

Transition Practices Alignment



Evidence-Based Practices, Tools and Resources, and Lesson Plans

A Tool to Assist in the Development of Transition Plans, Action Plans and Goal/Strategy Development for District/School Improvement Plans

Evidenced-Based Practices – Secondary Transition

Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p>Improving Post-School Employment Outcomes: Evidence-Based Secondary Transition Predictors</p> <p>Levels of Evidence of Causal Inference: S = Strong M = Moderate P = Potential</p>	<p>Inclusion in General Education - M</p> <p>Work Study – M</p> <p>Paid Employment/ Work Experience – M</p> <p>Exit Exam Require./High School Diploma Status – P</p> <p>Transition Program – P</p> <p>Student Support – P</p>	<p>Interagency Collaboration – P</p>	<p>Self-Advocacy/Self-Determination – P</p>	<p>Vocational Education – M</p> <p>Community Experiences – P</p> <p>Community Awareness – P</p> <p>Occupational Courses – P</p> <p>Self-Advocacy/Self-Determination – P</p> <p>Self-Care/Independent Living – P</p> <p>Social Skills – P</p>	<p>Parental Involvement – P</p>
<p>Improving Post-School Education Outcomes: Evidence-Based Secondary Transition Predictors</p> <p>Levels of Evidence of Causal Inference: S = Strong M = Moderate P = Potential</p>	<p>Inclusion in General Education – M</p> <p>Paid Employment/Work Experience – M</p> <p>Transition Program – M</p> <p>Student Support – P</p>	<p>Interagency Collaboration – P</p>	<p>Self-Advocacy/Self-Determination – P</p>	<p>Career Awareness – P</p> <p>Occupational Courses – P</p> <p>Self-Advocacy/Self-Determination – P</p> <p>Self-Care/Independent Living – P</p> <p>Social Skills – P</p>	
<p>Improving Post-School Independent Living Outcomes: Evidence-Based Secondary Transition Predictors</p> <p>Levels of Evidence of Causal Inference: S = Strong M = Moderate P = Potential</p>	<p>Inclusion in General Education – M</p> <p>Paid Employment/Work Experience – P</p> <p>Student Support – P</p>			<p>Self Care/Independent Living – M</p>	










Currently, the National Secondary Transition Technical Assistance Center (NSTTAC) has identified 16 predictor categories of positive post-school outcomes for students with disabilities. From these 16 categories, NSTTAC has further defined predictor variables by type of predictor to provide a clear definition of each description within the 16 categories. Five predictor types have been identified based on findings from the studies reviewed. The table includes the list of predictor types, the relative Taxonomy category, an operational definition, and examples of each. <http://nstattac.org/sites/default/files/assets/pdf/PredictorImplementationTable1.pdf>

Note: The 16 predictor categories are included above and delineated by transition practices area for the post-school outcome areas of employment, post-school education and independent living.



Transition Practices Alignment Tools and Resources









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<p>Transition Assessment Toolkit NSTTAC has developed the Transition Assessment Toolkit which includes sample instruments, links to websites and an assessment timeline that provides educators and service providers with guidance for implementing an on-going transition assessment process. Based on research and recommended by practitioners!</p>					
<p>ITransition is a free, online transition curriculum to help students who are deaf or hard of hearing prepare for life after high school. There are four separate trainings with activities to help students learn about themselves, their career goals, and the skills they need to be successful in the future.</p>					
<p>The Career Key developed by Lawrence K. Jones, is based on Holland's theory of career development. The Career Key test measures a user's skills, abilities, values, and interests and returns information to help the user learn about him or herself, discover career options, and make good decisions. There is a nominal fee for the test which can be completed in less than ten minutes. Other areas of the site include good information and related resources and are free to access.</p>					
<p>The Casey Foundation offers a free online tool to help young people prepare for adulthood. The life skills assessments provide instant feedback. Customized learning plans provide a clear outline of next steps, and the accompanying teaching resources are available for free or at a minimal cost.</p>			Life Skills Guidebook	Learning Plan	Parent Guide to Teaching Life Skills Family Assessments Family Assessment – Spanish
<p>Tips for Teens offers information for teens on how to begin to express their needs and wants by participating in their Individualized Education Program (IEP) meetings. At these meetings, teens can learn ways to talk about their disability to others, set goals, build teamwork skills, ask for accommodation and practice other self-advocacy skills.</p>					
<p>The What Works Clearinghouse offers an Improving Literacy Guide that presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The strategies help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.</p>					



Transition Practices Alignment Tools and Resources Continued














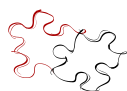
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<p>The TOTAL Project series of multimedia training modules includes nine individual modules focused on research-based, best practices in transition planning and services for youth with disabilities. Each module is designed to stand alone or be used in conjunction with any or all of the other modules. Each module includes access to the video as well as access to an instructor’s guide, the PowerPoint slides, activities, handouts, additional reading, and resources.</p>	<p>Module 1: Federal and State Transition Requirements</p> <p>Module 4: Transition: Centerpiece of the IEP</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p>	<p>Module 4: Transition: Centerpiece of the IEP</p> <p>Module 6: Interagency Collaboration and Transition</p>	<p>Module 2: Person-Centered Planning</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p> <p>Module 8: SSI & Transition Planning</p> <p>Module 9: Health & Medical Issues in Transition Planning</p>	<p>Module 3: Promoting Student Self-Determination</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p> <p>Module 9: Health & Medical Issues in Transition Planning</p>	<p>Module 3: Promoting Student Self-Determination</p>
<p>I'm Determined, a project developed and sponsored by the Virginia Department of Education's Training and Technical Assistance Centers, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career. The empowered student knows how to set and achieve goals and has a greater understanding of personal strengths and how to get support for areas of need.</p>	<p>Educator Page</p>		<p>Youth Page</p>	<p>Life Line Lesson Plans</p> <p>Student Involvement in IEP</p>	<p>Parent Page</p>
<p>The What Works Clearinghouse offers a Dropout Prevention Guide geared toward educators, administrators, and policymakers. This guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.</p>					
<p>Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. The five recommendations in this guide are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students. The guide also describes the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them.</p>					
<p>NCWD/Youth is your source for information about employment and youth with disabilities. Our partners – experts in disability, education, employment, and workforce development – strive to ensure you will be provided with the highest quality, most relevant information available.</p>	<p>Youth with Mental Health Needs</p> <p>Transition Supports</p>	<p>The 411 on Disability Disclosure</p>	<p>Assessment Career Development of Youth with Learning Disabilities</p>	<p>Disability Disclosure Managing Your Own Personal Assistant Services</p>	<p>The 411 on Disability Disclosure</p>



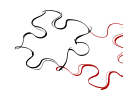
Transition Practices Alignment Tools and Resources Continued












Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p>Guidance and Career Counselors' Toolkit: Advising High School Students with Disabilities on Postsecondary Options The Toolkit is an easy to use reference. Each topic heading appears in the form of a question in the Table of Contents, and each corresponding section contains discussion that provides answers to the question posed. Each section concludes with a list of references and sources from which the discussion was drawn. Counselors should take particular note of these sources, as many are significant in the field of postsecondary education and disability. Concluding the Toolkit are the Appendices, which consist of an extensive listing of related organizations and websites, and a packet of additional tools. The Toolkit is also available on CD-ROM and appears at the HEATH Website.</p>			Directory of Transition Websites		
<p>Think College.Net offers a checklist that helps students with disabilities start the process of applying to college.</p>				 For Students	 For Families
<p>http://www.knowhow2go.org/ Young people in all socio-economic groups have college aspirations. Despite their aspirations, low-income students and those who are the first in their families to pursue higher education are severely underrepresented on college campuses. Studies show these students often lack the guidance they need to prepare for postsecondary education. To turn these students' college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education and the Ad Council launched the KnowHow2GO campaign in January 2007.</p>					
<p>http://www.going-to-college.org/ This Web site contains information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.</p>					 For Parents
<p>Harvard Family Research Project The Harvard Family Research Project has been helping stakeholders develop and evaluate strategies to promote the well being of children, youth, families and their communities.</p>					



Transition Practices Alignment Tools and Resources Continued







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<p>Teaching Networking Skills: Paving a Way to Jobs and Careers This curriculum is for trainers working with individuals with limited work experience; its goal is to help those job seekers to become engaged in career and job exploration through Networking. The curriculum gives students opportunities to practice networking skills such as identifying their own network, approaching people, talking about their skills and interests, learning about what employers look for, exploring careers and job options, and exhibiting good business etiquette. Activities vary to accommodate diverse learning styles, and trainers can select lessons that fit the needs of their groups.</p>					
<p>In 2004, Federal, states and local agencies came together around their shared interest in improving school and post-school outcomes for youth. Today, four federal agencies, 10 states and many national organizations are joined in the community of practice. Together, they focus on issues including: Meaningful Youth Role: Increasing Accessible Transportation: Outreach to Child Welfare, Juvenile Justice, and Mental Health: Employment; and Post-secondary Options.</p>					
<p>Challenges in Coordinating and Managing Services and Supports in Secondary and Postsecondary Options This issue brief offers current practices and policies, including differences between youth and adult service delivery systems and how the lack of interagency collaboration complicates service coordination for youth with disabilities. The brief addresses the questions “How can service coordination become more flexible, youth-centered, and culturally responsive”?</p>					
<p>The ARC of Illinois Family Manual assists families of young adults with developmental disabilities with the transition from the school system and services to the world of work and adult services.</p>					
<p>Illinois workNet Center Consider your skills and explore your interests. Complete any, or all, of the interest surveys to help you find the best career path for you. Save your results, then come back to review or retake at a later time.</p>					



Transition Practices Alignment Tools and Resources Continued







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<p>Family Information Guide to Assistive Technology and Transition Planning</p> <p>This 55-page guide from the Family Center on Technology and Disability (FCTD) helps families learn how assistive technology can help them with transition planning for their youth with disabilities. It includes contributions from PACER Center. This guide can be read online, with active links to the resources, at www.fctd.info. Individuals may order one free print copy of the guide by sending an e-mail to fctd@aed.org.</p>			 Spanish		Family Information Guide to Assistive Technology Spanish
<p>The AIM Navigator is an interactive tool that facilitates the process of decision-making around accessible instructional materials for an individual student. The AIM Navigator also includes a robust set of guiding questions and useful references and resources specifically related to each decision point. Different scaffolds of support are built in so that teams can access information at the level needed to assist them in making informed, accurate decisions.</p>					
<p>Illinois Department of Employment Security</p> <p>Are you a student preparing to make decisions on your future career and wondering about wages and what the education and training requirements are? Begin your career planning here with CIS or CIS Junior to find the latest information on occupations.</p> <p>http://www.ides.illinois.gov/page.aspx?item=35</p>			Illinois Career Information System (CIS) Illinois Career Information System (CIS) Junior		Parent's Place
<p>My Next Move</p> <p>Search careers with key words. Browse careers by industry. Tell us what you like to do.</p>					

More to come...this alignment tool is a “work in progress” and allows for additions, changes, and revisions.



Transition Practices Alignment Research to Practice Lesson Plan Library



Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
Program Structure <ul style="list-style-type: none"> Community-Based Instruction (e.g., Using ATM, cashing checks, Laundromat skills, laundry skills, purchasing strategies and skills) 					
IEP Development, Student Participation and Planning Strategies <ul style="list-style-type: none"> IEP Meeting Involvement Self-Advocacy Strategy Self-Directed IEP 					
Employment Skills and Work-Related Behaviors <ul style="list-style-type: none"> Job-Related Social/Communication Skills Self-Management on the Job Job Seeking Skills Occupation Specific Employment Skills 					
Student Development – Life Skills Instruction <ul style="list-style-type: none"> Leisure Skills Social Skills Self-Determination Skills Choice Making Decision Making Goal Setting Problem Solving Self-Awareness Self-Advocacy Skills Independent Living Skills Money (Banking and Purchasing) Grocery Shopping (Specific Purchasing Skill) Home Maintenance Skills Meal Planning and Preparing Restaurant Skills Safety Skills Self-Care Skills Functional Reading Skills Functional Math Skills 					
Student Development <ul style="list-style-type: none"> Using Mnemonics to Teach Academic Skills Using Peer Assistance to Teach Academics Using Self-Management Skills to Teach Academic Skills Using Technology to Teach Academic Skills Using Visual Displays to Teach Academic Skills 				