

SIMULATED EDUCATION CONFERENCE GUIDE FOR GROUP PRACTICE

PART I: "At the conference today, we have the following people present: You, your parents, the school psychologist, your teacher, the principal, the vocational teacher, and your counselor. The purpose of our meeting today is to discuss your progress and to make plans for your future education. Let's start with your educational progress and strengths, and then discuss the areas or skills you want to improve or learn"

<u>Assigned Student</u>	<u>Teacher Speaking</u>	<u>Statement/Question</u>
	Teacher	1. "(Student's name), you seem to have trouble in courses where you need to take notes. How do you feel about your note-taking skills?"
	Principal	2. "(Student's name), what learning strengths or skills do you think you have?"
	Teacher	3. "(Student's name), what do you see as weaknesses you want to improve?"
	Parent	4. "I'm concerned because (Student's name) rarely does homework at home. I think he/she should do homework."
	Psychologist	5. "(Student's name), how do you feel about learning and school?"
	Counselor	6. "(Student's name), how well can you translate abstract curriculum materials to concrete, visual representation?" (A) ^{1*}
	Teacher	7. "(Student's name), your math scores show you may have some problems in that area. Could you talk about what areas of math are your strongest?"

SIMULATED EDUCATION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

<u>Assigned Student</u>	<u>Teacher Speaking</u>	<u>Statement/Question</u>
	Counselor	8. "(Student's name), your WISC scores show you have above-average ability." (A) ^{2*}
	Psychologist	9 "(Student's name), your writing scores show you may have problems in that area. What parts of writing give you the most problems?"
	Counselor	10. "(Student's name), your performance score is higher than your verbal score on the WISC-R. This represents a major discrepancy." (A) [*]
	Principal	11. "I've heard from several teachers that (Student's name) rarely finishes assignments."
	Teacher	12. "(Student's name), doesn't seem to know how to read a textbook. Also, he/she doesn't know how to check if he/she understands what he/she has read. (Student's name), do you want to work on these skills?"
	Counselor	13. "(Student's name), in looking at your school work and talking with your teachers, it seems to me that you really need to manage your time better. Is this an area you want to improve?"
	Psychologist	14. "(Student's name), what are your strengths in the area of social and interpersonal skills?"
	Principal	15 "(Student's name), has never had a good year in school. His/her best grade has been a 'C'."

SIMULATED EDUCATION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

PART II: "Now let's discuss your goals."

<u>Assigned Student</u>	<u>Teacher Speaking</u>	<u>Statement/Question</u>
	Counselor	16. "(Student's name), I understand you have some difficulty working in groups."
	Parent	17. "(Student's name), doesn't do well on tests. He/she doesn't know how to study for them."
	Vocational Teacher	18. "(Student's name), what vocational or career skills do you want to work on this year?" (N) ^{3*}
	Psychologist	19. "(Student's name), are there any after-school activities you'd like to join?" (N)
	Parent	20. "I'm worried about (Student's name). He/she really doesn't have any goals for his/her future." (N)
	Vocational Teacher	21. "(Student's name), are there any special courses or training that you want?" (N)
	Teacher	22. "(Student's name), do you think getting better at test taking is a goal you should work toward?" (N)
	Teacher	23. "(Student's name), on what learning goals do you want to work?" (N)
	Counselor	24. "(Student's name), what kind of job or career training are you interested in after you finish school?" (N)

SIMULATED EDUCATION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

<u>Assigned Student</u>	<u>Teacher Speaking</u>	<u>Statement/Question</u>
	Counselor	25 "Let's see, from our discussion and from (Student's name) test scores, I think our major goals are in the areas of reading, writing, and math. I also think (Student's name) needs to start looking at future careers or training, so that is also a goal I'm recommending." (N) ^{4*}
	Parent	26 "I want (Student's name) to go to college." (N)
	Counselor	27 "(Student's name), what social skills do you want to work on next year?"

PART III: "Now let's talk about the services you'll receive."

Counselor	28	"(Student's name), are there any special activities that teachers have used to help you with your schoolwork?"
Principal	29	"(Student's name), will you tell us how you think you learn best or do best in school?"
Teacher	30	"(Student's name), are there particular materials or equipment that help you learn?"
Counselor	31	"(Student's name), in what kind of groupings do you learn best?"
Teacher	32	" I think (Student's name), does best on essay tests."

SIMULATED EDUCATION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

PART IV: "Okay, it's time to close the conference."

<u>Assigned Student</u>	<u>Teacher Speaking</u>	<u>Statement/Question</u>
	Teacher	33. "Thank you all for coming to this conference." (N) ^{5*}
	Principal	34 "(Student's name), is it clear to you what you'll be working on next year?"
	Teacher	35. "Well, that does it. It looks like (Student's name), will be working on reading and math goals next year." (N)
	Counselor	36. "Your goals for next year are to improve your writing and social skills -- right?" (N)

SIMULATED TRANSITION CONFERENCE GUIDE FOR GROUP PRACTICE

PART I: "At the conference today, we have the following people present: You, your parents, the school psychologist, nurse, principal, the vocational teacher, your counselor, and a few of your teachers. The purpose of our meeting today is to discuss your progress and plans in making the change from being a student to assuming the rights and responsibilities of an adult. Let's start with your transition progress, including your skills or strengths, and then we'll discuss the areas or skills that you want to improve or learn."

<u>Assigned Student</u>	<u>Person Speaking</u>	<u>Statement/Question</u>
	Principal	1. "(Student's name), what strengths or skills do you think you have that will help you meet the demands of life after high school?"
	Teacher	2. "(Student's name), what do you plan to do after you complete high school?"
	Math Teacher	3. "(Student's name), you seem to have trouble in consumer math class. What do you know about handling financial matters?" (A) ^{6*}
	Parent	4. "I'm concerned because (Student's name) rarely does his/her chores or prepares meals at home. How will he/she take care of him/her-self?"
	Psychologist	5. "(Student's name), what independent or daily living skills have you developed?"
	Counselor	6. "(Student's name), what career-related competencies or proficiencies do you think you have developed?" (A)

SIMULATED TRANSITION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

<u>Assigned Student</u>	<u>Person Speaking</u>	<u>Statement/Question</u>
	Vocational Evaluator	7. "Your performance on the Bennett Mechanical Comprehension test or the BMCT shows you have good knowledge of physical forces and mechanical elements." (A) ^{7*}
	Counselor	8. "(Student's name), what occupational or employment possibilities have you explored?"
	Psychologist	9. "(Student's name), your practical knowledge scores in personal and social areas is average, but below average in the occupational areas." (A)
	Parent	10. "(Student's name), where do you plan to live?"
	Nurse	11. "(Student's name), what do you know about preventing and treating common illnesses?"
	Counselor	12. "(Student's name), how do you plan to get around the community?" (A)
	Parent	13. "(Student's name) doesn't seem to have many friends."
	Principal	14. "In looking at your school reports and in talking with your teachers and parent(s), it seems to me that you really need to organize and manage your time better. Is this an area you want to improve?"
	Counselor	15. "(Student's name), what resources or services that are available in our community are you familiar with?"

SIMULATED TRANSITION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

<u>Assigned Student</u>	<u>Person Speaking</u>	<u>Statement/Question</u>
	Counselor	16. "(Student's name), when you are not at school or work, what kind of things do you like to do?"
	Parent	17. "(Student's name) wants to get a car, but I don't think he/she knows about all the costs and responsibilities."

PART II

"Now let's discuss your goals."

	Vocational Evaluator	18. "(Student's name), what are your future education or training goals?"
	Teacher	19. "(Student's name), are there any special courses or training that you want?"
	Parent	20. "I want (Student's name) to go to college." (N) ^{8*}
	Counselor	21. "(Student's name), are there any leisure or recreational activities you want to become involved with or learn?" (N)
	Principal	22. "(Student's name), what are your plans for being involved in the community?" (N)
	Parent	23. "(Student's name) doesn't seem to know how to deal with money. I think he/she needs to work on his/her financial skills." (N)
	Social Worker	24. "(Student's name), what transition goals do you want to work on?" (N)

SIMULATED TRANSITION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

<u>Assigned Student</u>	<u>Person Speaking</u>	<u>Statement/Question</u>
	Psychologist	25. "(Student's name), from talking to your teachers and parent(s), I think you also need to work on some social and interpersonal goals." (A) ^{9*}
	Nurse	26. "(Student's name), do you have any health or fitness goals?" (N) ^{10*}
	Nurse	27. "(Student's name), what independent living skills do you want to improve?" (N)

PART III: "Now let's talk about services or agencies you will need to contact."

	Teacher	28. "(Student's name), are there any special agencies, schools, or businesses you wish to contact regarding opportunities for additional training or employment?" (N)
	Counselor	29. "(Student's name), what people or agencies would you contact if you have any legal problems?" (N)
	Nurse	30. "(Student's name), what medical and/or dental services will you require when you live on your own?"
	Psychologist	31. "(Student's name), as an adult citizen, you will have certain civic responsibilities. Would you please describe some of those responsibilities to us?" (A and/or N)
	Parent	32. "(Student's name) is real excited about living on his/her own. But I'm not sure that he/she even knows about setting up and paying for utility services." (N)

⁹ * Item marked with an (A) require a question.

¹⁰ * Items marked with an (N) require the student to name at least one goal.

SIMULATED TRANSITION CONFERENCE GUIDE FOR GROUP PRACTICE (CON'T)

PART IV: "Okay, it's time to close the conference."

<u>Assigned Student</u>	<u>Person Speaking</u>	<u>Statement/Question</u>
	Principal	33. "This has been very informative I want to thank everyone for coming to the conference." (N) ^{11*}
	Counselor	34. "Your transition goals are to improve you social and interpersonal skills, learn your civic responsibilities, and get a job, right?" (N)
	Parent	35. "I still think (Student's name), needs to learn how to budget and save money!" (N or A) ^{12*}
	Teacher	36. "(Student's name), is it clear to you what transition goals you'll be working on?" (N)

11 * Items marked with an (N) require the student to name at least one goal.

12 * Item marked with an (A) require a question.

Student Name:

Date:

EDUCATION CONFERENCE INDIVIDUAL MASTERY CHECKLIST

1. "What do you think are your strongest learning skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 strengths under each area (reading, math, writing, study).

R	M	W	S

2. "What do you think are your strongest social or interpersonal skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 social skills strengths.

SS

3. "What are your strongest employment or vocational skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 vocational strengths.

V

4. "Your test results and grades indicate that you have difficulty in

(appropriate skill area)

:"

S	H	A	R	E

P	L	(R)	A	N
				X

EDUCATION CONFERENCE INDIVIDUAL MASTERY CHECKLIST(CONT.)

5. "Your performance on the psychometric testing we did shows that you have significant dysfunction's in information processing." (A)^{13*}

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

6. "What are some other areas in which you're having difficulty?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Named at least two areas to improve or learn.

7. "I've reviewed your WISC scores, and it's very clear that your Perceptual Organization Score is significantly lower than your Freedom for Distractibility Score." (A)

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

8. "What goals do you want to work on next year that will help you do better in school?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

9. "Are there any after school activities which you want to continue or begin?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

10. "I'm concerned about your _____
(relevant behavior)

"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

EDUCATION CONFERENCE

INDIVIDUAL MASTERY CHECKLIST(CONT.)

11. "What size learning or study group works best for you?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

12. "What kinds of materials have you found useful for learning in school or at home?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Named at least two materials

13. "On what kinds of test questions do you do best?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

14. "I feel you have really improved your
(relevant skills)

this year."

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

15. "Have we forgotten anything you want to mention?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

16. "Well, I guess we've about covered everything."

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Summarized all goals.

Student Name:

Date:

TRANSITION CONFERENCE **INDIVIDUAL MASTERY CHECKLIST**

1. "What do you think are your strongest independent living skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 independent living skill strengths.

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2. "What are your strongest employment or vocational skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 employment/vocational strengths.

--

3. "What are your strongest financial skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 financial skill strengths.

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4. "What are your strongest social and interpersonal skills?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 social and interpersonal skill strengths.

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TRANSITION CONFERENCE **INDIVIDUAL MASTERY CHECKLIST (CONT.)**

5. "What are your strengths with regard to locating and using community resources?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Named at least 3 community resource skill strengths.

6. "What are your strengths in maintaining your medical and dental needs?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Named at least 3 medical and dental strengths.

7. "Your performance on the revised Minnesota Paper Form Board Test shows that while you have strong spatial perception skills your mechanical aptitude is discrepant." (A)^{14*}

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

8. "Your test results and reports from your teachers and parent(s) indicate you have difficulty in _____"
(appropriate transition area)

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

9. "What are some other areas that you want to improve?"

S	H	A	R	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P	L	(R)	A	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

TRANSITION CONFERENCE

INDIVIDUAL MASTERY CHECKLIST (CONT.)

10. "What travel and transportation skills do you want to learn or improve?"

S	H	A	R	E

P	L	(R)	A	N
				X

11. "What are your future education or training goals?"

S	H	A	R	E

P	L	(R)	A	N
				X

12. "What do you like to do for leisure and recreation?"

S	H	A	R	E

P	L	(R)	A	N
				X

Named at least 3 leisure/recreation strengths.

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13. "I feel you've really improved in your _____ this year."
(relevant transition skill)

S	H	A	R	E

P	L	(R)	A	N
				X

14. "I am concerned however about your _____."
(relevant transition skill or knowledge)

S	H	A	R	E

P	L	(R)	A	N
				X

15. "Have we forgotten anything you want to mention?"

S	H	A	R	E

P	L	(R)	A	N
				X

TRANSITION CONFERENCE
INDIVIDUAL MASTERY CHECKLIST (CONT.)

16. "Thank you, I think we've just about covered everything."

S	H	A	R	E

P	L	(R)	A	N
				X

Summarized all transition goals.

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