

# CrossingPoints

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a collaboration between the university of alabama  
and the tuscaloosa city and county schools systems

*Authentic and Empowering Transition Connections*

## **CrossingPoints Admissions Packet For 2020-21 School Year**

Teacher Packet

*Must be uploaded into the Online portal*

*by Friday, February 7, 2020*

## Application for Participation in CrossingPoints Program

### A Collaborative Transition Program of the Tuscaloosa City Schools, Tuscaloosa County School System, and the University of Alabama College of Education Department of Special Education and Multiple Abilities

**Program Description:** CrossingPoints is a post-secondary transition program of the University of Alabama, Tuscaloosa City Schools, and Tuscaloosa County School System [9-Month School Year Calendar]



CrossingPoints Program at The University of Alabama seeks to assist youth with disabilities ages 18-21 years in establishing, maintaining, and improving the quality of transition education services. CrossingPoints is a collaborative program between the University of Alabama's Special Education and Multiple Abilities Department in the College of Education and the Tuscaloosa City and County School Systems. Students participating in CrossingPoints receive hands on instruction in vocational employment aspects of transition during their rotating job placement and specially selected job sites at the University of Alabama and selected off campus job sites. The students spend up to 3 hours a day 4 days a week in real job settings, while receiving skills instruction in daily living, recreation/leisure, health/fitness, and community participation. Furthermore, students develop life-long learning skills in academic areas of reading, math, and the arts.

#### Eligibility Criteria:

- Applicant has a demonstrated and documented desire for post-school competitive (with time-limited support) employment.
- Applicant maintains functional capacity in small groups no smaller than 4 students and one staff member.
- Applicant must have a demonstrated potential for progressively gaining independence at work site, classroom, and other activities spread across the University of Alabama campus.
- Applicant has demonstrated potential to be able to navigate unassisted around the University campus.
- Applicant must possess some form of systematic communication not limited to verbal speech to express needs, desires, and make choices.
- Applicant has demonstrated potential to be able to express self to new acquaintances with speech or a previously developed system of communication not dependent on speech.
- Applicant has a demonstrated potential to adhere to the social decorum and requirements of the University of Alabama and other community locations (e.g. appropriate interactions with persons regardless of race, religion, gender, or disability).

#### Program Requirements:

- Perform basic work skills that will be needed on most employment training sites
- Participate in classroom lessons and activities designed to improve student development in IDEA mandated transition areas of employment preparation, community access, independent living, and recreation/leisure.
- Interact socially (when appropriate) with co-workers and others associated with CrossingPoints
- Self-regulate or demonstrated potential to learn to self-regulate in order to limit behaviors that impede the learning of self or others

**Stipends:** Work stipends are awarded contingent upon availability of funds for the sole purpose of teaching the relationship of work and pay. Work experience and placement is solely for skill development, not employment (see <http://www.dol.gov/whd/FOH/ch64/64c08.htm>).

**Interview Review Date:** To be announced

**Potential Outcomes of Participating in CrossingPoints-** Improvement and/or acquisition of community referenced:

- Work/Employment Skills
- Daily Living Skills
- Social Skills
- Leisure/Recreation Skills
- Personal Physical Fitness

**CrossingPoints**  
1060 Barnes Education Center  
Box 870232  
Tuscaloosa, AL 35401  
205-348-3180

**Application Due Date:** Friday, February 7, 2020

**Application Process:** Complete the application packet and upload using the online portal link

## REFERRAL PACKET FOR CROSSINGPOINTS

The following documents are required for admission to CrossingPoints. Each item in the following list must be completed and received by the CrossingPoints Program **no later than Friday, Feb. 7, 2020**.

The CrossingPoints Admissions Committee will meet on a Friday in March. Appointments will be scheduled for interviews with the students and his/her parents or guardian upon receipt of a completed referral packet.

### Documents required to be considered for admissions to CrossingPoints

- Checklist of Completed Application Materials
- “Referral for admission to CrossingPoints” *(to be completed by referring teachers)*
- Letter of recommendation from current special education teacher
- Admissions Rubric *(completed by the current Special Education Teacher)*
- Copy of Current Individual Education Plan (IEP)
- Copy of most recent psychological evaluation report and MEDC report
- Adaptive behavior scale completed within the past 12 months – The Adaptive Behavior Scale must be scored!
- Transition Planning Inventories *(to be completed by both the teacher and parent/guardian)*
- “Parent/Guardian Transition Survey” *(to be completed by parent/guardian)*
- “Transition Planning Assessment” *(to be completed parent/guardian)*
- Letter stating that the student is a client with the Ability Alliance/Tuscaloosa County Mental Retardation Authority (telephone: 333-1577)
- Letter stating that the student is a client with the Alabama Department of Rehabilitation Services (telephone: 554-1300)

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### Documents required *if* accepted for admission to CrossingPoints

- Copy of student’s State of Alabama non-driver identification card, driver’s permit, or driver’s license.
- Copy of student’s Social Security Card, Birth Certificate, and Health Insurance Card.
- Student Information / Medical Alert Form
- CrossingPoints Medication Prescriber / Parent Authorization Form
- Permission to Participate in Recreational / Leisure Activities, Photo Release, Transportation, Participation in Research Investigations, Participate in School-Based / Community Work Program, and Student Contract Forms
- Each Student admitted into CrossingPoints must have a personal bank account at a local financial institution (checking/savings). A copy of a voided check must be provided.

## Checklist of Completed Application

Please confirm that all of the following documents have been completed with the required information and signatures. Incomplete application packets will delay the application review and may not be considered for application this year.

### **Complete Applications are due on or before Friday, February 7, 2020**

#### Teacher Packet

1. \_\_\_\_\_ Application Checklist *(signed by parent/guardian, student, and teacher)*
2. \_\_\_\_\_ Referral for Admission *(completed by referring teacher and parent)*
3. \_\_\_\_\_ One Letter of Recommendation *(from current Special Education Teacher)*
4. \_\_\_\_\_ Admissions Rubric *(completed and signed by special education teacher)*
5. \_\_\_\_\_ Transition Planning Inventory- School *(completed by special education teacher)*
6. \_\_\_\_\_ Copy of current IEP
7. \_\_\_\_\_ Copy of most recent eligibility report
8. \_\_\_\_\_ Scored Adaptive Behavior scale completed within the past 12 months

#### Parent Packet

1. \_\_\_\_\_ Application Checklist *(signed by parent/guardian, student, and teacher)*
2. \_\_\_\_\_ Referral for Admission *(completed by referring teacher and parent)*
3. \_\_\_\_\_ Parent/Guardian Transition Survey *(completed by parent/guardian)*
4. \_\_\_\_\_ Transition Planning Assessment *(completed by parent/guardian)*
5. \_\_\_\_\_ Transition Planning Inventory- Home *(completed by parent/guardian)*
6. \_\_\_\_\_ Letter from Ability Alliance
7. \_\_\_\_\_ Letter from The Alabama Department of Vocational Rehabilitation Services

An interview with the applicant and parent/guardian is required. If the applicant meets all the basic eligibility requirements, you will be contacted to schedule this interview.

**I have completed all the required application requirements with accurate information and have included them in the application packet. Misleading comments and ratings regarding aggressive behavior which cannot be dealt with in an open university environment may result in program dismissal.**

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Referral for Admission to CrossingPoints  
(PLEASE PRINT)**

Student Name (first, middle, last) \_\_\_\_\_

Grade \_\_\_\_\_

School in Which Student is Currently Enrolled \_\_\_\_\_

Student's Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

Student's Social Security Number \_\_\_\_\_

Parent's Name(s) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_ Email: \_\_\_\_\_

Home Telephone Number \_\_\_\_\_ Cellular Telephone Number \_\_\_\_\_

Place of Employment \_\_\_\_\_ Work Telephone Number \_\_\_\_\_

Student's Area of Exceptionality (as listed on the Eligibility Report):  
\_\_\_\_\_  
\_\_\_\_\_

▪ If student has multiple disabilities, list all areas of concern (for example visual, physical/motor, or hearing impairments, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

▪ Has the student ever committed a Class III offense?  Yes  No

If yes, Explain: \_\_\_\_\_

▪ Does the student's IEP include social, emotional, or behavioral goals?  Yes  No

▪ If yes, what specific goals are included in these areas?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

▪ Is the student receiving special education related services or special instructional factors? (including speech, OT, PT, assistive technology, adaptive programming, etc.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

▪ Does the student have a Behavior Intervention Plan?  Yes  No

(Student Name \_\_\_\_\_)

▪ Was a Functional Behavior Assessment completed prior to the development of the Behavior Intervention Plan?  Yes  No

▪ If yes, list the function of the challenging behavior as well as the target behaviors for which the plan was written. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

▪ Does the student currently take medication?  Yes  No

▪ If yes, please list the prescription(s) and over the counter medication(s) the student currently takes and why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

▪ List student's areas of strength (including academic skills, work skills, social skills, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

▪ Does the student have, or have had in the last 3 years a school health care plan?

Yes  No

▪ Has the student expressed the desire to develop employment-related skills?  Yes  No

▪ If student has participated in job skills training, please list places of training and activities performed on each job site: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

▪ Does the student require increased levels of supervision for medical, behavioral, or other reasons?

Yes  No

▪ If yes, please specify why and what type of increased supervision is needed. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

▪ CrossingPoints provides a series of work experiences that require mobility. Does the student have any limitations that would affect his/her independence in these activities?  Yes  No

If yes, Explain: \_\_\_\_\_



# TPI

## Transition Planning Inventory School Form

### Section I. Student Information

Student's Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Birth Date \_\_\_\_\_ Age \_\_\_\_\_ Sex M  F   
 School \_\_\_\_\_ Grade \_\_\_\_\_  
 Name of Person Completing Form \_\_\_\_\_

### Section II. Likely Postschool Setting(s)

Directions: Fill in based on what you expect will happen after high school.

#### EMPLOYMENT/FURTHER EDUCATION OR TRAINING

- work  
 competitive       full-time  
 supported         part-time  
 other \_\_\_\_\_  
 community-based employment training  
 vocational/technical school  
 GED  
 college/university  
 other \_\_\_\_\_

#### LIVING ARRANGEMENT

- live by himself/herself  
 live with parents or other relatives  
 live with others who are not related to him/her (with-  
 out adult supervision)  
 live with others who are not related to him/her (with  
 adult supervision)  
 other \_\_\_\_\_

### Section III. Planning Area Inventory

Directions: Rate the student based on his/her current level of competence for each statement listed, using a scale of 0 (for *strongly disagree*) to 5 (for *strongly agree*) to indicate your level of agreement with each statement. Circle the number that reflects your rating.

If a statement is not an appropriate outcome for planning for the student, circle "NA" (for "not appropriate"). If a statement is appropriate but you do not know the student's level of competence on which to base your decision, circle "DK" (for "don't know").

Planning Areas	Not Appropriate	Strongly Disagree					Strongly Agree		Don't Know
		0	1	2	3	4	5		
<b>EMPLOYMENT</b>									
1. Knows the requirements and demands of his/her preferred occupations.	NA	0	1	2	3	4	5	DK	
2. Makes informed choices among occupational alternatives, based on his/her own interests, preferences, and abilities.	NA	0	1	2	3	4	5	DK	
3. Knows how to get a job.	NA	0	1	2	3	4	5	DK	
4. Demonstrates general job skills and work attitudes preferred by employers for keeping a job and advancing—may include supported employment.	NA	0	1	2	3	4	5	DK	
5. Has the specific knowledge and skills needed to perform a particular skilled, semi-skilled, or entry-level job—may include supported employment.	NA	0	1	2	3	4	5	DK	

Planning Areas	Not Appropriate	Strongly Disagree					Strongly Agree			Don't Know
		0	1	2	3	4	5			
<b>FURTHER EDUCATION/TRAINING</b>										
Not all of the statements in this section (Items 6–10) may apply, given the student's interests and preferences for his/her first setting(s) after high school. For those that do <i>not</i> apply, circle "NA." For those that <i>do</i> apply, circle the appropriate rating for each statement.										
6. Knows how to gain entry into an appropriate postschool community employment training program.	NA	0	1	2	3	4	5	DK		
7. Knows how to gain entry into a General Education Development (GED) program.	NA	0	1	2	3	4	5	DK		
8. Knows how to gain entry into an appropriate vocational/technical school.	NA	0	1	2	3	4	5	DK		
9. Knows how to gain entry into an appropriate college or university.	NA	0	1	2	3	4	5	DK		
10. Can succeed in an appropriate postsecondary program.	NA	0	1	2	3	4	5	DK		
<b>DAILY LIVING</b>										
11. Maintains personal grooming and hygiene.	NA	0	1	2	3	4	5	DK		
12. Knows how to locate a place to live in the community—may include using agencies that provide supported living options.	NA	0	1	2	3	4	5	DK		
13. Knows how to set up an apartment, house, or other setting.	NA	0	1	2	3	4	5	DK		
14. Performs everyday household tasks.	NA	0	1	2	3	4	5	DK		
15. Manages own money.	NA	0	1	2	3	4	5	DK		
16. Uses local transportation systems when needed.	NA	0	1	2	3	4	5	DK		
<b>LEISURE ACTIVITIES</b>										
17. Performs various indoor leisure activities.	NA	0	1	2	3	4	5	DK		
18. Performs various outdoor leisure activities.	NA	0	1	2	3	4	5	DK		
19. Uses settings that provide various types of entertainment.	NA	0	1	2	3	4	5	DK		
<b>COMMUNITY PARTICIPATION</b>										
20. Knows his/her basic legal rights.	NA	0	1	2	3	4	5	DK		
21. Participates as an active citizen.	NA	0	1	2	3	4	5	DK		
22. Makes legal decisions affecting his/her life.	NA	0	1	2	3	4	5	DK		
23. Locates appropriate community services and resources.	NA	0	1	2	3	4	5	DK		
24. Knows how to use a variety of services and resources successfully.	NA	0	1	2	3	4	5	DK		
25. Knows how to obtain financial assistance from specific state/federal agencies.	NA	0	1	2	3	4	5	DK		



Planning Areas	Not Appropriate	Strongly Disagree					Strongly Agree		Don't Know
		0	1	2	3	4	5		
<b>HEALTH</b>									
26. Maintains good physical health.	NA	0	1	2	3	4	5	DK	
27. Addresses physical problems that arise.	NA	0	1	2	3	4	5	DK	
28. Maintains good mental health.	NA	0	1	2	3	4	5	DK	
29. Addresses mental health problems that arise.	NA	0	1	2	3	4	5	DK	
30. Knows how reproductive system works.	NA	0	1	2	3	4	5	DK	
31. Makes informed choices regarding sexual behavior.	NA	0	1	2	3	4	5	DK	
<b>SELF-DETERMINATION</b>									
32. Recognizes and accepts own strengths and limitations.	NA	0	1	2	3	4	5	DK	
33. Expresses feelings and ideas to others appropriately.	NA	0	1	2	3	4	5	DK	
34. Expresses feelings and ideas to others confidently.	NA	0	1	2	3	4	5	DK	
35. Sets personal goals.	NA	0	1	2	3	4	5	DK	
36. Makes personal decisions.	NA	0	1	2	3	4	5	DK	
<b>COMMUNICATION</b>									
Choose rating based on future settings in which individual will be.									
37. Has needed speaking skills—may include sign language or alternative/augmentative communication.	NA	0	1	2	3	4	5	DK	
38. Has needed listening skills—may include sign language, speech reading, or other assistive technology/services.	NA	0	1	2	3	4	5	DK	
39. Has needed reading skills for acquiring information from written materials—may include tactile systems or other assistive technology/services.	NA	0	1	2	3	4	5	DK	
40. Has needed writing skills—may include Braille systems and alternative/augmentative communication.	NA	0	1	2	3	4	5	DK	
<b>INTERPERSONAL RELATIONSHIPS</b>									
41. Gets along well with family members—may include parents, siblings, or other relatives.	NA	0	1	2	3	4	5	DK	
42. Demonstrates knowledge and skills of parenting.	NA	0	1	2	3	4	5	DK	
43. Establishes and maintains close and/or casual friendships in a variety of settings.	NA	0	1	2	3	4	5	DK	
44. Displays appropriate social behavior in a variety of settings.	NA	0	1	2	3	4	5	DK	
45. Demonstrates skills for getting along well with coworkers.	NA	0	1	2	3	4	5	DK	
46. Demonstrates skills for getting along well with supervisor.	NA	0	1	2	3	4	5	DK	

