



TRANSITION CURRICULUM • GRADE 11

Problem-Solving

Unit 1: Self-Determination

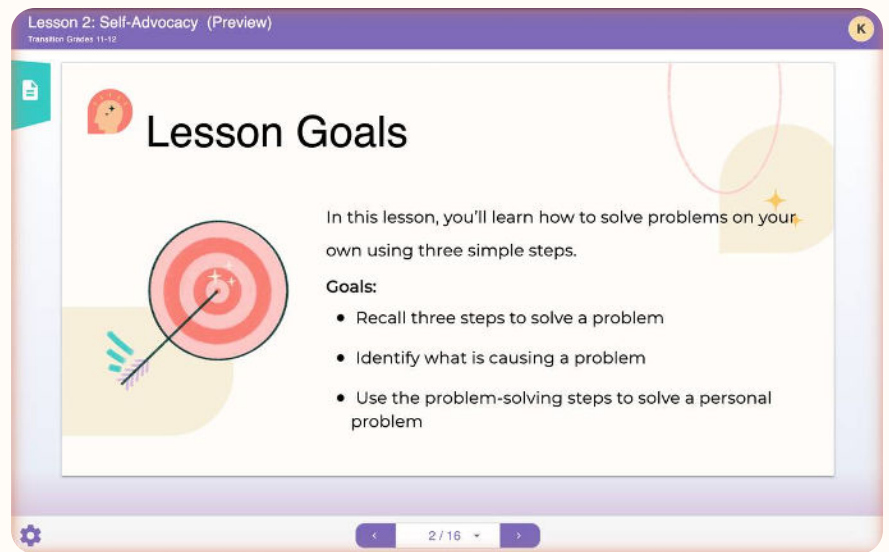
Lesson 2: Self-Advocacy

What does a complete, ready-to-teach lesson actually look like?

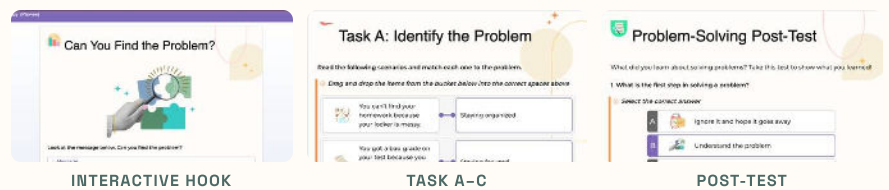
Students learn a three-step approach — understand the problem, think of solutions, take action — and then use it on a real problem from their own life.

- ✓ 16 lesson pages — 11 core plus 2 extension activities
- ✓ Built-in pre-test and post-test
- ✓ 3 differentiated task levels + printable worksheets
- ✓ Complete Teacher Guide with facilitation notes
- ✓ Journal reflection — students type, record, or upload their answer
- ✓ Full accessibility — text-to-speech, 136 languages, speech-to-text input

TRUSTED BY DISTRICTS NATIONWIDE



Page 2 of 16 — the lesson opens with student-facing goals



Every screen in this document is an actual screenshot from the Ori Learning platform — nothing here is a mockup.

Built on the 5 E's + Reflection

Every lesson follows the same proven instructional sequence — from activation through application to self-reflection — in a predictable, research-backed arc. Two extension activities follow the core eleven pages.



ENGAGE

Lesson 2: Self-Advocacy

Self-Determination

Published by

Lesson Goals

In this lesson, you'll learn how to solve problems on your own using three simple steps.

Goals:

- Recall three steps to solve a problem
- Identify what is causing a problem
- Use the problem-solving steps to solve a personal problem

Problem-Solving Pre-Test

Do you already know about solving problems? Take this quiz to find out! Don't worry, it's not graded.

What is the first step in solving a problem?

Select the correct answer

A Ignore it and hope it goes away

B Understand the problem

Can You Find the Problem?

Look at the message below. Can you find the problem?

Message:

Can you find the problem?



EXPLORE



EXPLAIN

What is Problem-Solving?

DEFINE

Problem-Solving:
A way to find and fix a problem.

Being able to recognize when something isn't working and

Three Steps to Problem-Solving

Problems are a part of life. Knowing how to face them is an important skill to learn as you get older and become more independent.



ELABORATE

Task A: Identify the Problem

Read the following scenarios and match each one to the problem.

Drag and drop the items from the bucket below into the correct spaces above

You can't find your homework because your locker is messy.

Staying organized

You got a bad grade on your test because you watched videos instead of studying.

Staying focused

Task B: Think of Solutions

Read the following scenarios and decide what each person could do to solve their problem.

Scenario 1:

Sofia keeps forgetting her gym clothes at home and has to sit out of P.E., which is affecting her grade. Her gym clothes are usually buried under a pile of laundry in her room.

What should Sofia try to solve her problem?

Task C: Solving a Personal Problem

In this activity, you'll use the problem-solving steps to work through a problem of your own.

What's a simple problem in your life you would like to solve?

Fill in the blanks

I would like to



EVALUATE



REFLECT

Problem-Solving Post-Test

What did you learn about solving problems? Take this test to show what you learned!

1. What is the first step in solving a problem?

Select the correct answer

A Ignore it and hope it goes away

B Understand the problem

C Ask for help

If your solution doesn't solve a problem you can

Summary

Problem-solving helps you recognize issues and take steps to fix them.

Today I learned:

- Before solving a problem it's important to understand what's causing it
- There are multiple ways you can solve a problem, including asking for help
- You need to try out solutions to see what works

Journal

Designed to Deliver. Every Lesson.

Each lesson is engineered around six research-backed design principles — applied consistently, every time.

Built on Research. Designed for Teachers.

Six principles that bring proven instructional science and the practical needs of classroom teachers together — intentionally woven into every lesson, not bolted on as options.



SAFE

Sequenced, Active, Focused, Explicit — the four hallmarks of effective skill instruction identified in prevention-science research.



Reflection

Ori Learning adds a sixth component — metacognitive journaling that deepens retention and self-awareness.



5 E's Model

Engage, Explore, Explain, Extend, Evaluate — the proven inquiry-based cycle in every lesson.



Flexible Scheduling

Three 20-minute sessions or one 60-minute block — same lesson, both schedules work.



Differentiated Activities

Task A, B, and C meet each student where they are — same learning objective, right entry point.



Purposefully Resourced

Teacher guide, facilitation notes, worksheets, and discussion prompts ship with every lesson.

Built-in Accessibility & Universal Design for Learning

Every feature is built in — not an add-on. Non-readers and low-lexile learners access age-appropriate content independently.



Text-to-Speech

Adjustable speed with text highlighting



136 Languages

Full lesson translation, auto-saved per student



Speech-to-Text

Voice input on all text fields



Multiple Means of Representation

Video, audio, images, and text — students access content the way that works for them



Multiple Means of Expression

Writing, speech, drawing, or file upload — students show understanding in the way that suits them



Multiple Means of Engagement

Interest-based content, scaffolded challenge, and reflection sustain motivation across learner profiles

Engaging, Interactive, and Accessible

Students move through a carefully sequenced arc — from setting goals, through a hands-on hook and shared vocabulary, into interactive content that builds real understanding.

Lesson 2: Self-Advocacy (Preview)
Transition Grades 11-12

K

Can You Find the Problem?

Look at the message below. Can you find the problem?

Message:

Can you find the the problem:

Interactive from the first screen — students open the panel and hunt for the problem themselves, before any instruction

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What is Problem-Solving?

DEFINE

Problem-Solving:

A way to find and fix a problem.

Being able to recognize when something isn't working and take steps to fix it is an important skill for becoming more independent.

Think about a problem you had recently. How did you solve it?

Vocabulary — The term is defined, then students connect it to their own experience

Three Steps to Problem-Solving

Problems are a part of life. Knowing how to face them is an important skill to learn as you get older and become more independent.

Here are three steps to take when you are facing a problem:

Step 1: Understand the Problem

Step 2: Think of Solutions

List all the possible ways to fix the problem. Don't worry about whether they'll work yet.

Core Content — Each step opens in place, then students drag examples to match

Students show what they know in the way that works for them

Type it

Speak it

Draw it

Upload it

Text-to-speech reads any page aloud, speech-to-text accepts spoken answers, and full translation into 136 languages is available on every page — so non-readers and multilingual learners work through the same age-appropriate lesson as their classmates.

Differentiated Activities That Meet Students Where They Are

Every lesson includes three fully designed, ready-to-assign tasks — saving teachers hours of planning. Each student works at the right level without requiring the teacher to create or adapt anything.

Task A — Mild

Task A: Identify the Problem

Read the following scenarios and match each one to the problem.

Drag and drop the items from the bucket below into the correct spaces above

You can't find your homework because your locker is messy.

Staying organized

You got a bad grade on your test because you watched videos instead of studying.

Staying focused

Your phone keeps dying because you keep losing your charger.

Keeping track of your belongings

Being able to identify what is causing a problem can help you figure out

Task B — Medium

Task B: Think of Solutions

Read the following scenarios and decide what each person could do to solve their problem.

Scenario 1:

Sofia keeps forgetting her gym clothes at home and has to sit out of P.E., which is affecting her grade. Her gym clothes are usually buried under a pile of laundry in her room.

What should Sofia try to solve her problem?

Select all that apply

A Keep her clothes and room more organized so items are easier to find.

B Ask her teacher to excuse her from gym class permanently.

C Pack her gym clothes the night before and leave them by the door.

Task C — Spicy

Task C: Solving a Personal Problem

In this activity, you'll use the problem-solving steps to work through a problem of your own.

What's a simple problem in your life you would like to solve?

Fill in the blanks

I would like to _____.

Question is subjective

Need Ideas?

Solve your problem using the worksheet [here](#) or follow the steps below using paper and pencil.

Understand the Problem

Take time to figure out what's wrong and why it's a problem.

Matching — students pair each scenario with the problem behind it

Scenarios — students weigh several possible solutions to each

Personal application — students work a real problem of their own

"We were in awe of the mild, medium, and spicy leveling system. It's spot on."
— Educator, Jersey County

Every lesson is fully printable. All three differentiated tasks ship with branded, modifiable worksheets — ready for IEP portfolios, offline classrooms, or students who prefer pen and paper:

Course: Self-Determination: Level II Lesson 2 Task A

Name: _____

What's the Problem?

Directions: Read each situation and circle the problem.

- Marcus missed the bus three times this week because he wakes up late.
Problem: The bus arrives early, Marcus sleeps late, Marcus walks slowly
- Jamie keeps getting in trouble for not turning in assignments, but she doesn't write them down.
Problem: Jamie is a trouble-maker, The teacher is strict, She needs a planner
- Leo's water bottle always leaks in his backpack, ruining his homework.
Problem: He needs a waterproof bag, His waterbottle leaks, His backpack is old

Challenge: Choose one of the problems above and come up with three ways to help solve the problem.
_____ could solve their problem by _____.

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Course: Self-Determination: Level II Lesson 2 Task B

Name: _____

Choose a Solution

Directions: Read each scenario and choose the best way to solve the problem.

- You keep forgetting your student ID at home. You should:
a. Never take it off
b. Leave it at school
c. Hide it in the classroom
- You feel overwhelmed by your homework and decide to scroll on your phone instead. You should:
a. Make a to-do list and start with an easy task
b. Copy it from a friend before school
c. Wait until the last minute
- You keep missing shifts at work and might get fired. You should:
a. Ask your boss to remind you
b. Write down all of your shifts on a calendar
c. Find a job with a better schedule
- Your friend says you're being rude by always being on your phone. You should:
a. Find more understanding friends
b. Apologize and be more present
c. Get a smart watch

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Course: Self-Determination: Level II Lesson 2 Task C

Name: _____

Solving a Personal Problem

Directions: Follow the steps below to help you solve a personal problem.

- What is a simple personal problem you would like to solve?

- Follow the steps below to help you solve your problem.

Understand the Problem	- What is happening? - Why is it a problem? - How does this problem affect you or others?
Think of Solutions	List 3 ways to solve this problem: 1. 2. 3.
Take Action	Which solution will you try? What will you do if that doesn't work?

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Task A worksheet

Task B worksheet

Task C worksheet

ASSESSMENT

Built-In Assessment in Every Lesson

Most curriculum programs track completion. Ori Learning measures actual learning gains with assessments built in at every level — lesson, unit, and course.

Problem-Solving Pre-Test

What do you already know about solving problems? Take this quiz to find out! Don't worry, it's not graded. 😊

1. What is the first step in solving a problem?

Select the correct answer

A

Ignore it and hope it goes away

B

Understand the problem

C

Ask for help

Pre-Test — Establishes baseline knowledge before instruction begins

Problem-Solving Post-Test

What did you learn about solving problems? Take this test to show what you learned!

1. What is the first step in solving a problem?

Select the correct answer

A

Ignore it and hope it goes away

B

Understand the problem

C

Ask for help

Post-Test — Same format measures actual growth after the lesson

Lesson Level

Pre-test and post-test in every lesson — warm-up questions and exit ticket

Unit Level

Pre-course and end-of-unit assessments measure cumulative progress

Course Level

Comprehensive pre-course and post-course assessments for program evaluation

Journal

If someone asked you for help solving a problem what would you do first?

I would _____

Free Response

REFLECTION

Every Lesson Ends with Reflection

Students summarize what they learned and respond to a journal prompt — building metacognitive skills and giving teachers a window into student thinking. Every response is saved to the teacher's Progress view.

Student-Level Data, Produced by Teaching

Every lesson records a pre-test and a post-test score for each student, time-stamped and tied to the lesson and competency it was taught in — so growth shows at the skill level, not as a completion checkmark. Teachers see it in the Progress view and export to a spreadsheet in one click, producing data that supports transition planning, IEP documentation, and **Indicator 13** reporting.

Course Material

Skills Inventory Survey

Progress

Sessions

Activity

Export to Excel

Edit Assignments

Approve Checkpoints

Hidden

Not Started

In Progress

Completed

Student	Course Grade	Transition 9-10 Pre-Assessment	Self-Determination					
			Unit 1: Pre-Assessment	Lesson 1: Self-Awareness	Lesson 2: Knowing My Limits	Lesson 3: Growth Mindset	Lesson 4: Setting SMART Goals	Lesson 5: Self-Determination
☐ C Fields Cassie		63%	63%	71%				
☐ R Prince Roland		45%	57%	66%	86%	64%		

The teacher Progress view — per-student scores for every assessment and lesson, exportable to Excel

Everything Teachers Need, Nothing They Don't

Each lesson comes with a complete Teacher Guide, downloadable worksheets, three delivery methods, and a lesson preview that doubles as an answer key. No binders required.



Lesson Guide

Self-Determination: Level II

Lesson 2: Problem-Solving: Using the Three Step Approach



Lesson Goals:

Tier I- Students can identify personal problems and take action to fix them.

Tier II- Students can propose feasible solutions to a variety of problems.

Tier III- Students can identify the problems faced by others.



Objectives:

- Recall three steps to solving a problem
- Identify what is causing a problem
- Use the problem solving steps to solve a personal problem



Vocabulary:

- Problem-Solving:** A way to find and fix a problem.



Materials:

- Task A
- Task B
- Task C



Engage

Slide 1: Introduce lesson topic. Ask students what they already know about problem-solving.

Slide 2: Review lesson goals and objectives.

Slide 3: Students take pre-test.

Slide 4: Have students look at the image and see if they can identify the problem.

Support: Explain to students that in order to solve a problem they first have to identify what is wrong.

Extend: Ask students to think about how they have solved problems in the past.



Explore

Slide 5: Review vocabulary. Then have students complete the activity to share how they feel when they encounter a problem for the first time.



Lesson Guide

Self-Determination: Level II

Lesson 2: Problem-Solving: Using the Three Step Approach



Tier III- Elaborate Task A:

Slide 7: Students will review scenarios and then complete the matching activity to identify the problem each one demonstrates.



Tier II- Elaborate Task B:

Slide 8: Students will review scenarios and select possible solutions to solve the problem.



Tier I- Elaborate Task C:

Slide 9: Students will use the three steps to plan how they can solve a simple personal problem.



Evaluate

Slide 10: Students take post-test.

Slide 11: Review summary. Prompt students to answer the journal question to reflect on what they learned.



Extension 1: Rube Goldberg Machines

Slide 1: Introduce the vocabulary and tell students that they will be designing their own Rube Goldberg machine to solve a problem in a fun way.

Show the video. Remind students to keep notes of any features they might like to include.

Open the tabs to review the instructions. Then, give students time to draw their own designs. When students are done, remind them to complete the prompt and turn in their work.

Support: Pause the video while watching to

Extension 2: Creative Problem-Solving

Slide 1: Introduce the vocabulary. Remind students that there is usually more than one way to solve a problem.

Tell students that they will be imagining creative solutions to common problems today. Open the tabs to review the suggested materials they could use in their solutions. Then, review the example together.

Give students time to read about each problem and prompt them to propose a solution using the list of available materials.

Support: Read each question aloud and invite students to share their proposed solutions with a

The Teacher Guide for this lesson — goals, vocabulary, materials, and step-by-step facilitation notes for every slide, including both extension activities

Teach it three ways — the choice is made when the lesson is assigned

1 Choose a delivery method



Front of Class



Live Participation



Student Paced

- Teacher leads the instruction and presents a single lesson via smartboard or screen sharing.
- Students do not log in and participate in the lesson in a group setting.

- 1 Front of Class**

The teacher presents one lesson on a smartboard or shared screen. Students take part as a group — no student logins needed.
- 2 Live Participation**

The teacher controls the pace while students follow along on their own devices, answering questions and posting to collaboration boards.
- 3 Student Paced**

Students work through the lesson independently on their devices. Useful for absences, resource rooms, and self-directed 18+ programs.

Before assigning, a teacher can preview the full lesson exactly as students will see it — correct answers included. Reviewing a lesson takes minutes and needs no separate answer key.



Single Sign-On & Rostering

SSO via **Google, Microsoft, Clever, ClassLink**, and **OneRoster** · Rostering via Clever, ClassLink, and OneRoster

"Ori took us out of the rote, box-checking way of doing transition, and helped us get to a place where we could present some real data for each student."

— Dr. Heidi M. Lambert, Director of Special Populations, RMA Public Schools (100% staff buy-in by January 2024)

Proven Results Across Districts

Grounded in evidence-based transition frameworks, trusted by districts nationwide, and recognized by industry leaders.

FAIRFAX COUNTY

Trusted District Partner

Transition Resource Program

"The teachers that use it love it. Our assistive technology staff love it."

— Trevor Christensen, Transition Resource Teacher

RMA PUBLIC SCHOOLS

100%

staff buy-in by January 2024

"When a student doesn't know what's next for them after graduation, they tend to self-sabotage."

— Dr. Heidi M. Lambert, Director of Special Populations

PRINCE WILLIAM COUNTY

A Huge Win

for student engagement

"Students far more engaged than with previous curriculum."

— District Manager, Prince William County, VA

TRUSTED BY DISTRICTS NATIONWIDE



RECOGNIZED BY EDUCATION INDUSTRY LEADERS

CODiE Awards • EdTech Breakthrough • Tech & Learning

Built on Transition-Specific Research & Best Practices

Curriculum is grounded in **Guideposts to Success** (National Collaborative on Workforce & Disability for Youth), **Effective Practices in Secondary Transition** (NTACT), and the **Indicator 13 Checklist** (NSTTAC) — with **Universal Design for Learning** (CAST) embedded throughout for true inclusion across all ability levels.

Built from Personal Experience



Ori Learning was founded by Jon Izak, a computer scientist who watched his younger brother Oriel navigate life with autism — and saw how much potential was going untapped. That experience drove the product. Our team is made up of educators and engineers who build every feature around what actually works in real classrooms and programs.

See the Full Transition Curriculum

You have just seen one lesson end to end. A live walkthrough shows you the full scope and sequence — and the data it produces once your students are in it.

What You Get in a Live Walkthrough:

- ✓ Full platform access with your content areas
- ✓ See differentiation in action across all three levels
- ✓ Review teacher tools and progress reporting
- ✓ Discuss implementation planning for your district
- ✓ Get a custom scope & sequence for your grades

WHAT HAPPENS NEXT

1

30-minute walkthrough

A live call with your team — no slide deck, just the platform.

2

See a full lesson and its data

Walk a complete lesson end to end, then see the Progress view it produces.

3

Talk through a pilot

Scope a pilot for your program — timeline, rollout, and which teams start first.

REQUEST A LIVE WALKTHROUGH



Scan to book

"Real data for each student — not just box-checking."

— Dr. Heidi M. Lambert, Director of Special Populations, RMA Public Schools

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