provided feedback at College STAR Conference
- Curriculum to be presented & distributed at upcoming conferences/events; feedback sought for ongoing revisions



Sources of Curriculum Content

- Project STEPP transition newsletters (both student & parent versions)
- Transition-oriented materials and research literature
- Web resources
- Input from current college students
- Input from educators and parents





Curriculum Overview

- A package of resources intended for use by teachers and families supporting transition to college for students with learning differences
- Originally designed for use in Curriculum Assistance class environment to support college-bound students with learning disabilities
- Teachers are encouraged to adapt materials as needed for their setting and student population



Curriculum Features

- Fully developed lesson and activity plans designed to help students prepare for college one step at a time
- PowerPoint slides with detailed teacher lecture notes to accompany each lesson
- Student worksheets and handouts with teacher answer keys
- Guided notes for students to accompany each module



Notes on Using the Curriculum

- Modules, lessons, and activities can be used as a cohesive curriculum or piecemeal
- The order is generally not critically important, except
 - Module 1 contains a lot of foundational information necessary to get the most out of later modules
 - A few lessons and activities build on previous lessons/activities; this is noted in the plans where it occurs
- Most lessons/activities designed to take about 30 minutes
 - Many can be broken up into smaller segments if needed
 - Some require minimal in-class introduction and can be completed independently outside of class time



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 - attribute the source of the materials (see next slide).
 - do not use the materials for commercial purposes.



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Citing Curriculum Materials

Please use the following citation when distributing Project STEPP Transition Curriculum materials:

Johnson, E., James, M., King, L., Williams, S. & Grandy, L. (2013). Project STEPP Transition Curriculum. East Carolina University.

If you modify the materials, please use the same citation and add “Adapted from:” before the citation



Accessing Curriculum Materials

Flash Drive

- Materials on flash drive are current as of today
- Check the website to download updates



Website

- Materials on website will be updated as they are revised
- News about updates will also be posted

<http://www.ecu.edu/cs-acad/stepp/curriculum.cfm>



Navigating the Website

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[Locations and Directions](#)

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PROJECT STEPP TRANSITION CURRICULUM

These resources are intended to be used by teachers and families supporting transition to college for students with learning differences.

These materials are available at no cost thanks to generous funding support from the Oak Foundation and can be downloaded from this website. We only ask that you (1) appropriately reference materials that you distribute to students and others and (2) provide feedback after using the resources. We will soon be adding a link to this site so you can send comments, additional materials, and ideas to the curriculum developers for expanding/refining the resources. We hope to continually revise these curriculum materials based on ongoing feedback.

CURRICULUM FEATURES

- Fully developed lesson and activity plans designed to help students take one STEPP at a time to get ready for college
- PowerPoint slides to accompany each lesson with detailed teacher notes included
- Student activity handouts with teacher answer keys
- Student guided notes for each module

USER NOTES

- Lessons and activities are designed to take approximately 30

News and Events

Transition Curriculum Posted

We have now posted the full Project STEPP Transition Curriculum on this page. Each module is available as a single-file PDF and in individual files in either RTF or PPT format.

Updates to be Posted

As we update the curriculum, we will post news about which materials have been modified here.

Find an error?

If you notice any broken links or other errors, please let us know. We'll try to fix all known issues as soon as possible.



Navigating the Website

- Materials available both as a single complete PDF of each module and individually
- Individual items are .PPT or .RTF files and can be edited
- Click the links within the parentheses to download files

CURRICULUM MATERIALS

Module 1: High School vs. College (PDF of Complete Module 1)

- **Module 1 Overview**
(M1 Overview)
- **M1 Lesson 1 - High School vs. College Part I: General Overview**
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 1 - Developing a College Transition Notebook**
(Plan) (PowerPoint)
- **M1 Lesson 2 - High School vs. College Part II: Classes & Instructors**
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 2 - Note-Taking**
(Plan)
- **M1 Lesson 3 - High School vs. College Part III: Studying**
(Plan) (PowerPoint) (Tree Map Worksheet) (Sample Schedule Handout) (Blank Schedule Worksheet)
- **M1 Lesson 4 - High School vs. College Part IV: Grades & Testing**
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 3**
(coming soon)
- **M1 Guided Notes for Students**
(Notes)



Transition Curriculum Modules

1. High School v. College Comparisons
2. Planning for Academic Success
3. Technology
4. College Resources
5. Developing & Maintaining Healthy Routines
6. Finances
7. Communication
8. Campus Living



High School v. College

- Comparison and contrast of differences between high school and college, including:
 - General differences
 - Classes & Instructors
 - Studying
 - Grades & Testing
- General academic information and vocabulary
- Note-taking skills
- Developing a college transition notebook



High School vs. College:
A Comparison of What to Expect

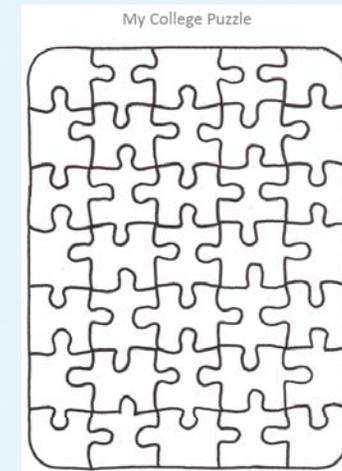
Part I: General Overview





Planning for Academic Success

- Goal-setting for college
- A “big picture” perspective of college life
- Finding and maintaining an appropriate balance between academics and social life
- Developing a balanced daily schedule by using long- and short-term planning tools
- Academic integrity
- Calculating grades in college courses
- Choosing a major



	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Showers, prepare for the day, eat breakfast	Showers, prepare for the day, eat breakfast	Showers, prepare for the day, eat breakfast	Showers, prepare for the day, eat breakfast	Showers, prepare for the day, eat breakfast
8:00-8:30	English Class	Math Class	English Class	Math Class	English Class
8:30-9:00					
9:00-9:30	Study English (select topic, make outline/graphic organizer for lesson/reading)		Study English (read paper course & create annotated bibliography)		Study English (make notes for paper)
9:30-10:00		Study Psychology (read assigned half of weekly assigned reading & make summary)		Study Geography	
10:00-10:30	Study Psychology (read first half of weekly assigned reading & make summary)		Study Psychology (review practice test questions in textbook & review answers)		Study Psychology (study for today's quiz)
10:30-11:00		Study English (read course for paper)			
11:00-11:30	Art Class		Art Class	Study Psychology (prepare notes from the week on-site from readings)	Art Class
11:30-12:00					
12:00-12:30	Psychology Class	Lunch with friends	Psychology Class	Lunch	Psychology Class
12:30-1:00					
1:00-1:30	Geography Class	Study Psychology (work on known+ch problems)	Geography Class	Study Art (read weekly readings and take notes)	Geography Class
1:30-2:00					
2:00-2:30	Lunch		Lunch		Lunch
2:30-3:00		Study Geography (read weekly assigned reading and take notes)			
3:00-3:30	Study Art (work on assigned project)		Study Math (review with math tutor on campus)	Study English (read paper course & create annotated bibliography)	Study Geography (read notes from text & do week's classwork)
3:30-4:00					
4:00-4:30	Gym	Gym	Gym	Gym	Gym
4:30-5:00					
5:00-6:00	Relax	Study Art (work on assigned project)	Study Geography (work on assigned project)	Attend club meeting on campus	Study Math with a classmate Work on Art Project



Technology

- Introduction to technology use in college
- Technology tools for postsecondary education, including assistive and instructional technologies
- Online learning
- Basic computer skills in keyboarding and formatting
- Responsible use of technology and social media; online safety





College Resources

- Campus resources, support services, and sub-communities
- Creating a campus resources directory
- Disability support services in college
- Discussing and disclosing disabilities

Campus Directory

Student: Pete Pirate

College: East Carolina University

Campus Resource	Website Address	Location	Hours	Contact Person	Phone Number	Email Address	Other/Notes
Disability Support Services	www.ecu.edu/es-studentlife/dss/	Slay 138	Monday – Friday 8am-5pm	Dir. of Student Svcs- Stephen Gray Testing Coord- Traci Lynch Admin. Supp. Assoc.-Sabrina Paschall	252-727-1016	dssdept@ecu.edu	Can download Request for Accommodation Form online – must turn in 48 hours before each test
Lacrosse Club Team	General Info http://www.ecu.edu/es-studentaffairs/crw/programs/club_sports/mens_lacrosse/Schedule http://mcla.usfteam/east_carolina/2013/schedule.html	Recreation Center	Practice schedule: Mon., Weds., & Thurs. 5-7pm	Club President John Doe Asst. Dir. of Club Sports – Justin Waters	252-328-2995	clubsports@ecu.edu	Can sign up for listserv to get email updates about club sports
Counseling & Student Development	www.ecu.edu/counselingcenter/	Umstead 137	Monday – Friday 8am-5pm	TBA	252-328-6661	Call instead	Crisis Services hours: 10am-4pm Monday-Friday. Individual counseling and support groups offered





Developing & Maintaining Healthy Routines

- Campus safety
- Personal wellness
- Stress management
- Basic cooking
- Developing independence in following through on commitments

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Finances

- Key financial topics for college students
- College costs
- Financial aid and the FAFSA process
- Developing a budget for college living
- Using credit responsibly
- Money management tips from college students



Expense Category/Item	Fixed Expenses		Flexible Expenses		Notes
	Dollar Amount	Time Frame Day, Week, Month, Semester, or Year	Dollar Amount	Time Frame Day, Week, Month, Semester, or Year	
Education					
Housing					
Health, Wellness, & Personal Care					
Food					
Travel & Transportation					



Communication

- Informal and formal communication styles
- Sending appropriate emails in college
- Receiving and learning from constructive criticism
- Dressing for success in the college setting
- Writing thank-you notes
- Behavioral expectations in college classrooms

Email Evaluation Checklist

Did the email...	Yes	No
Appropriately identify the purpose of the email in the subject line?		
Begin with a polite and respectful salutation?		
Use standard English, complete sentences, and professional vocabulary?		
Use only commonly-accepted and necessary/helpful abbreviations?		
Use proper capitalization and punctuation?		
Clearly communicate the message, questions, or concerns, including necessary context or background information?		
Clearly convey a respectful and professional tone?		
Contain no spelling or grammatical errors?		
Include both first and last name of the sender?		



Engage with Curriculum Materials

- Hard copies of selected materials will be distributed
- Engage with materials of your choice in small groups
- Rotate through multiple modules or engage with one in more depth
- Potential discussion prompts within your groups
 - Within this module's topic, what challenges do your students face in transitioning to postsecondary education?
 - What resources within the curriculum may help address those challenges?
 - What else should the curriculum include to address those challenges?
 - **How can Project STEPP make this curriculum a more useful tool for you and your students?**



Questions & Feedback

- Please feel free to ask questions about the curriculum materials
- Your feedback is critical to this project! We continue to refine and revise the curriculum based on feedback.
- Please use the handouts provided to share any thoughts you have at first glance as you engage with the curriculum materials
- We are especially interested in your comments about the curriculum's content, formatting, and features.



Ongoing Feedback

- If you use the curriculum with your students...
- After completing each module, please consider sharing
 - edits you made or materials you added
 - challenges you or your students experienced while using the materials
 - questions you or your students still have about transitioning to college
- How to share feedback
 - Via email to Sarah Williams or Emily Johnson
 - Through the feedback form on the website
 - In hard copy by mailing it to Project STEPP (address on website)



Thank You!

Please feel free to contact Project STEPP
anytime with questions about the curriculum

Emily Johnson
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252-737-2275



East Carolina University®



Project STEPP Transition Curriculum: At-a-Glance Feedback

Please share your feedback on the curriculum materials you have engaged with today. Please feel free to use some of the following questions as a guide or to share any other comments or suggestions you have. Thank you very much for helping us to refine this resource!

Content

Which topic(s) do you think will be most helpful to you and your students?

What topic(s) or information would you like to see added?

Format

What do you like about the curriculum's format?

What would you change about the curriculum's format?

Features

What features and/or lesson-support resources would you likely use most or find most helpful?

What features and/or lesson-support resources would you like to see added?

Other/General

What questions do you still have about the curriculum?

How can Project STEPP make this curriculum a more useful tool for you and your students?

Other Comments and Suggestions