



**Discover Proven Resources  
that Help Special Education  
Transition Teachers to:**



- ✓ **Assess Transition strengths and needs**
- ✓ **Measure and report student progress**
- ✓ **Increase student Transition engagement**
- ✓ **Develop student self-advocacy and ownership**
- ✓ **Meet Transition compliance and implement best practices**

**FREE ACCESS  
to a Transition  
Video Library!**

**Our Common Goal:**

Preparing students to make a successful Transition to adult life is an extremely important and common goal shared by Special Educators and Ten Sigma.

**Who is Ten Sigma:**

Ten Sigma is a 501c3 non-profit education company located in St. Cloud, MN that was founded by Dr. John Wessels with the goal of transforming the Transition process for educators, parents, and most importantly – for students!

**How We Help Special Educators:**

We are proud to offer Transition resources (FREE and available for purchase) for teachers, administrators, and students. This brief catalog provides an overview of some of our Transition resources, which include the following categories that are color-coded for easy reference:

<b>Assess Transition Strengths and Needs and Measure Progress</b>	<b>Pages <u>3-4</u></b>
<b>Develop Transition Engagement, Self-Advocacy, and Ownership</b>	<b>Pages <u>5-6</u></b>
<b>Meet Compliance Expectations and Implement Best Practices</b>	<b>Page <u>7</u></b>

**Request a Demonstration and/or Learn about Special Pricing:**

To help Special Education administrators to learn more about our Transition resources, we offer a personalized, online demonstration to review our programs and answer questions. To learn more about our resources, how to schedule a demonstration, and our special pricing please visit [www.tensigma.org/](http://www.tensigma.org/)

Thank you and we look forward to partnering with you to help your students reach their greatest potential!

Dr. John Wessels

*Ten Sigma Founder*

**Problems Addressed by Ten Sigma Transition Assessment Surveys:**

Special Educators often use age-appropriate assessments that primarily focus on academic skills with little attention given to identifying a student's strengths and needs related to their life and employment skills. This creates critical gaps in Transition readiness, which results in students being unprepared to make a successful Transition to adult life.

**Designed By:**

The assessment surveys are created by the teacher and emailed (or printed and provided) to IEP team members and whenever possible to students.

**Program Format:**

Assessment surveys are available in electronic format, which are emailed to IEP team. Assessment surveys can also be printed, mailed, and completed by hand.

**Program Summary:**

Ten Sigma's research-based assessment surveys focus on Transition skills for students with four types of disabilities:

- (1) Mild
- (2) Moderate
- (3) Severe
- (4) Autism Spectrum.



The age-appropriate assessment surveys allow teachers, parents, IEP team members, and students to evaluate the student's strengths and needs pertaining to key Transition skills. In addition, the assessment survey takers are able to identify priorities for a student's Transition strengths and needs.

Once a survey is taken by all designated takers, the results are automatically sorted, scored, and graphed which saves teachers a tremendous amount of time. This also makes the feedback easy to understand and utilize.

On the next page, you will find information about how to use Ten Sigma rubrics in conjunction with the assessment surveys to establish a baseline of important skill details. Then use the baseline to guide instruction and measure/report progress.

**Problems Addressed by Ten Sigma Transition Rubrics:**

Identifying a student's Transition skill needs is only half the battle. The next step is defining what is missing in the student's skill needs. Transition skill improvement is often difficult to communicate and measure because without a tool like a rubric, the people evaluating the student are lacking consistent language and criteria to measure the skills.

**Designed for Use by:**

The Transition rubrics are available in printed manuals or in our Online RubricMaker. Rubrics can be customized using the Online RubricMaker and can be printed and completed.

**Printed Manuals:**

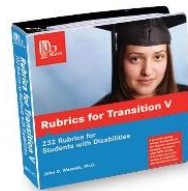
Ten Sigma offers printed manuals that include rubrics and assessments for each of the four disability types, including:

- Mild: 63 Transition skills
- Moderate: 61 Transition skills
- Severe: 43 Transition skills
- Autism Spectrum: 65 Transition skills



Want the rubrics for all four types of disabilities in one comprehensive manual?

Check out: [Rubric for Transition Manual V](#)

**Online RubricMaker (software):**

Includes all 232 Transition rubrics found in the printed manuals, which can be edited and customized based on the needs of your students





## STEP (Student Transition Engagement Program)

### Problem Addressed by STEP Program.

Lack of student ownership and engagement in the IEP/Transition process.

In many cases students are minimally involved in their IEP process, which is like they are passengers in life when they should be learning to drive.



### STEP is the Solution

STEP is an easy to implement program that engages students throughout the Transition process - even if they have limited or no direct instruction time

### Designed to Be Used By

Transition age students and young adults who are likely to live independent or somewhat independent adult lives.

### Product Format

Annual license (can be completed in PDF or printed format).

### Program Summary

The STEP program includes seven Transition documents that guide and engage students before, during and after their IEP meetings.

- Before the IEP Meeting – Students complete an age appropriate Transition assessment, research Postsecondary goal options, and participate with their teacher in an IEP planning meeting.
- During the IEP Meeting – Students present their postsecondary goals and the research they did to identify them. Then they summarize their plan for what they will do to reach their goals in the coming year.
- After the IEP Meeting – Students talk with IEP team members to identify important tasks, work to complete them, and track progress.

There are two STEP program options available based on whether a student is identifying their initial Postsecondary goals or updating them.

## Put in a new link

## Starting Line Program



### **Problems Addressed by Starting Line**

Many Special Educators face challenges meeting academic requirements while also focusing on Transition, having limited instruction time with students, and lacking a comprehensive Transition curriculum.

### **Starting Line is the Answer**

Starting Line is a comprehensive Transition curriculum that actively engages students in exploring, identifying, and reaching meaningful Postsecondary Goals.

### **Designed for Use by:**

Transition-age students and young adults who are likely to live independent or somewhat independent adult lives.

### **Program Format:**

The program is available in printed workbooks or editable PDF format.

### **Program Summary:**

Starting Line provides students with experiences they need to explore, identify, and reach meaningful postsecondary goals. The program includes the Foundations and Fast Track workbooks, which can be used as stand-alone Transition curriculum or in succession starting with Foundations.



### **Foundations Workbook**

Foundations provides an introductory Transition curriculum for middle school and early high school students.

The workbook contains activities that introduce students to Transition vocabulary and guides them to explore their likes and dislikes for education, employment and independent living



### **Fast Track Workbook**

FastTrack provides a comprehensive Transition curriculum for students in high school, alternative school, or 18-21 year-old programs.

The workbook contains assessments, tasks, and activities that guide students to explore, identify, and reach meaningful postsecondary goals.

Foundations provides an introductory Transition curriculum for middle school and early high school students.

The workbook contains activities that introduce students to Transition vocabulary and guides them to explore their likes and dislikes for education, employment and independent living

**STAR Transition Teacher Certification:**

STAR Transition Certification is an evidence-based program which covers two categories: Indicator 13 Transition compliance & Transition best practices.

**Problems addressed by STAR Transition Certification:**

STAR provides training and certification for teachers in Transition compliance and best practices for teachers, which increases student engagement and improves Transition program consistency and effectiveness.

**Designed for Use by:**

The STAR Transition Certification can be completed by a teacher on their own, small groups of teachers (first year or non-tenured), or by buildings or districts.

**Program Format:**

STAR Certification is composed of two parts which are training (online videos, Teacher's Guides, and in-person workshops upon request), and evidence-based packets covering the categories of Transition Compliance and Best Practices.

**Program Summary:**

Teachers participating in the STAR program complete training and submit evidence packets (with all confidential info removed) to Ten Sigma staff to demonstrate their mastery of Transition compliance and best practices. STAR certification is a 3-year program where teachers submit 2 packets in year 1 and at least 1 packet per year in years 2 and 3. STAR Certification is valid for 5 years.



Learn More: [www.tensigma.org/Star-System](http://www.tensigma.org/Star-System)

**Transition Tuesday:**

This is a FREE Transition Training resource with over 135 videos related to Transition topics (including bonus PDF's). Visit <http://transitiontuesday.org>

