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ABSTRACT

This document offers six one-day workshops intended to help state, regional, and local organizations develop the knowledge and skills of educators and others providing transition services to young people with disabilities. Workshop content is based on the "Taxonomy for Transition Programming," a model of effective transition practices based on transition-related research and exemplary transition practices. Following an overview of the workshop series, the first workshop covers research findings about the post-school outcomes of students, transition-related legislation, and transition models, especially Kohler's "Taxonomy". The other five workshops are: (1) student-focused planning, (2) student development, (3) interagency collaboration, (4) family involvement, and (5) program structures. Each workshop features the following information: the workshop purpose, overview, and objectives; an agenda; materials and equipment needed to conduct the workshop; resources used to develop the workshop; content for each topic on the agenda; and overhead and handout masters. (Individual sections contain references.) (DB)

A Workshop Series for Educators and Transition Service Providers

TRANSITION
from
SCHOOL TO
LIFE

Paula D. Kohler · Sharon Field · Margo Izzo · John Johnson

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THIS PUBLICATION is part of a professional development series created at the Transition Research Institute by the Transition-Related Personnel Competencies Project. The series includes:

- Transition from School to Life:
A Workshop Series for Educators and Transition Service Providers
- Transition from School to Life:
A Complete University Course for Special Educators
- Transition from School to Life:
A Directory of Products and Materials for Professional Development

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Transition from School to Life: A Workshop Series for Educators and Transition Service Providers

Placement of Tab Dividers

This workshop material is composed of discrete sections, including a Workshop Series Overview and six workshops. A tab divider is provided for each workshop. The notebook is not numbered sequentially, rather, each workshop begins on its own page 1.

Workshop Series Overview – does not have a tab divider.

A word about the Workshops – Each workshop includes directions on how to manage the workshop, content, overhead masters, e.g., O-1-1.1 indicating the first overhead for the first section of the workshop, and handout masters, e.g., H-1-1.1 indicating the first handout for the first section of the workshop. The overhead and handout notations are printed in the upper left-hand corner of those pages.

Tabs: Place at the beginning of each workshop.

- 1. A Transition Perspective:** Workshop 1. starts 39 pages into the notebook, which follows the Master Taxonomy Handout (MH-12).
- 2. Student-Focused Planning:** Workshop 2. starts about 305 pages into the notebook.
- 3. Student Development:** Workshop 3. starts about halfway through the notebook on what would be page 473.
- 4. Interagency Collaboration:** Workshop 4. starts on the 561st page of the notebook.
- 5. Family Involvement:** Workshop 5. starts on the 729th page of the notebook.
- 6. Transition Program Structure:** Workshop 6. starts on the 807th page.

We hope you find this curriculum useful for teaching the essentials of transition principles. We welcome your feedback and suggestions for improving future editions of this work.

You may respond via e-mail to CECPubs@cec.sped.org, or write to The Council for Exceptional Children, Transition Publications, 1920 Association Drive, Reston, VA 20191-1589.

Total number of pages: 904.

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Master Taxonomy Handout:
Taxonomy for Transition Programming

Workshops

- 1: A Transition Perspective of Education
- 2: Student-focused Planning
3. Student Development
4. Interagency Collaboration
5. Family Involvement
6. Transition Program Structures and Attributes

Acknowledgments

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THE AUTHORS GRATEFULLY ACKNOWLEDGE the hard work and diligence of Betty Taylor, who was responsible for word processing and formatting the Workshop Series. Betty endured many drafts, edits, and format changes with her usual cheerfulness, expertise, and attention to detail. We're grateful for her hours of hard work that resulted in a product of which we are all very proud.

We also thank the over 300 participants across the United States that participated in the Transition-Related Personnel Competencies Study (Kohler, 1997), on which the Workshop Series is based. These participants took time from their busy schedules to respond to a detailed questionnaire to identify who should be responsible for implementing the practices included in the *Taxonomy for Transition Programming*. Their responses were used to identify specific topics for the Workshop Series.

We also acknowledge the participation of the following individuals in a focus group that participated in design and development of the Workshop Series. These individuals reviewed the findings of the Transition-Related Personnel Competencies Study (Kohler, 1997) and applied them to identify the purpose, scope, and content for the Workshop Series. Their time and energy are very much appreciated.

Carol Brito
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Finally, we acknowledge the hard work and diligence of Sharon Haworth and Chandra Donnell, U of I graduate research assistants. They helped coordinate the field test sites and training, obtained external resource materials, developed evaluation and test questions, and handled a myriad of other details associated with developing these materials. We wish them luck in their future endeavors!

Workshop Series Overview

Welcome to *Transition from School to Life: A Workshop Series for Educators and Transition Service Providers*! This series is designed to help state, regional, and local organizations increase the knowledge and skills of educators and other service providers to provide transition education and services. In this section, we provide an overview of the content and organization of the workshops and of this manual. Our intent is to provide an effective means to share our knowledge and training strategies with others who have identified training needs relevant to transition planning. Together, we hope to increase participants' capacity to positively affect the post-school outcomes of their students!

CONTENT: The content of the six workshops included in the series is based on the *Taxonomy for Transition Programming* (Kohler, 1996), a model of effective transition practices developed through a series of studies that examined transition-related research and exemplary transition programs. The first workshop in the series provides an overview of research findings about the post-school outcomes of students, transition-related legislation, and transition models. The *Taxonomy* is introduced during the workshop as a model for planning, implementing, and evaluating transition-focused education. The purpose of this workshop is to provide participants with a fundamental understanding of the importance of a transition perspective of education. The other five workshops correspond with the five practice categories in the *Taxonomy*: Student-Focused Planning, Student Development, Interagency Collaboration, Family Involvement, and Program Structures. Each of these workshops features discussion and activities to increase participants' knowledge and skills to do specific practices in each *Taxonomy* category, such as develop their students' self-determination, actively include students in their IEP process, collaborate with others to develop individual and community-level transition programs, work with families, and organize comprehensive transition service delivery.

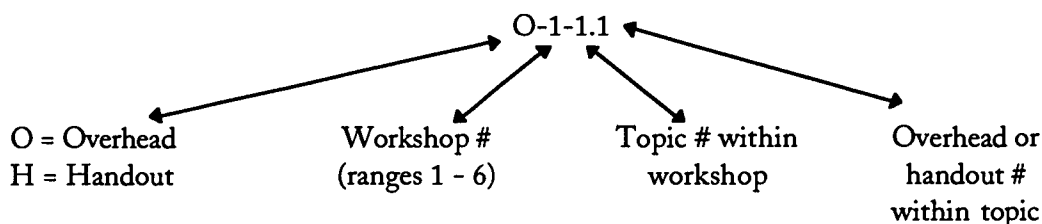
ORGANIZATION: This binder is divided into seven sections: this introductory section and the six sections that correspond with the six individual workshops. The introductory section features information in general about the workshops and these materials, and includes a master copy of the *Taxonomy for Transition Programming*. The master copy should

be used to provide participants a handout of the *Taxonomy* at each of the six workshops.

Each workshop section features the following information: the workshop purpose, overview, and objectives; an agenda; materials and equipment needed to conduct the workshop; resources used to develop the workshop; content for each topic on the agenda; and overhead and handout masters. Each workshop is six and one-half hours in length and includes two fifteen-minute breaks and a one-hour lunch. The beginning and ending times, and time slots for each agenda item, may be changed to meet scheduling needs, however the overall time of six and one-half hours should be maintained in order to deliver the workshop as developed.

Content for each agenda item (i.e., topic or section of the workshop) includes its purpose; materials and equipment needed, including an itemized list of overheads and handouts; time allotted; and the specific discussion points and/or activities.

Overhead and handout masters are included at the end of each workshop section. To facilitate their reproduction and usage, they are numbered according to the following example:



Within the content sections of each workshop, the overheads and handouts are referred to by both number and title.

ADVANCE PREPARATION: We suggest that our users read the materials for each workshop well in advance of scheduling the workshop. In some cases, materials to be used for an activity or discussion must be acquired from other sources, so an adequate amount of time should be allowed for acquisition. Sources for these materials are provided within each workshop. In other cases, additional participants are identified for a workshop, and the workshop facilitator must allow time to schedule these participants. For example, we include a panel of parents of youths with disabilities in the Family Involvement workshop.

We also encourage the workshop facilitators to use the resources identified at the beginning of each workshop. These resources are provided to help facilitators increase their own knowledge of the workshop's content prior to conducting the workshop. In addition to those resources listed, many www sites include transition-related topics and can be useful in providing background information or content about a particular topic. We suggest you begin at the *Taxonomy* link of the Transition Research Institutes' web site:

<http://www.ed.uiuc.edu/sped/tri/transindex.html>

Following, we provide an overview of all the materials needed for each workshop.

| Workshop | Materials for Each Workshop |
|------------|--|
| Workshop 1 | <ul style="list-style-type: none"> • Nametags • Overhead projector and screen • Flip charts and markers for each group of 4-5 people • Masking tape • Overheads O-1-1.1 — O-1-7.1 • Handouts H-1-1.1 — H-1-7.3 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> |
| Workshop 2 | <ul style="list-style-type: none"> • Nametags • Overhead Projector and Screen • Flip charts and markers • Video playback unit • Overheads O-2-1.1 — O-2-4.1 • Handouts H-2-1.1 — H-2-5.2 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> • Video - <i>The Self-Directed IEP</i> Sopris West Publishers 1140 Boston Avenue Longmont, CO 800-547-6747 |
| Workshop 3 | <ul style="list-style-type: none"> • Nametags • Overhead Projector and Screen • Flip charts and markers • Overheads O-3-1.1 — O-3-5.1 • Handouts H-3-1.1 — H-3-5.3 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> • Highlighter markers for each participant • Post-it notes • Large poster paper with one of the following topics printed at the top of each page: <ul style="list-style-type: none"> —Self-determination/Self-advocacy —Social Skills —Learning Strategies/Study Skills —Independent Living Skills —Leisure Skills |

| Workshop | Preparation |
|------------|---|
| Workshop 4 | <ul style="list-style-type: none"> • Nametags • Overhead Projector and Screen • Flip charts • Markers and pens for each team of 4-5 people • Large post-it notes, one package for each team of 4-5 people • Tape • Overheads O-4-1.1 — O-4-4.2 • Handouts H-4-1.1 — H-4-6.1 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> • Prize for Bingo winner: if possible, choose something that is associated with collaboration with other disciplines or agencies, perhaps a pretty gift bag with brochures describing various community agency services or candies that you can associate with other disciplines or agencies. |
| Workshop 5 | <ul style="list-style-type: none"> • Nametags • Overhead Projector and Screen • Flip charts • Markers for each participant • Overheads O-5-1.1 — O-5-3.2 • Handouts H-5-1.1 — H-5-4.1 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> • Guest Speaker: one or two parents of a child with a disability who have gone through or are currently in the transition process should be invited to talk with the group about their experience during the transition process. |
| Workshop 6 | <ul style="list-style-type: none"> • Nametags • Overhead Projector and Screen • Flip charts and markers • Overheads O-6-1.1 — O-6-4.1 • Handouts H-6-1.1 — H-6-5.2 • Master Taxonomy Handout: <i>Taxonomy for Transition Programming</i> • Video playback unit • Video: <i>Transition Services: Managing Your Future</i> (included with these materials) • Highlighter markers, in two colors, for each participant |

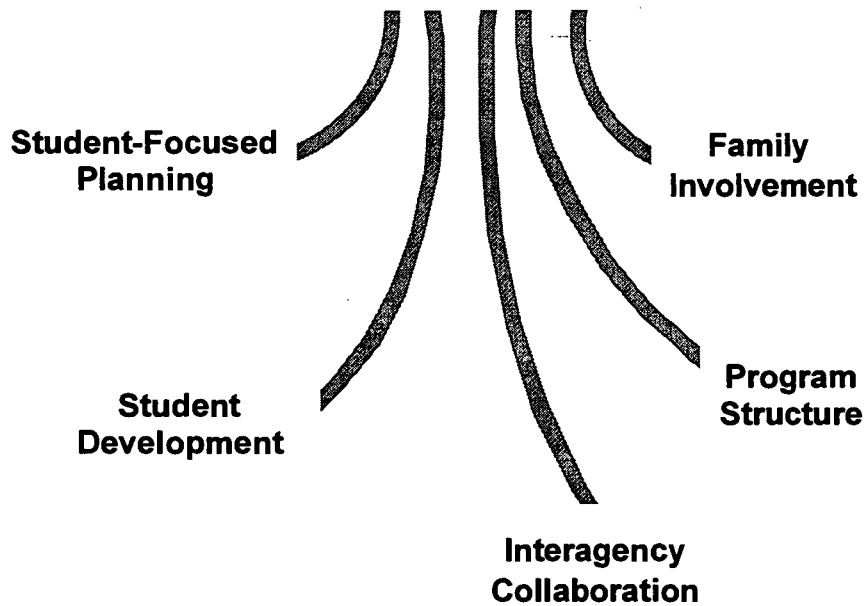
Taxonomy for Transition Programming

A Model for Planning, Organizing, and Evaluating
Transition Education, Services, and Programs

Paula D. Kohler, Ph.D.

TRANSITION RESEARCH INSTITUTE
University of Illinois at Urbana-Champaign

The
TAXONOMY
for
**TRANSITION
PROGRAMMING**



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
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The
TAXONOMY
for
**TRANSITION
PROGRAMMING**

**Student-Focused
Planning**

- IEP Development
- Student Participation
- Planning Strategies

**Family
Involvement**

- Family Training
- Family Involvement
- Family Empowerment

**Student
Development**

- Life Skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

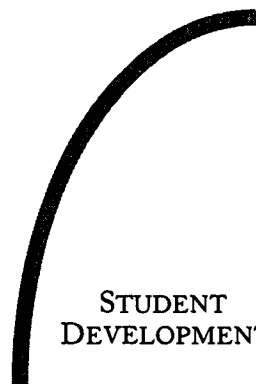
**Program
Structure**

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

**Interagency
Collaboration**

- Collaborative Framework
- Collaborative Service Delivery

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STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development

- Options identified for each outcome area or goal
- Post-secondary education or training goals and objectives specified in the IEP
- Vocational goals and objectives specified
- Community-related and residential goals and objectives specified (e.g., voting)
- Recreation and leisure goals and objectives specified
- Educational program corresponds to specific goals
- Goals are measurable
- Personal needs are addressed in planning (e.g., financial, medical, guardianship)
- Specific goals and objectives result from consumer choices
- Progress or attainment of goals is reviewed annually
- Responsibility of participants or agencies specified
- Evaluation of participant fulfillment of responsibilities

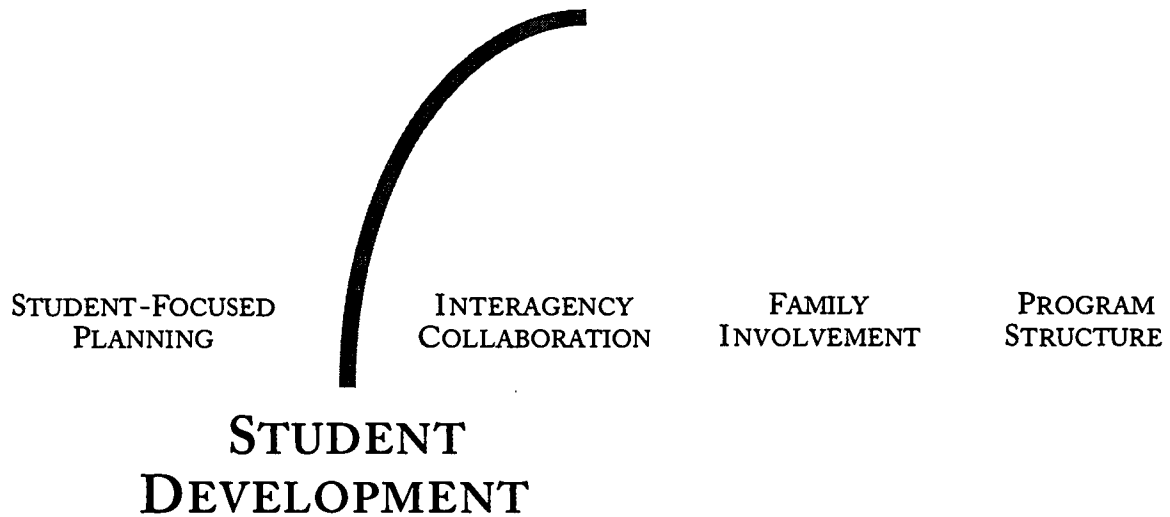
Student Participation

- Planning team includes student, family members, and school and participating agency personnel
- Assessment information is used as basis for planning
- Transition-focused planning begins no later than age 14
- Meeting time adequate to conduct planning
- Preparation time adequate to conduct planning
- Planning meeting time and place conducive to student and family participation
- Accommodations made for communication needs (e.g., interpreters)
- Referral to adult service provider(s) occurs prior to student's exit from school
- Planning team leader identified

Planning Strategies

- Self-determination facilitated within the planning process
- Planning decisions driven by student and family
- Planning process is student-centered
- Student involvement in decision making
- Documentation of student interests and preferences
- IEP involvement training for students
- Career counseling services provided to student
- Student self-evaluation of process

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
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Life Skills Instruction

- Leisure skills training
- Social skills training
- Self-determination skills training, including goal setting and decision making
- Self-advocacy skills training
- Independent living skills training
- Learning strategies skills training

Employment Skills Instruction

- Work-related behaviors and skills training
- Job seeking skills training
- Occupation-specific vocational skill training

Career & Vocational Curricula

- Provide career education curriculum
- Provide tech prep curriculum
- Provide cooperative education curriculum

Support Services

- Identification and development of environmental adaptations
- Identification and development of accommodations
- Identification and development of natural supports
- Provision of related services (e.g., OT, PT, speech therapy, transportation)
- Use of mentors

MH-7

Assessment

- Vocational assessment (including curriculum-based and situational assessment)
- Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

- Apprenticeships
- Paid work experience
- Work study program
- Job placement services (prior to school exit)

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STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE



INTERAGENCY COLLABORATION

Collaborative Service Delivery

- Coordinated requests for information (e.g., to parents, employers)
- Reduction of system barriers to collaboration
- Collaborative funding and staffing of transition services
- Collaborative development and use of assessment data
- Coordinated and shared delivery of transition-related services
- Systems information disseminated among cooperating agencies
- Collaborative program planning and development, including employer involvement
- Collaborative consultation between special, “regular,” and vocational educators
- Collaboration between post-secondary education institutions and the school district

Collaborative Framework

- Interagency coordinating body that includes consumers, parents, service providers, and employers
- Formal interagency agreement
- Roles of service providers clearly articulated
- Established methods of communication among service providers
- Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Single-case management system
- “Lead” agency identified
- Designated transition contact person for all service providers

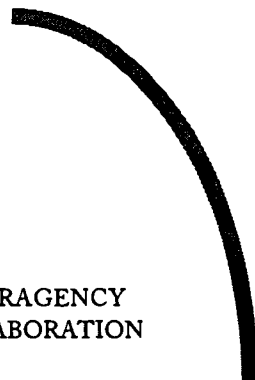
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STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

PROGRAM
STRUCTURE



FAMILY INVOLVEMENT

Family Involvement

- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

Family Empowerment

- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

Family Training

- Training about promoting self-determination
- Training about advocacy
- Training about natural supports
- Training focused on their own empowerment
- Training on transition-related planning process (e.g., IEP, ITP)
- Training about agencies and services
- Training on legal issues

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STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT



**PROGRAM
STRUCTURE**

Program Philosophy

- Curricula are community-referenced
- Curricula are outcome-based
- Education provided in least restrictive environment
- Education provided in integrated settings
- Student has access to all educational options (secondary and post-secondary)
- Cultural and ethnic sensitivity in programs and planning
- Flexible programming to meet student needs
- Program planning is outcome-based
- Longitudinal approach to transition (early childhood to adult)

Program Evaluation

- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment
- Annual evaluation of interdisciplinary policy and procedures

Strategic Planning

- Community-level strategic planning focused on local issues and services
- Regional-level strategic planning
- State-level strategic planning
- Community-level transition body focused on local issues and services
- Regional-level transition body focused on regional/state issues
- State-level transition body focused on regional/state issues

Program Policy

- Adult service systems restructured to include transition-related planning and services as integral components
- Education system restructured to include transition-related planning and services as integral components
- Administrative, school board, and community support for the program
- Program values, principles, and mission are clearly articulated
- Specific and consistent transition-related policies and procedures between and within agency and education participants
- Transition planning program structure and process clearly articulated

Human Resource Development

- Transition practices resource materials available to personnel, families, and employers
- Assigned staff are qualified
- Preservice training on transition practices
- Sufficient allocation of personnel
- Transition-related technical assistance
- Establishment of transition-related personnel competencies
- Ongoing transdisciplinary staff development

Resource Allocation

- Creative use of resources
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings

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Workshop 1

A Transition Perspective of Education

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PURPOSE: While tremendous progress had been made with the provision of educational services, prior to 1985, little attention was paid to how students with disabilities fared after they left school. Madeline Will, the former Assistant Secretary of the Office of Special Education and Rehabilitative Services, released a policy paper that focused federal concern on the relationship between school and employment for students with disabilities. Two years later, Hasazi, Gordon, and Roe (1985) published one of the first and most important studies that addressed the question of how students with disabilities fared after exiting school. Numerous followup and follow-along studies followed that clearly established the need for systematic and effective transition-focused education for students with disabilities. Legislation, research, and training efforts came to the forefront that focused on *how* students with disabilities might be more successful after leaving school.

This workshop focuses on the following topics:

1. Outcomes of students with disabilities exiting school.
2. Conceptualizing and defining transition.
3. Legislation addressing the transition needs of students with disabilities.
4. Approaches and models of transition planning.
5. A framework for effective transition programming.

Participants will gain a better understanding of the need for, rationale, legislation, and approaches to transition programming that reflect a transition perspective of education.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart pages (at least 2 pages for each group of 4-5 people)
- Markers for each group of 4-5 people
- Marker for writing on overheads
- Masking tape or other method for securing flip chart pages to the wall
- Handouts and overheads included in this binder, including a complete copy of the *Taxonomy for Transition Programming* (see master handout in the Workshop Series Overview)
- Nametag for the facilitator and each participant

ADVANCE PREPARATION:

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- In addition to the copy of H-1-7.1 included in participants' handout packet, make enough copies for each participant. At the end of the day, they should be distributed and then collected for the facilitator's use.
- Do not include H-1-7.3 Workshop Evaluation in participants' handout packets. It should be distributed and then collected for the facilitator's use.
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametag as they enter.
- Workshop coordinators and facilitators should read Hasazi, Gordon, and Roe (1985a) prior to the workshop. In addition, we encourage you to read Halpern (1990); Frank, Sitlington, Cooper, and Cool (1990); Hasazi, Gordon, Roe, Finck, Hull, and Salembier (1985); Mithaug, Horiuchi, and Fanning (1985); and Wehman, Kregel, and Seyfarth (1985) as examples of followup studies conducted with students with disabilities. Workshop coordinators should be familiar with followup

study methodology and findings from a number of these studies in order to present this section of the workshop. We also encourage you to be familiar with Wagner (1993). Please refer to the references cited at the beginning of this workshop. Finally, workshop coordinators should review all overheads and handouts in order to become completely familiar with and knowledgeable of the content and to be able to anticipate questions that may be raised by participants related to these materials. These materials contain a substantial number of quantitative descriptors; the figures and charts from Wagner (1993) might assist you in explaining overheads or answering participant questions. A brief summary of the NLTS may be found on the internet at the following URL: <http://www.sri.com/policy/cehs/nlts/nltssum.html>.

OBJECTIVES:

Upon completion of this workshop, participants will be able to:

- Identify areas of adult life on which transition education should focus.
- Identify and describe transition perspectives and models.
- Describe the need for, rationale, and benefits of effective transition planning for students with disabilities.
- Describe general findings and results reported by the National Longitudinal Transition Study of students with disabilities exiting school.
- Identify and describe key legislation addressing transition from school to adult life of all students, including students with disabilities.
- Identify and describe the key elements of transition planning for students with disabilities specified by the Individuals with Disabilities Education Act (IDEA).
- Describe components of *Taxonomy for Transition Programming*.

REFERENCE SOURCES:

Brolin, D.E. (1997). *Life centered career education: A competency-based approach* (5th ed.). Reston, VA: Council for Exceptional Children.

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INTERNET RESOURCES:

U.S. Department of Justice Americans with Disabilities Act, ADA HOME PAGE.

URL: <http://www.usdoj.gov/crt/ada/adahom1.htm>

The U.S. Equal Employment Opportunity Commission, The Rehabilitation Act of 1973, Sections 501 and 505.

URL: <http://www.eeoc.gov/laws/rehab.html>

The U.S. Equal Employment Opportunity Commission, The Americans with Disabilities Act of 1990, Titles I and V.

URL: <http://www.eeoc.gov/laws/ada.html>

Americans with Disabilities Act Document Center.

URL: <http://janweb.icdi.wvu.edu/kinder/>

The Americans with Disabilities Act Information.

URL: http://www.waisman.wisc.edu/~rowley/sb-kids/sb_ada.htm

Project Enable Dir #19 - Americans with Disabilities Act.

URL: <http://www.icdi.wvu.edu/files/file19.htm>

Project Enable Dir #20 - Rehabilitation Act of 1973-1992

URL: <http://www.icdi.wvu.edu/files/file20.htm>

Individuals with Disabilities Education Act: Transition Requirements: A Guide For States, Districts, Schools, And Families.

URL: <http://interact.uoregon.edu/wrrc.html>

The Individuals with Disabilities Education Act (IDEA) Amendments of 1995.

URL: <http://www.ed.gov/IDEA/>

EDLAW, Inc.

URL: <http://www.edlaw.net/edlawinc/edlawinc.htm>

Individuals with Disabilities Education Act ("IDEA") -- full text of statute and regulations.

URL: <http://www.edlaw.net/public/contents.htm>

The School-to-Work Internet Gateway.

URL: <http://www.stw.ed.gov/>

National Transition Alliance for Youth with Disabilities Home Page.

URL: <http://www.dssc.org/nta/>

National Transition Network Home Page.

URL: <http://www.ici.coled.umn.edu/ntn/>

Transition Research Institute At Illinois.

URL: [http:// http://www.ed.uiuc.edu/sped/tri/institute.html](http://http://www.ed.uiuc.edu/sped/tri/institute.html)

SRI International, The National Longitudinal Transition Study.

URL: <http://www.sri.com/policy/cehs/nlts/nltssum.html>

U.S. Department of Education, National Center for Education Statistics Web Page,.

[http://www.ed.gov/NCES/.](http://www.ed.gov/NCES/)

AGENDA :

- 8:30 - 8:45 Introduction
- Overview of Workshop Objectives and Agenda
- 8:45 - 9:30 Post-school Lives
- What Happens to Our Students?
 - Importance of Knowing Student Outcomes
 - Outcomes of Students Across the United States
- 9:30 - 10:15 Transition Perspectives
- Participants' Experiences
 - Narrow and Broad Perspectives
- 10:15 - 10:30 Break
- 10:30 - 11:30 Transition-Related Legislation
- Special Education
 - Vocational Education and Training
 - Civil Rights
 - Rehabilitation
- 11:30 - 12:30 Lunch
- 12:30 - 1:30 Conceptual Transition Models
- OSERS Transition Model
 - Halpern's Revised Model
 - Building Our Own Models
- 1:30 - 1:45 Break
- 1:45 - 2:45 Getting the Job Done: What Works for Students with Disabilities?
- Findings from Research
 - *A Taxonomy for Transition Programming*
- 2:45 - 3:00 Workshop Wrap-up
- Self-assessment
 - Workshop Evaluation

Introduction

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PURPOSE:

- To provide an overview of the workshop objectives, agenda, and handouts.
- To introduce participants to each other.

MATERIALS:

Overheads:

- O-1-1.1 Agenda

Handouts:

- H-1-1.1 A Transition Perspective of Education
- H-1-1.2 Agenda

EQUIPMENT:

- Overhead projector and screen

TIME: 15 minutes

CONTENT:

1. Workshop Introduction *7 minutes*
 - Introduce yourself and other presenters if appropriate. Give an overview of the workshop and discuss the agenda, displaying overhead O-1-1.1. Refer participants to their handouts.
 - Inform participants about the facilities and the location of restrooms.

2. Participant Introduction *8 minutes*
 - Ask participants to introduce themselves. If the group is relatively small, ask participants to give their name, their position, and their school or agency.
 - If the group is large, ask participants to raise their hands when you call out a particular position, school, or agency that describes them. Then identify, one at a time, such descriptors as special education teachers, counselors, assistant principals, etc. that describe your group of participants.
 - Remind participants to get a name tag if they haven't already done so.

3. Point out to participants that you will be using overheads throughout the day. Content of the overheads is included in their packets, but in many cases individual overheads have been reduced and combined to save paper.

Post-school Lives

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PURPOSE:

- To provide an overview of research and information about a national study investigating the post-school outcomes of students with disabilities.
- To provide a foundation for understanding the need, rationale, and basis for systematic transition programming.
- To provide a basis for understanding critical outcome areas and the need for followup evaluation to assess transition programming effectiveness.

MATERIALS:

Overheads:

- O-1-2.1 What Happens to Our Students?
- O-1-2.2 4 Reasons to Know What Happens to Students
- O-1-2.3 The National Longitudinal Transition Study (NLTS)
- O-1-2.4 The NLTS: Methodologies
- O-1-2.5 The NLTS: Outcome Domains
- O-1-2.6 The NLTS: General Findings

Handouts:

- H-1-2.1 4 Reasons to Know What Happens to Students
- H-1-2.2 The National Longitudinal Transition Study (NLTS)
- H-1-2.3 The NLTS: Outcome Domains
- H-1-2.4 The NLTS: General Findings

EQUIPMENT:

- Flip chart
- Markers
- Overhead projector and screen

TIME: 45 minutes

CONTENT:

1. Activity: What happens to our students?

15 minutes

During this activity, participants will reflect on the students they have been involved with in recent years who have exited school, and what these students have achieved in their post-school lives.

- Use O-1-2.1: What Happens to Our Students? to provide participants instructions for this activity.
- Ask participants to divide into groups of 4-5 individuals, and to identify a group recorder.
- Ask participants to reflect on the outcomes that their former students have achieved — or not achieved — since leaving high school. Tell them to consider their students' outcomes — or lack of — in several areas such as employment, post-secondary education, independent living, and recreation and leisure.
- Ask each group to identify and record one outcome area (e.g., employment) and to describe general student outcomes in this area (e.g., percent of students employed or unemployed, living on their own or living with parents, etc.)
- Ask each group to identify how they know about their students' outcomes; that is, to identify their source or sources of information.
- Allow 10 minutes for the group discussion.
- Discuss the groups' findings (5 minutes). Call on 2 or 3 groups and ask them to report their findings: student outcomes and sources of information. As they report their findings, record them on the flip chart. Summarize the findings and ask the groups who did not report if they found similar outcomes.

2. Importance of Knowing Student Outcomes

15 minutes

- Display overhead O-1-2.2: 4 Reasons to Know What Happens to Students. Explain to participants why it is important to understand what happens to their students after they leave school.
 - Discuss the items on the overhead.
 - Ask participants if they can think of other reasons why this information might be important to know.
 - Conclude the discussion by telling participants that it is so important to know what happens to students after they leave school that the U.S. Department of

Education has funded several formal studies of student outcomes. You will examine one of those next.

3. Outcomes of Students Across the United States

30 minutes

During this segment of the workshop, discussion will focus on findings from one of the most important and comprehensive studies about the post-school outcomes of students with disabilities — the National Longitudinal Transition Study. Specifically, this morning, we will focus on student outcomes. Later this afternoon, we will focus on findings about the relationships between outcomes and specific educational activities.

Refer participants to the handouts which correspond with each overhead.

- Display overhead O-1-2.3: The National Longitudinal Transition Study.
 - Describe the important features of the National Longitudinal Transition Study specified on the overhead.
- Display overhead O-1-2.4: The NLTS: Methodologies.
 - Indicate that the NLTS data were collected using the methodologies described on this overhead.
- Display overhead O-1-2.5: The NLTS: Outcome Domains.
 - Describe the 10 outcome domains (i.e., outcome or dependent measures) investigated during the NLTS. Note, these should be reviewed quickly without going into a lot of detail. Allow participants to read on their own as you briefly name a few of the most important including individual characteristics, school achievement and completion, employment characteristics, and postsecondary education. The complete list should not be read but it should be noted that the bulleted items provide specific examples within each domain.
- Display overhead O-1-2.6: The NLTS: General Findings.
 - Indicate the dropout rates of the students included in the NLTS. Point out the information about the dropout rates for students in general.
 - Describe the poverty level and postsecondary enrollment of youth with disabilities indicated on this overhead.
 - Describe the employment findings.
 - Describe the independent living and service needs findings.

- Describe the arrest rate and parenting findings.
- Try to paraphrase in your own words the findings stated on these overheads. Note that this information is much easier to digest and comprehend if it is paraphrased in less technical language.
- At the end of this section, allow at least 5 minutes to answer participant questions and generate comments and responses to probe questions. Also, remind participants that if they want their own copies of the actual data and studies, an order form from SRI International is included in the SRI website listed in their handout.
- Use the following questions to generate discussion:
 - How do these findings compare to those we identified in our group activity?
 - How do their methods compare to the sources of information we described in our groups?
 - To what extent were you aware of the challenges to achieving a successful transition?
 - How many of you think that the data reported by NLTS in general or in part reflect your own personal knowledge and experience with students with disabilities who have exited school?
 - What kind of information do followup/follow-along studies provide that cannot be gathered from personal experience or anecdotal information?
 - Do you think that schools should collect followup data on exiting students and if so, why?

Transition Perspectives

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PURPOSE:

- To provide participants a means of understanding different perspectives on transition and how they might affect transition planning and programming.
- To provide participants a basis for adopting a broad perspective of transition planning based on their own experiences

MATERIALS:

Overheads:

- O-1-3.1: Post School Goals
- O-1-3.2 Goal-Related Activities
- O-1-3.3 Supporters
- O-1-3.4 Transition Planning
- O-1-3.5 Transition Perspectives
- O-1-3.6 Implementing a Transition Perspective

Handouts:

- H-1-3.1 Transition Planning
- H-1-3.2 Transition Perspectives

EQUIPMENT:

- Overhead projector and screen
- Marker for writing on transparencies

TIME: 45 minutes

CONTENT:

1. Activity: Preparing for Transition—What's Your Experience? *15 minutes*

During this activity, participants will reflect on their transition from high school and relate it to the concept of transition planning.

- Ask participants to divide into groups of 4-5 people. Ask them to reflect on their high school experiences and to record on a piece of paper:

—their post-school goals

In other words, have the groups discuss what they wanted to do when they left high school and to record those goals on a piece of paper. Give them 5 minutes for this discussion.

- Next, ask participants to think about what they did in high school to help them achieve their post-school goals and to record these activities on a piece of a paper. Give them 5 minutes for this discussion.
- Then ask participants to think about who helped them work toward their goals. That is, who helped provide the guidance, support, or information they needed as they worked toward their goals? Allow 5 minutes for this discussion.

2. Discussion of participants' transition planning experiences *15 minutes*

- Display O-1-3.1 Post-School Goals. Ask participants to identify some of the post-school goals they discussed in their groups. As they identify goals, record them on the overhead. Goals suggested usually include:

—going to college

—getting a job

—getting an apartment

—getting married

—specific occupations

Key in on the post-school goal of going to a college or university (since most of the participants probably shared this goal). Ask how many participants identified postsecondary education as a goal.

- Display O-1-3.2 Goal-Related Activities. Inform participants that you are going to focus on the goal of postsecondary education since so many of them shared that goal.

Ask them to identify high school activities associated with this goal, and list them on the overhead. Typical activities usually include:

- college prep curricula, including foreign language
- extra curricular activities such as clubs and sports
- volunteer work
- paid work
- college entrance exams
- college visitations
- college applications

As participants identify these activities, discuss briefly how they relate to the goal of postsecondary education (e.g., extracurricular clubs help students explore interests and careers and develop leadership skills).

- Display O-1-3.3 Supporters. Again, focus on the goal of postsecondary education and ask participants to identify who helped them work towards this goal. As they identify these supporters, record them on the overhead. Supporters usually include:

- parents or siblings
- academic teachers
- coaches or club sponsors
- employers
- friends
- clergy
- guidance counselors
- themselves

As supporters are identified, discuss what supports, services, or roles they might have played in helping the student. Be sure to point out that the individual himself/herself probably played a primary, active role in identifying goals and choosing activities, and in many cases, seeking supporters.

- Conclude this activity by summarizing participants' experiences:

In high school, they identified a number of post-school goals, were involved in many activities to lead them toward their goals, and a variety of people worked with them to provide experiences, supports, services, or information.

3. Perspectives of Transition

10 minutes

- Display O-1-3.4 Transition Planning and refer participants to their corresponding handout (H-1-3.1). Explain that as illustrated in the overhead, transition planning consists of identifying post-school goals and participating in goal-related activities, and that a variety of supporters work with the student to facilitate the process. Point out emphatically that what participants just described was in essence their transition planning process.

Inform participants that they might not have thought about transition planning this way, because the process may not have been formal in nature. Remind them that in many ways, our schools have facilitated transition planning for students whose post-school goal is to attend postsecondary education, because they routinely provide curriculum, activities, and service providers that focus on postsecondary education. We have not been as effective in facilitating transition planning for our non-college bound youth — particularly youth with disabilities.

We need to apply the same diligence in transition planning for our students with disabilities. To do this, we need to examine our perspectives of transition.

- Display O-1-3.5 Transition Perspectives and refer participants to their corresponding handout (H-1-3.2).

Explain to participants that in many cases, we've taken a very narrow approach to transition planning for students with disabilities. Using a narrow perspective, we've interpreted transition planning to mean referring students to adult service providers or checking boxes on forms. Transition planning must be much more than that.

Explain that to improve the outcomes of students with disabilities, we must adopt a broad perspective of transition planning. A broad perspective recognizes that transition planning encompasses all aspects of a student's education — just like we described in our example earlier about students planning to go on to postsecondary education.

A broad perspective recognizes that we must provide transition-focused education for all our students. This means implementing a transition-perspective of education.

- Display O-1-3.6 Implementing a Transition Perspective

Refer back to the discussion about transition planning for postsecondary education and summarize the meaning of a transition perspective of education

—Post-school goals are identified based on student abilities, needs, interests, and preferences.

—Instructional activities and educational experiences directly correspond to students' goals.

—A variety of individuals, including the student, work together to develop goals and activities.

4. Summary

5 minutes

- Use the following points to summarize the discussion about a transition perspective of education.

— If transition planning is limited to checking boxes, or if it merely focuses on referrals to service agencies, then it will be impossible to completely address student preferences and interests, involve the student or family in the planning process, coordinate the necessary services, and address the areas required to achieve the goal.

— A comprehensive planning process must be broad, flexible, and accommodating with sufficient specificity to establish clear and measurable expectations and goals.

— Transition planning and secondary education are one and the same. Transition planning is not an add-on program or activity and secondary education must address transition goals.

— Transition requires a broad perspective and must focus on students' interests and preferences.

— Transition requires a linkage between what one will do as an adult and what one is doing while in school.

— Effective transition education is not a standard form or a series of boxes you can check off to meet legal requirements.

— Transition-focused education requires that students are directly and actively involved in the process at all times.

— A narrow perspective of transition examines transition only in terms of the current services available, existing program and administrative structures, and a restricted focus on traditionally accepted post-school outcomes.

— A transition perspective of education represents the notion that transition planning includes all the education and related activities associated with promoting successful post-school outcomes for *all* students.

- Conclude this section by asking participants if they have questions or comments about any of this content.

5. Break

15 minutes

Inform participants that after a short break you will talk about federal legislation that focuses on transition.

Transition-Related Legislation

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PURPOSE:

- To provide participants an overview of important legislation addressing the transition of students with disabilities from school to adult life.
- To help participants fully understand the legal requirements for transition planning established through specific legislation.

MATERIALS:

Overheads

- O-1-4.1 IDEA: Defined Transition Services
- O-1-4.2 IDEA: Required Coordinated Set of Activities
- O-1-4.3 IDEA: Content of the IEP
- O-1-4.4 IDEA: Participants in Meetings
- O-1-4.5 IDEA: Parent Participation
- O-1-4.6 IDEA: Agency Responsibilities for Transition
- O-1-4.7 Job Training Partnership Act
- O-1-4.8 Carl D. Perkins Vocational and Technical Education Act
- O-1-4.9 School-to-Work Opportunities Act (STWOA)
- O-1-4.10 STWOA: Goals
- O-1-4.11 Core Components of a School-to-Work System
- O-1-4.12 Americans with Disabilities Act of 1990
- O-1-4.13 ADA: Key Features
- O-1-4.14 The Rehabilitation Act of 1973 & Amendments of 1992
- O-1-4.15 The Rehabilitation Act: Key Provisions

Handouts

- H-1-4.1 Transition-Related Legislation Quiz
- H-1-4.2 IDEA: Defined Transition Services and Required Coordinated Set of Activities
- H-1-4.3 IDEA: Content of the IEP
- H-1-4.4 IDEA: Participants in Meetings
- H-1-4.5 IDEA: Parent Participation and Agency Responsibilities for Transition
- H-1-4.6 Job Training Partnership Act
- H-1-4.7 Carl D. Perkins Vocational-Technical Education Act
- H-1-4.8 School-to-Work Opportunities Act (STWOA)
- H-1-4.9 STWOA Goals
- H-1-4.10 Core Components of a School-to-Work System
- H-1-4.11 Americans with Disabilities Act of 1990 (ADA)
- H-1-4.12 The Rehabilitation Act of 1973 & Amendments of 1992

EQUIPMENT:

- Overhead projector and screen

TIME: 60 minutes

CONTENT:

1. Overview *5 minutes*
 - Introduce this topic by asking participants which pieces of federal legislation they think are relevant to transition planning for youth with disabilities. Ask participants to raise their hands and as they do call on them and note their responses.
 - Then note that transition has been addressed in virtually all vocational education legislation, but that it has been only over the past 15 years that the issues specific to the transition of youths with disabilities has been attended to by federal legislation. Explain that you are going to present key pieces of legislation that have the most important impact on the transition of youth with disabilities.

2. Activity: Transition-Related Legislation Quiz *10 minutes*
 - Inform participants that we will begin our discussion of legislation with a pop quiz. The purpose of our quiz is to get us thinking about the nitty gritty details related to transition in different pieces of legislation.
 - Refer participants to H-1-4.1: Transition Related Legislation Quiz, in the handout packet.
 - Give participants 5 minutes to complete the quiz. When the time is up, read them the correct answers (see key provided in this section on page 35).
 - Ask participants if any one of the answers was particularly surprising. Discuss one or two of the items and then inform participants that you will now examine several pieces of legislation. The first is probably the most comprehensive and pertains specifically to students with disabilities.

3. The Individuals with Disabilities Education Act *20 minutes*
 - Explain that the first piece of legislation, the Individuals with Disabilities Education Act (IDEA), is the most important legislation directly affecting the transition of youth with disabilities. It clearly indicates the responsibilities of states, schools, and other agencies for developing, implementing, and coordinating transition services. Remind participants to refer to the corresponding handouts.
 - Display overheads O-1-4.1 through O-1-4.6. Point out that:
 - IDEA defined transition services (O-1-4.1)
 - In that definition, IDEA required a coordinated set of activities (O-1-4.2)
 - With respect to a student's IEP, IDEA required a specific focus on needed transition services (O-1-4.3)

—IDEA also required that specific individuals participate in transition planning, particularly the student (O-1-4.4)

—IDEA required specific activities for communicating with parents about transition planning (O-1-4.5)

—Finally, IDEA also called for accountability in service provision (O-1-4.6)

- Summarize by indicating that IDEA supports the notion of transition-focused education through its focus on coordinated activities, IEP content, and student, parent, and agency participation.

4. Employment-Focused Legislation

10 minutes

- Explain that the next 3 pieces of legislation focus specifically on employment-related training.
- Display O-1-4.7: Job Training Partnership Act.
 - Explain that this legislation provides funding for employment training programs.
 - Review the points on the overhead.
- Display O-1-4.8: Carl D. Perkins Vocational and Technical Education Act.
 - Describe the points indicated.
- Explain that an important piece of legislation addressing the transition of youth with disabilities focused specifically on school-to-work is the School-to-Work Opportunities Act of 1994.
 - Display overhead O-1-4.9 (three parts) and O-1-4.10 to describe the key features and goals of the Act.
 - Display overhead O-1-4.11: Core Components of a School-to-Work System.
 - Point out that the STWOA identified and required that states address 3 core components of a school-to-work system. Review those components.

5. Civil Rights Legislation

10 minutes

- Explain that the next two pieces of legislation — the ADA and the Rehabilitation Act Amendments — address transition issues, and focus on both youth and adults with disabilities. Key points to make are specified on each overhead.

- Display overheads O-1-4.12 and O-1-4.13 to explain the purposes and key features of the Americans with Disabilities Act.
- Display overheads O-1-4.14 and O-1-4.15 to explain key features of the Rehabilitation Act and its amendments. Explain that this legislation has several features that link it directly to IDEA. In developing and implementing the Rehabilitation Act Amendments in 1992, legislators tried specifically to facilitate a seamless transition between secondary education and post-school rehabilitation services.
 - On O-1-4.15, point out that “transition services” are defined exactly as they are in IDEA.

6. Summary

5 minutes

Summarize the discussion about legislation by making the following points:

- The transition of youth with disabilities has been addressed by federal legislation in four ways:
 - antidiscrimination legislation and provisions
 - funding and support of rehabilitation, employment, and training services
 - provisions for youth with disabilities in vocational education
 - specific transition provisions in the Individuals with Disabilities Education Act and Rehabilitation Act Amendments of 1992.
- The transition provisions in IDEA and the Rehabilitation Act are very clear and should be understood by each participant as a professional responsibility.
- Refer participants to their handout H-1-7.2, the listing of references and web resources. Specific information on the transition-related legislation covered in this section is available from web sources listed in the handout.

7. Lunch

60 minutes

Inform participants that you will break for lunch. After lunch, you will focus on conceptualizing transition-focused education and effective practices.

Conceptual Models

.....

PURPOSE:

- To help participants develop a better understanding of specific models developed to represent the concept of transition.

MATERIALS:

Overheads

- O-1-5.1 OSERS Transition Model: Bridges from School to Work
- O-1-5.2 Features of OSERS Transition Model
- O-1-5.3 Halpern's Revised Model of Transition
- O-1-5.4 Features of Halpern's Revised Model
- O-1-5.5 Building Our Own Models

Handouts

- H-1-5.1 OSERS Transition Model: Bridges from School to Work
- H-1-5.2 Features of OSERS Transition Model
- H-1-5.3 Halpern's Revised Model of Transition
- H-1-5.4 Features of Halpern's Revised Model

EQUIPMENT:

- Overhead projector and screen
- 2 flip chart pages for each group of 4-5 participants
- Markers for each group
- Masking tape or other method for attaching flip chart pages to the wall

TIME: 60 minutes

CONTENT:

1. Overview

5 minutes

- Begin this section by asking participants to reflect on the material covered up to this time. Remind them that you:

- looked at student outcomes in several areas
- reflected on their own transition from high school
- developed a transition perspective of education, and
- examined transition-related legislation.

In essence, we've tried to think about what students do in school and what they accomplish as adults. We're attempting to understand the concept of transition.

- Indicate that over the past 10-15 years various people have developed models to try and explain this complicated concept of transition. We're going to look at two of them that had a significant impact on our field.

- These two models represented emerging theories about the relationship of school activities and post-school outcomes of students with disabilities.
- These theories addressed the need for facilitating the linkage between schools and post-school environments.
- The models are referred to as "systems-support" models because they emphasize supports and services by multiple systems (e.g., family, school, rehabilitation, employment) to facilitate the transition between school and post-school settings.
- These models emerged at the same time that early followup studies emerged and were proposed as models to help improve student outcomes.

2. OSERS Transition Model

5 minutes

- Display overhead O-1-5.1: OSERS Transition Model: Bridges from School to Work.

- This model was one of the first efforts to bring national attention to the transition of youth with disabilities.
- It was developed in 1984 by Madeline Will, who at that time was the Director of the Office of Special Education Programs and Rehabilitative Services.

- Display overhead O-1-5.2: Features of OSERS Transition Model.

- Discuss the features of the model indicated on the overhead.

- It included a foundation in education, employment as an outcome, and three bridges that students might take to achieve the transition from school to work.

3. Halpern's Revised Model

5 minutes

- Display overhead O-1-5.3: Halpern's Revised Model of Transition.

- This model was developed to revise and expand Will's model to include other adult life outcomes in addition to employment, including residential and social-interpersonal issues.

- This model takes a more complex look at transition, as portrayed in this figure.

- It includes features of the Will model but adds others as well.

- Display overhead O-1-5.4: Features of Halpern's Revised Model.

- Discuss the key features listed on the overhead.

4. Summary

5 minutes

- Summarize the material on transition approaches

- Halpern's model has subsequently been expanded to address more broadly the issues related to quality of adult life.

- Halpern's and Will's models both brought national attention to the transition needs of youth with disabilities

- Both models focused on the types of supports necessary to successfully move into adult roles.

- Both models are adult outcome-oriented

- Both models bring into focus the need for collaboration among multiple systems.

- Both authors thought about their perspectives of transition and tried to represent them in their model.

5. Activity - Building Our Own Models

40 minutes

The purpose of this activity is to help participants synthesize the material presented to develop a model that reflects their perspective of transition planning.

- Display O-1-5.5
 - Divide participants into groups of 4-5 people. Provide each group with markers and 2 flip chart pages.
 - Tell participants to think about their concept of transition and to develop a graphic representation — a picture — that displays their concept.
- Give participants 15 minutes to discuss and draw their concept of transition.
- As participants complete their drawing, ask them to tape (or fasten) them to walls in the room.
- Spend approximately 20 minutes to call on groups to present and explain their drawings.
- Use the following questions to generate discussion about their transition models:
 - To what extent do you think transition models address the needs of all students? Just students with disabilities?
 - Are there elements or issues you are concerned with that are not addressed by any of these models?
 - To what extent is transition from school to adult life viewed as an outcome rather than a dynamic process?
 - To what extent is transition limited strictly to the view that once students are gone, they are transitioned and it's no longer the problem of the schools?
- Explain to participants that it is very important to develop a conceptualization of complex issues such as transition. Visual representations of our conceptualizations are very important in transforming our perceptions into actions.
- Invite participants to view, study, and discuss the various models during their break.

6. Break

15 minutes

Getting the Job Done: What Works for Students with Disabilities

.....

PURPOSE:

- To increase participants' awareness of practices associated with improved post-school outcomes.
- To help participants develop an understanding of the purpose and use of the *Taxonomy for Transition Programming* as a framework.
- To provide participants with information they can use to reflect on their own transition-focused education and services.

MATERIALS:

Overheads:

- O-1-6.1 Recommendations from Research Literature
- O-1-6.2 Findings from the NLTS
- O-1-6.3 The NLTS: Effects of Time Spent in Regular Education
- O-1-6.4 The NLTS: Effects of Vocational Education Coursework
- O-1-6.5 The NLTS: Effects of Work Experience
- O-1-6.6 Taxonomy for Transition Programming
- O-1-6.7 Development of the *Taxonomy*
- O-1-6.8 Components of the *Taxonomy*
- O-1-6.9 Taxonomy for Transition Programming

Handouts:

- Master Taxonomy Handout: *A Taxonomy for Transition Programming* (from Workshop Series Overview)
- H-1-6.1 Recommendations from Research Literature
- H-1-6.2 Findings from the NLTS
- H-1-6.3 Taxonomy for Transition Programming
- H-1-6.4 Components of the *Taxonomy*

EQUIPMENT:

- Overhead projector and screen

TIME: 60 minutes

CONTENT:

1. Implications from Research

20 minutes

During the morning portion of the workshop, we focused on a number of problems encountered by youths with disabilities after leaving school that emerged from the followup studies. We talked about perspectives. Next we talked about transition-related legislation. Then we examined and developed models to help us conceptualize the relationship between education and post-school outcomes. Now we're going to look at specifics. Over the past several years, researchers, policy makers, and practitioners have sought to identify effective ways to solve some of these problems. Let's look at some of the findings.

- Display O-1-6.1: Recommendations from Research Literature.
 - This table illustrates the results of a review of 49 articles related to transition practices.
 - The most frequently-cited practices and the number of articles in which they were cited are listed. Review the list briefly and relate to the practices identified by participants with respect to their transitions and in their models.
- Display and review overhead O-1-6.2: Findings from the NLTS.
 - As discussed this morning, the NLTS included data on 8,000 students with disabilities. Now we are going to examine some of what the NLTS found that “works” for students with disabilities.
 - We'll examine findings for the effects of regular education, vocational education, and work experience.
 - As the findings are reviewed keep in mind these definitions.
- Display and review overhead O-1-6.3: Effects of Time Spent in Regular Education.
 - The NLTS found that students with disabilities benefited from being in regular education classrooms.
- Display and review overhead O-1-6.4: Effects of Vocational Education Coursework.
 - The NLTS found that students benefited from enrolling in vocational education courses.
- Display and review overhead O-1-6.5: Effects of Work Experience.

- The effects of work experience were somewhat confusing as they seemed to be confounded by the results associated with vocational education.

2. Taxonomy for Transition Programming

15 minutes

- Throughout the day, the workshop has focused on a number of issues related to transition.
 - Student outcomes
 - Perspectives of transition
 - Legislation
 - Transition models
 - Research
- In the final portion of the workshop, we will look at a framework for “doing” transition that addresses or includes all the aspects of transition that we have covered today.

This framework is the handout in the packet titled the *Taxonomy for Transition Programming*.

The *Taxonomy*:

- represents a broad perspective of transition
 - is based on transition practices research
 - provides a model for doing transition-focused education that is based on earlier theories
 - provides a framework for implementing the spirit of transition-related legislation
- Display overhead O-1-6.3: *Taxonomy for Transition Programming* and review the underlying principles.
 - Display overhead O-1-6.4: Development of the *Taxonomy* to explain how the framework was developed.
 - Display overhead O-1-6.5: Components of the *Taxonomy* to explain what the *Taxonomy* represents.
 - Display overhead O-1-6.9: *Taxonomy for Transition Programming*
 - Refer participants again to their copy of the *Taxonomy* included in their packet.
 - Explain that the handout takes them from an overview of the framework to specific practices. As they turn through the pages, each category is broken down into elements, which in turn consist of the practices.

- Using O-1-6.6, point out the 5 categories and the elements.
- A number of districts around the country have used the *Taxonomy* to conduct self-assessments of their transition education, and in turn, to help plan where improvements need to be made.
- This framework will be used as the basis for additional workshops that focus on each category of practices.
- The *Taxonomy* represents the validation of the most recommended transition practices by key stakeholders and experts throughout the U.S. involved with promoting the transition of students with disabilities.
- The *Taxonomy* provides a basis for evaluating secondary transition education program content, strategies, and effectiveness.
- Encourage participants to use the *Taxonomy* to reflect on their secondary education practices and their knowledge associated with the practices.
- Inform participants that they can obtain additional information about the *Taxonomy*, programs, and practices from the Transition Research Institute website: <http://www.ed.uiuc.edu/sped/tri/institute.html> (listed in their resources handout).
- If time allows, ask participants to describe how they are implementing specific practices in the *Taxonomy*. Then ask them if there are any areas in which they are particularly weak.

Workshop Wrap-Up

.....

PURPOSE:

- To summarize the day's activities.
- To provide participants an opportunity to reflect on their transition-related knowledge.
- To obtain feedback about the workshop from participants.

MATERIALS:

Overheads:

- O-1-7.1 Transition Practices Self-Assessment

Handouts:

- H-1-7.1 Transition Practices Self-Assessment
- H-1-7.2 Reference Sources and Internet Resources
- H-1-7.3 Workshop Evaluation

Note: In addition to the copy of H-1-7.1 Transition Practices Self-Assessment in each person's handout packet, have enough copies available for participants to complete and return to you for your use in planning additional professional development or technical assistance activities.

EQUIPMENT:

- Overhead projector and screen

TIME: 15 minutes

CONTENT:

1. Self-Assessment and Workshop Evaluation

15 minutes

- Display O-1-7.1: Transition Practices Self-Assessment
- Distribute copies of the self-assessment to each participant (H-1-7.1). Ask them to reflect on their knowledge of transition-related practices and to assess their levels of knowledge. Tell participants that you will use the information from the self-assessments to plan additional professional development activities. Explain to participants they can use the self-assessment in their handout packet to help identify areas where they should seek additional information or training.
- Briefly mention the reference sources and Internet resources in H-1-7.2. Explain that participants might wish to use these references to gather additional information, particularly from those on the Internet.
- Distribute H-1-7.3: Workshop Evaluation. Thank participants for their participation and ask them to complete the workshop evaluation and return it to you before leaving.

Transition-Related Legislation Quiz: *Key*

Indicate whether the statement is true or false by placing a mark in the appropriate space.

- T F 1. The definition of transition services in the Rehabilitation Act Amendments of 1992 differs from that in the Individuals with Disabilities Education Act (IDEA) Amendments of 1997.
- T F 2. The School-to-Work Opportunities Act of 1994 is not relevant to students with disabilities, as their transition needs are addressed specifically in IDEA.
- T F 3. The Individuals with Disabilities Education Act requires a statement of needed transition services based on the needs and preferences of the student, beginning at age 16.
- T F 4. The Carl D. Perkins Vocational and Technical Education legislation requires states to set aside money to serve students with disabilities in vocational education programs.
- T F 5. The Rehabilitation Act Amendments of 1992 require that an individual rehabilitation plan (IRP) be developed before the student leaves the school setting for each student eligible for vocational rehabilitation services.
- T F 6. Although student attendance at his or her IEP meeting is a conceptually pleasing idea, it is not mandated that they be invited.
- T F 7. The Americans with Disabilities Act (ADA) requires employers to provide reasonable accommodations to individuals with disabilities.
- T F 8. The Individuals with Disabilities Education Act requires a statement of the transition service needs of the student, beginning at age 14.
- T F 9. The three core components of a school-to-work system specified in the School-to-Work Opportunities Act include academic training, career counseling, and a tech-prep curriculum.
- T F 10. Because rehabilitation and special education legislation focus on different populations (i.e., adults vs. students) and require different application procedures, the laws inhibit rehabilitation involvement with high school students.

Workshop 1

A Transition Perspective of Education

| | |
|---------------|--|
| 8:30 - 8:45 | Introduction |
| 8:45 - 9:30 | Post-school Lives |
| 9:30 - 10:15 | Transition Perspectives |
| 10:15 - 10:30 | Break |
| 10:30 - 11:30 | Transition-Related Legislation |
| 11:30 - 12:30 | Lunch |
| 12:30 - 1:30 | Conceptual Transition Models |
| 1:30 - 1:45 | Break |
| 1:45 - 2:45 | Getting the Job Done: What Works for Students with Disabilities? |
| 2:45 - 3:00 | Workshop Wrap-up |

What Happens to Our Students?

1. Divide into groups of 4-5 people
2. Identify a recorder
3. Reflect on the post-school outcomes of your former students
 - Employment
 - Post-secondary education
 - Independent living
 - Recreation and leisure
4. Identify and record student outcomes in one area
5. Identify how you know about these outcomes (e.g., sources of information)

4 Reasons to Know What Happens to Students

1. Provides a basis for evaluating the relationship between education and post-school outcomes
2. Allows us to assess the impact of school and transition programming
3. Provides for a clear understanding of outcome areas important for successful post-school lives
4. Establishes the rationale and need for systematic and effective transition-focused education

The National Longitudinal Transition Study (NLTS)

Important Features of the Study:

- Included more than 8,000 students with disabilities from across the U.S.
- Ages ranged from 13 to 21
- Data were collected in 1987 & 1990
- Funded by the Office of Special Education Programs, U.S. Department of Education

Transition from School to Life

The NLTS: Methodologies

The methods used by researchers to collect student data included:

- Parent and student telephone interviews
- Review of secondary school records
- Student school program survey

The NLTS: Outcome Domains

1. Individual and family characteristics
 - demographics, disability-related characteristics

 2. Independent functioning
 - residential and financial independence, functional abilities

 3. Social experiences
 - school and community group membership, socializing with friends

 4. School programs
 - courses taken, services provided, educational placements

 5. School characteristics and policies
 - type of school attended, mainstreaming policies
-

The NLTS: Outcome Domains

6. School achievement and completion

- dropout/graduation exit, absenteeism, grades received

7. Employment characteristics

- rates of employment, job types & duration, wages, benefits

8. Postsecondary education

- enrollment rates in 2-and 4-year programs

9. Services provided

- job training, counseling, physical therapy

10. Parental expectations

- expectations for education, employment, & independence

The NLTS: General Findings

- Drop Out Rates

- ▼ Over 36% of all students with disabilities dropped out
 - Students with severe emotional disturbances - 55%
 - Students with learning disabilities - 36%
 - Students with speech impairments - 33%
 - Students with mental retardation - 34%
 - Students with other impairments - 26%

- ▼ Other studies indicate that on the average, about 22% of students with disabilities ages 14 - 21 and older dropped out of school in 1994, compared to about 5.3% of the total student population age 15-24.

The NLTS: General Findings

- Poverty Level

- ▼ 68% of all students with disabilities in the NLTS sample ($n=8,000$) came from families with a combined annual income of less than \$25,000.

- Postsecondary Enrollment

- ▼ Youth with disabilities were far less likely to enroll in colleges and postsecondary vocational schools than youth in the general population after having been out of school 3-5 years.
- ▼ About 15% of students with disabilities enrolled in postsecondary education

The NLTS: General Findings

- Employment

- ▼ Youth with disabilities were less likely to be employed than their peers without disabilities.

- 55% of all youth with disabilities out of school less than 2 years were not employed

- 44% of all youth with disabilities out of school 3-5 years were not employed

The NLTS: General Findings

- ▼ Of all youth with disabilities interviewed in 1987 and again in 1990, about a third had been employed at both times, while another 30% had never been employed.
- ▼ Black and Hispanic youth with disabilities were less likely to acquire employment than white youth with disabilities.
- ▼ Dropouts were less likely to be employed than high school graduates.
- ▼ Students who aged out were less likely to be employed than those who had dropped out.
- ▼ Significantly more males with disabilities (64%) were likely to be employed 3-5 years after exiting school than females with disabilities (40%).

The NLTS: General Findings

- Employment Benefits

- ▼ Youth with disabilities who were out of school and competitively employed earning less than minimum wage were unlikely to be receiving vacation, sick leave, or medical insurance.

- Employment Earnings

- ▼ For competitively employed youth with disabilities out of school less than 2 years, 62% earned less than minimum wage.

- ▼ For competitively employed youth out of school for 3-5 years:

- About 25% earned less than minimum wage
- About 36% earned between \$4.31 and \$6.00 per hour
- About 40% earned over \$6.00 per hour

The NLTS: General Findings

- Independent Living

- ▼ Students with disabilities out of school for less than 2 years were almost 3 times more likely to be living at home than their nondisabled peers
- ▼ 2 times more likely after being out of school 3-5 years

- Services Needed by Youth in School

- ▼ The percentage of youth with disabilities whose parents reported not receiving vocational assistance services ranged from 26% to 80%.
- ▼ As the level of student independence decreased, the percent of students whose parents reported not receiving services increased.

The NLTS: General Findings

● Arrest Rates

- ▼ Within 3-5 years after being out of school, almost 38% of all males with disabilities had been arrested.
- ▼ Black males with disabilities were more likely to be arrested than Hispanic and white males with disabilities.
- ▼ White males with disabilities were more likely to be arrested than Hispanic males with disabilities.
- ▼ Within 3-5 years after being out of school, over 56% of all students with disabilities who had dropped out of school had been arrested.

The NLTS: General Findings

- Parenting

- ▼ While no significant differences were found among males with disabilities and their nondisabled peers, females with disabilities were much more likely to become parents 3-5 years after being out of school than their nondisabled counterparts.
- ▼ Substantially more black and Hispanic males were likely to become parents than white males.

The NLTS: General Findings

- Parenting (cont'd)

- ▼ White females were more likely to become parents than black and Hispanic females.

- ▼ Across gender, dropouts were more likely to become parents than youth who had graduated or aged out.

Wagner, M. (1993). *The transition experiences of young people with disabilities: A summary of findings from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

U.S. Department of Education, National Center for Education Statistics. (1994). *Dropout Rates in the United States: 1994*. Washington, DC: Author.

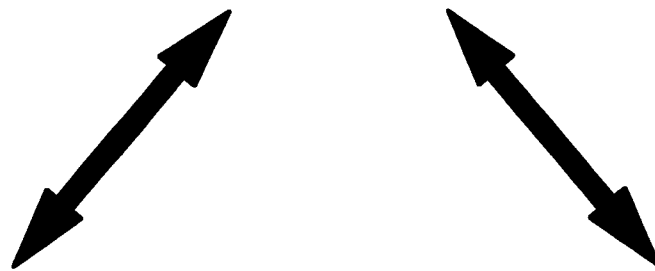
Post-School Goals

Goal-Related Activities

Supporters

Transition Planning

Post-School Goals



Goal-Related
Activities



Supporters

Transition Perspectives

- *Narrow perspective*
 - ▼ Recognizes transition planning as a referral process

- *Broad perspective*
 - ▼ Recognizes that transition planning encompasses all aspects of education

Implementing a Transition Perspective

- ***Post school goals*** are identified based on student abilities, needs, interests, and preferences
- Instructional activities and ***educational experiences*** directly correspond to students' goals
- A variety of individuals, ***including the student***, work together to develop goals and activities

IDEA: *Defined Transition Services*

IDEA, Section 300.18, defines transition services:

- “Transition services” means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
 - ▼ postsecondary education
 - ▼ vocational training
 - ▼ integrated employment (including supported employment)
 - ▼ continuing and adult education
 - ▼ adult services
 - ▼ independent living
 - ▼ community participation

IDEA: *Required Coordinated Set of Activities*

IDEA, Section 300.18, requires that the coordinated set of activities must:

- Be based upon the individual student's needs
- Take into account the student's preferences and interests
- Must include:
 - ▼ instruction
 - ▼ community experiences
 - ▼ development of employment and other post-school adult living objectives and, if appropriate,
 - ▼ acquisition of daily livings skills and functional vocational evaluation

IDEA: *Content of the IEP*

IDEA, Section 614(d), requires specific transition issues be addressed in a student's IEP:

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).

IDEA: *Content of the IEP*

2. The IEP for each student, beginning at age 16 (or younger, if determined appropriate by the IEP Team), must include a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or needed linkages.

3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

IDEA: *Participants in Meetings*

IDEA, Section 300.344, requires that specific individuals participate in transition planning:

- 1. If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite —**
 - ▼ The student; and**
 - ▼ A representative of any other agency that is likely to be responsible for providing or paying for transition services.**

IDEA: *Participants in Meetings*

2. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and

3. If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

IDEA: *Parent Participation*

IDEA, Section 300.345, requires that if a purpose of the meeting is the consideration of transition services for a student, the notice to the parent must also

- Indicate this purpose;
- Indicate that the agency will invite the student; and,
- Identify any other agency that will be invited to send a representative.

IDEA: *Agency Responsibilities for Transition*

IDEA, Section 300.347, includes accountability for transition service provision:

- If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.
- Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Job Training Partnership Act

- Provides federally subsidized job training to persons considered economically disadvantaged who:
 - ▼ receive cash welfare benefits
 - ▼ live in a family whose total income does not exceed the poverty level or 70% of the "lower living" income standard
 - ▼ receive food stamps
 - ▼ are foster children, on behalf of whom state or local payments are made

Job Training Partnership Act

- Up to 10% of JTPA service recipients may be persons who are not economically disadvantaged but experience significant barriers to employment, which includes persons with disabilities

- Local JTPA programs are coordinated by a local Private Industry Council (PIC)

Carl D. Perkins Vocational and Technical Education Act

- The 1990 and 1998 amendments were the most significant revisions since 1963.
- Federal funds must be used to:
 - ▼ Emphasize integration of academic and vocational preparation
 - ▼ Focus on target populations, including those who are economically or academically disadvantaged
 - ▼ Help fund local schools and not state bureaucracies
- *Set-aside funds* for special populations including students with disabilities, *were eliminated*

Carl D. Perkins Vocational and Technical Education Act

- A new funding formula was developed to target money to school systems serving students from families with incomes below the poverty level.
- Specific language was included to guarantee access to vocational programs and supplementary services for students from target populations.
- Funds are to be used to facilitate success in vocational education for targeted populations.

Carl D. Perkins Vocational and Technical Education Act

- Funds must be used to provide specific services to students with disabilities, minority students, disadvantaged students, and students with limited English proficiency

- Specific services are identified for specific student populations, and include:
 - ▼ Career counseling
 - ▼ Assessment, including situational assessment
 - ▼ Job placement services
 - ▼ Transition planning

School-To-Work Opportunities Act (STWOA)

Key Features:

- Passed May 4, 1994
- Provides money to states and local partnerships to develop school-to-work systems
- Doesn't create a new program—states and their partnerships design the school-to-work system that makes the most sense for them
- There is no single model

STWOA: *Key Features*

- The Act emphasizes:
 - ▼ *relevant education*, allowing students to explore different careers and see what skills are required in their working environment,
 - ▼ *skills*, obtained from structured training and work-based learning experiences, and
 - ▼ *valued credentials*, establishing industry-standard benchmarks and education and training standards.

STWOA: *Key Features*

- All 50 states, the District of Columbia, and seven U.S. territories received noncompetitive development grants to design their school-to-work system
- Since then, almost all states have been awarded implementation grants to implement their school-to-work system
- The National School-to-Work Office has focused specific emphasis on the inclusion of *all* students in school-to-work systems, including students with disabilities
- A number of specific efforts have been supported that focus specifically on participation of students with disabilities in school-to-work systems, such as the **National Transition Alliance for Youth with Disabilities**

Transition from School to Life

STWOWA: *Goals*

- Establish a framework within which all States can create STW systems that are part of comprehensive education reform
- Help students achieve high-level academic and occupational skills
- Widen opportunities for all students to participate in postsecondary education and advanced training, and move into high-wage, high-skill careers

Transition from School to Life

STWOA: *Goals*

- Provide enriched learning experiences for low-achieving youth, school dropouts, and youth with disabilities, and assist them in obtaining good jobs and pursuing postsecondary education
- Increase opportunities for minorities, women, and people with disabilities by enabling them to prepare for careers from which they traditionally have been excluded
- Utilize workplaces as active learning environments in the educational process

— School-to-Work Opportunities Act of 1994, PL 103-239, 20 U.S.C. § 6101.

Transition from School to Life

Core Components of a School-to-Work System

SCHOOL-BASED LEARNING

Activities directly related to school-based planning, learning, and collaboration that promote a successful transition from school to work.

WORK-BASED LEARNING

The interface and interaction between school and the business community that promotes vocational and career development, work skills, and attitudes.

CONNECTING ACTIVITIES

Integration of school-based and work-based activities and collaborative relationships among schools, communities, employers, families, and students.

Transition from School to Life

Americans With Disabilities Act of 1990 (ADA)

Stated Purposes of the Act:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
- To provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

Americans With Disabilities Act of 1990 (ADA)

- To ensure that the federal government plays a central role in enforcing the standards established in this act on behalf of individuals with disabilities; and
- To invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

ADA: *Key Features*

- Defines disability to describe who is covered by the law
- Prohibits employment discrimination on the basis of disability
- Prohibits discrimination on the basis of disability by public accommodation places and commercial facilities

ADA: *Key Features*

- Establishes physical accessibility requirements for public services and public accommodations including buildings and transportation systems
- Requires the use of reasonable accommodations by employers
- Represents the most significant civil rights legislation for Americans with disabilities

The Rehabilitation Act of 1973 & Amendments of 1992

Key Features Include:

- The first and one of the most important civil rights legislation prohibiting discrimination on the basis of disability (sections 503 and 504)
- Forms the basis for much subsequent legislation including IDEA and ADA
- Authorizes over \$2 billion in federal support for training and placing persons with disabilities into competitive and supported employment
- Defines an individual with a disability for the purpose of determining eligibility

The Rehabilitation Act of 1973 & Amendments of 1992

- Funds a substantial number of research, training, demonstration, and outreach initiatives that promote the competitive employment of people with disabilities
- Authorizes and in some cases requires establishment of a number of important entities including:
 - ▼ Client Assistance Programs
 - ▼ National Institutes on Disability and Rehabilitation Research
 - ▼ National Council on Disability
 - ▼ State and Local Independent Living Councils
 - ▼ Architectural Transportation Barriers Compliance Board
 - ▼ National Commission on Rehabilitation Services

The Rehabilitation Act: *Key Provisions*

Key Provisions Related to Transition Include:

- Defines “transition services” as a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
 - ▼ postsecondary education
 - ▼ vocational training
 - ▼ integrated employment (including supported employment)
 - ▼ continuing and adult education
 - ▼ adult services
 - ▼ independent living
 - ▼ community participation

The Rehabilitation Act:

Key Provisions

- Requires the rehabilitation state plan to include plans, policies, and procedures for cooperating with agencies and schools responsible for students with disabilities receiving special education services to facilitate their transition to employment
- Requires the development and completion of an Individualized Rehabilitation Plan (IRP) before the student leaves the school setting for each VR eligible student
- Requires a formal interagency agreement between the state educational agency and, when appropriate, local education agencies and the state VR agency

The Rehabilitation Act:

Key Provisions

- Formal agreements must at a minimum:
 - ▼ identify policies, practices and procedures that can be coordinated between the agencies
 - ▼ describe the roles of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services
 - ▼ describe procedures for providing training for staff of state and local educational agencies as to the availability, benefits of, and eligibility standards for vocational rehabilitation services, and available resources, including sources of funds for the development and expansion of services

The Rehabilitation Act:

Key Provisions

- ▼ identify the financial responsibility of each agency in providing services to students with disabilities who are receiving special education services, consistent with state law

- ▼ describe procedures for resolving disputes between the agencies that are parties to the agreement

- ▼ include other components necessary to ensure meaningful cooperation among agencies, including procedures to facilitate the development of local teams to coordinate the provision of services to individuals, sharing data, and coordinating joint training of staff in the provision of transition services.

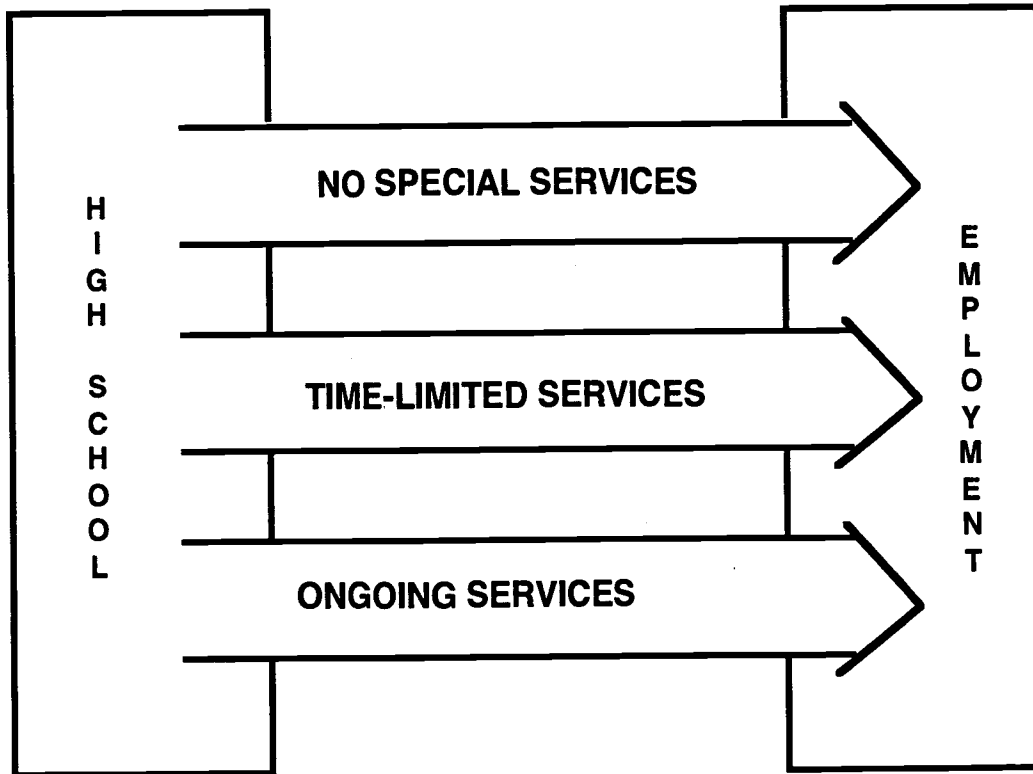
Rehabilitation Act Amendments of 1992, PL 102-569, 29 U.S.C. § 701 et seq.

Rehabilitation Act of 1973, PL 93-112, 29 U.S.C. § 701 et seq.

Transition from School to Life

OSERS Transition Model:

Bridges from School to Work



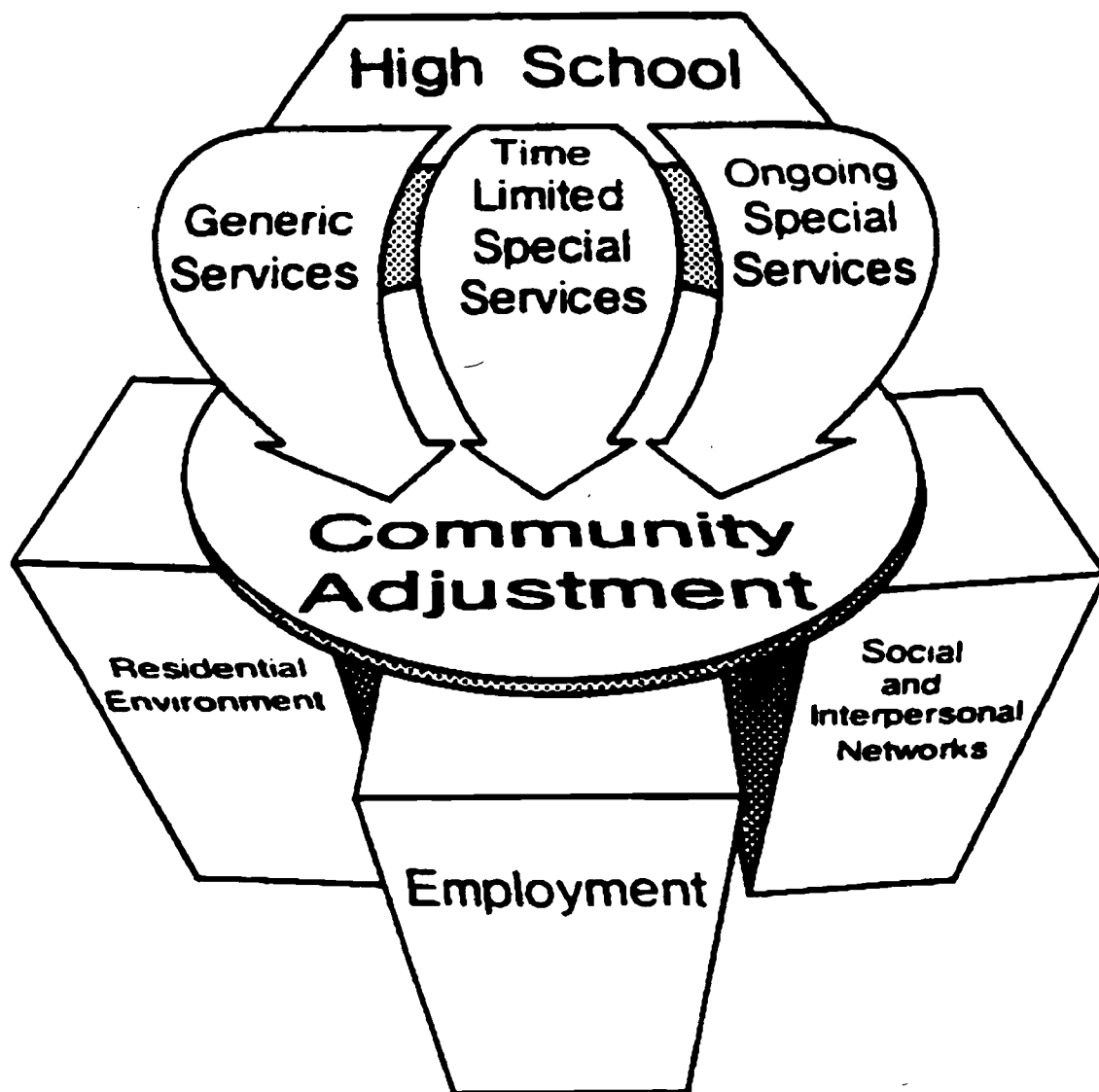
SOURCE: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Transition from School to Life

Features of OSERS Transition Model

- Focus is primarily on employment outcomes
- School activities and experiences must be linked to adult employment
- Describes 3 “bridges” or categories of services that students might utilize
- Emphasis is on intensity and duration of support required

Halpern's Revised Model of Transition



Source: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Transition from School to Life

Features of Halpern's Revised Model

- Established living successfully in one's community as the primary goal of transition services
- Established three dimensions of community adjustment
 - ▼ residential or independent living
 - ▼ employment
 - ▼ social and interpersonal networks
- Based on premise that problems or deficiencies in one dimension threaten the success in other dimensions
- Adapted and retained the three general types of services initially proposed by Will (1984)

Building Our Own Models

- Divide into groups of 4-5 participants.
- Discuss your perspectives of transition.
- Illustrate your concept of transition as a dynamic process.

Recommendations from Research Literature

Transition Practices and Number of Times Cited (N = 49)

- | | |
|--|---|
| <ul style="list-style-type: none"> • vocational training (23) • parent involvement (22) • interagency collaboration (24) • social skills training (13) • paid work experience (12) • individualized planning (17) • interdisciplinary transition • teams (14) • follow-up employment • services (12) • inclusive educational placement (10) • community-based instruction (12) • vocational assessment (10) | <ul style="list-style-type: none"> • community-referenced curricula (10) • identification of desired vocational, residential, & social outcomes (9) • daily living skills training (8) • IEP includes transition statements & goals (8) • career education curricula (8) • employability skills training (5) • formal interagency agreements (6) • early transition planning (6) • academic skill training (6) |
|--|---|

Kohler, P. D. (1993). Best practices in transition: Substantiated or implied? *Career Development for Exceptional Individuals*, 16, 107-121.

Transition from School to Life

Findings from the NLTS

Findings were examined for the effects of:

- Time spent in regular education
- Vocational education coursework
- Work experience

Findings from the NLTS

Definition of terms:

- Employment
 - ▼ paid competitive job outside the home (does not include sheltered, supported, or volunteer work)

- Residential Independence
 - ▼ living alone, with a spouse or roommate, in a college dormitory, or in military housing (not as a dependent).

- Community Participation (three dimensions)
 - ▼ engagement in work or education-related activities outside of the home
 - ▼ residential arrangements
 - ▼ social activities

Findings from the NLTS

- Vocational Education—Survey Course
 - ▼ courses that sampled a number of vocational education content areas

- Vocational Education—Concentration
 - ▼ taking four or more classes within a single vocational education content area

The NLTS: Effects of Time Spent in Regular Education

- Time spent in general education classrooms was positively related to employment and community participation
 - ▼ Students who spent more time in regular education classrooms were more likely to be fully participating in the community, particularly students with physical disabilities and students with mild and severe disabilities

- Time spent in regular education was positively related to a residential independence for youth with mild disabilities

The NLTS: Effects of Time Spent in Regular Education

- Time spent in regular education was positively related to postsecondary vocational enrollment for youth with mild disabilities
- Youth who spent more time in regular education had higher earnings

The NLTS: Effects of Vocational Education Coursework

- Students who took either survey or concentrated coursework in vocational education:
 - ▼ were less likely to drop out of school
 - ▼ were more likely to be competitively employed
 - ▼ were more likely to achieve full community participation
 - ▼ earned higher wages.

- The largest effects were for persons with mild disabilities.

The NLTS: Effects of Vocational Education Coursework

- Vocational concentration was related to larger incomes than no vocational education or unrelated vocational education (i.e., survey) classes
- Vocational concentration had a greater effect on wages than survey courses
 - ▼ These students had average annual earnings of approximately \$6,200 more than nonvocational or prevocational students.
- Students taking survey courses earned nearly \$4,000 more per year than students who took no vocational courses.

The NLTS: Effects of Work Experience

- Previous studies looking at work experience have found that work experience is one of the strongest predictors of post-school employment.
- In all likelihood results from the NLTS are similar to vocational education results.
- Results of work experience in the NLTS tended to be confounded with vocational education results.

Transition from School to Life

The NLTS: Effects of Work Experience

- NLTS found the most significant effects of work experience to be for students with physical disabilities:
 - ▼ more likely to find employment
 - ▼ estimated to earn \$4,200 more than peers not in work experience
 - ▼ results are similar but somewhat smaller for youth with mild disabilities

— Wagner, M., Blackorby, J., Cameto, R., & Newman, L. (1993). *What makes a difference? Influences on postschool outcomes of youth with disabilities. The third comprehensive report from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

Transition from School to Life

Taxonomy for Transition Programming

Founding Principles

- Established on the premise that *all* secondary education is education for transition

- Views transition programming as the basis for all secondary education rather than as an additional activity or requirement

Taxonomy for Transition Programming

- Operationalizes a *transition perspective of education*:
 - ▼ identification of post-school goals based upon student abilities, needs, interests, and preferences
 - ▼ development of instructional activities and educational experiences to prepare students for their post-school goals
 - ▼ collaboration and cooperation among a variety of individuals, *including the student*, working together to identify and develop the goals and activities

Development of the *Taxonomy*

- The research and evaluation literature were reviewed to identify practices that worked.
- Exemplary transition program studies were analyzed to identify “exemplary” practices.
- Model transition program reports were analyzed to identify practices that worked.
- A conceptual model was developed by transition stakeholders from across the United States that represented a stakeholder “concept map” of participants’ perceptions of the transition practices.

Components of the *Taxonomy*

The Taxonomy for Transition Programming:

- Is a compilation of explicit secondary transition education practices that promote the transition of youth with disabilities from school to adult life
- Presents a conceptual framework of secondary transition education practices

Components of the *Taxonomy*

- Organizes secondary transition education practices into five categories:

1. Student-focused planning

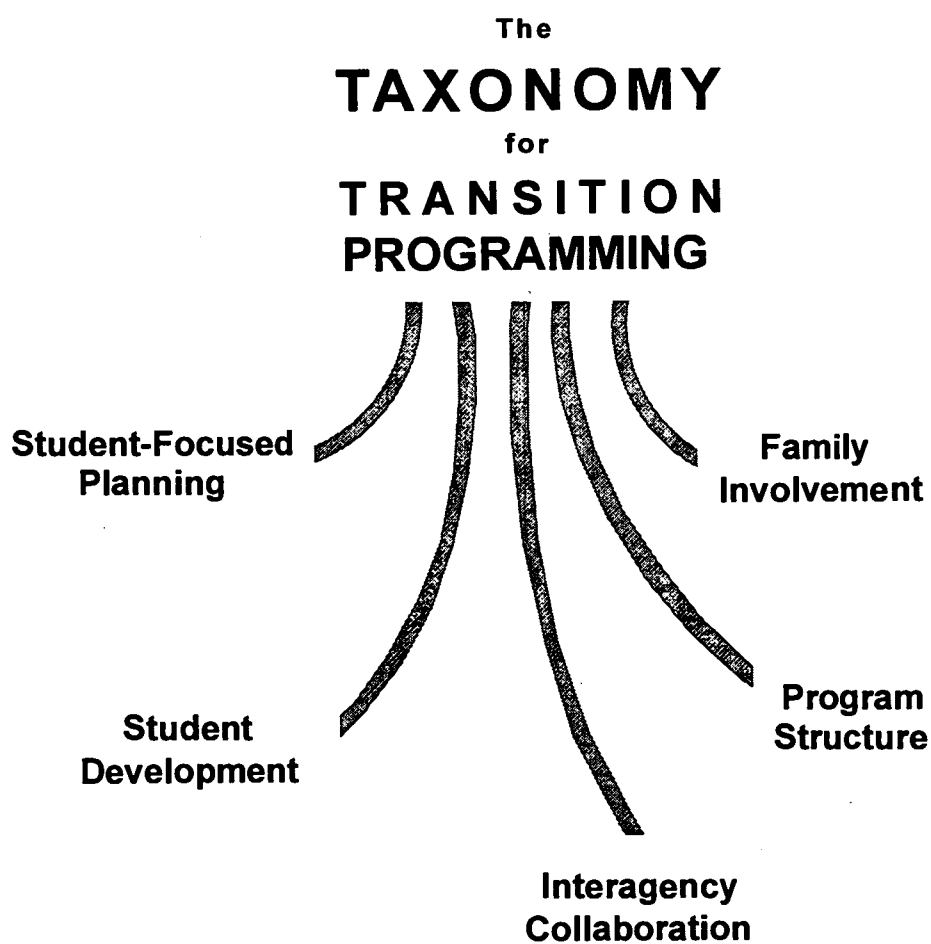
2. Student development

3. Interagency and interdisciplinary collaboration

4. Family involvement

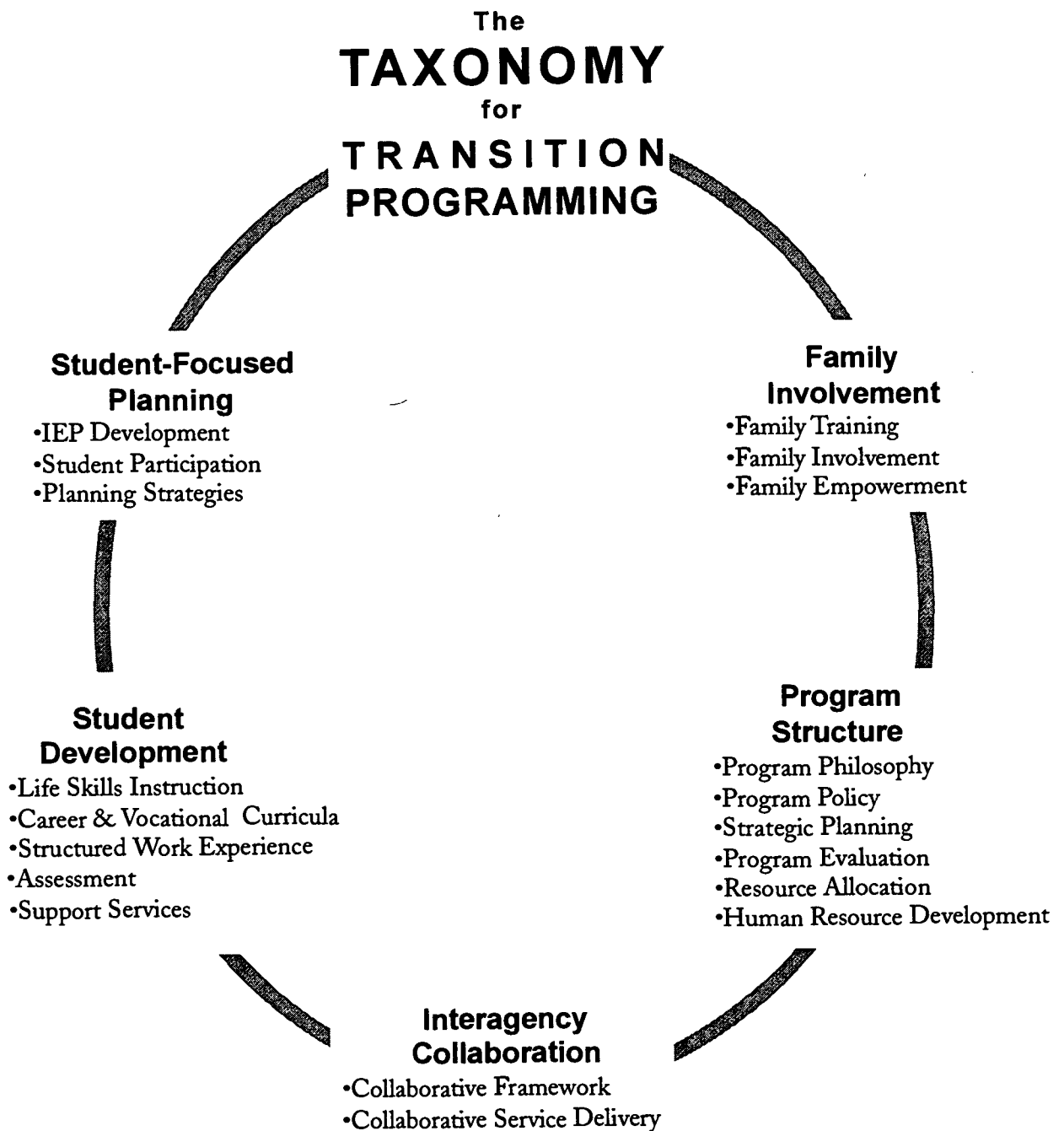
5. Program structure and attributes

Taxonomy for Transition Programming



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
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Taxonomy for Transition Programming



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
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Transition Practices Self-Assessment

Reflect on your awareness of practices included in the *Taxonomy for Transition Programming*. Using the knowledge-level scale provided, rate your knowledge of each item.

| ITEM | KNOWLEDGE RATING SCALE | | |
|---|------------------------|----------------|--------------|
| | Extensive Knowledge | Some Knowledge | No Knowledge |
| Student-centered planning approaches | 3 | 2 | 1 |
| Strategies for facilitating active student involvement in their IEP development | 3 | 2 | 1 |
| Approaches for developing students' self-determination | 3 | 2 | 1 |
| Employer-identified skills | 3 | 2 | 1 |
| Effective occupational skill training strategies | 3 | 2 | 1 |
| Transition-related community service providers | 3 | 2 | 1 |
| Community-level transition planning strategies | 3 | 2 | 1 |
| Parent involvement strategies | 3 | 2 | 1 |
| Parent roles in transition planning | 3 | 2 | 1 |
| Parent perspectives in transition planning | 3 | 2 | 1 |
| Stakeholder responsibilities for transition-focused education | 3 | 2 | 1 |
| Elements of effective transition "programs" | 3 | 2 | 1 |
| Outcome-oriented individual education programs | 3 | 2 | 1 |
| Family-friendly policies | 3 | 2 | 1 |

A Transition Perspective of Education

PURPOSE

While tremendous progress had been made with the provision of educational services, prior to 1985, little attention was paid to how students with disabilities fared after they left school. Madeline Will, the former Assistant Secretary of the Office of Special Education and Rehabilitative Services, released a policy paper that focused federal concern on the relationship between school and employment for students with disabilities. Two years later, Hasazi, Gordon, and Roe (1985) published one of the first and most important studies that addressed the question of how students with disabilities fared after exiting school. Numerous followup and follow-along studies followed that clearly established the need for systematic and effective transition planning for students with disabilities. Legislation, research, and training efforts came to the forefront that focused on *how* students with disabilities might be more successful after leaving school.

This workshop focuses on the following topics:

1. Outcomes of students with disabilities exiting school.
2. Conceptualizing and defining transition.
3. Legislation addressing the transition needs of students with disabilities.
4. Approaches and models of transition planning.
5. A framework for effective transition programming.

Participants will gain a better understanding of the need for, rationale, legislation, and approaches to transition programming that reflect a transition perspective of education.

OBJECTIVES:

Upon completion of this workshop, participants will be able to:

- Identify areas of adult life on which transition education should focus.
- Identify and describe transition perspectives and models.
- Describe the needs, rationale, and benefits of effective transition planning for students with disabilities.
- Describe general findings and results reported by the National Longitudinal Transition Study of students with disabilities exiting school.
- Identify and describe key legislation addressing transition from school to adult life of all students, including students with disabilities.
- Identify and describe the key elements of transition planning for students with disabilities specified by the Individuals with Disabilities Education Act (IDEA).
- Describe components of *Taxonomy for Transition Planning*.

Agenda

- | | |
|---------------|--|
| 8:30 - 8:45 | Introduction |
| 8:45 - 9:30 | Post-school Lives |
| 9:30 - 10:15 | Transition Perspectives |
| 10:15 - 10:30 | Break |
| 10:30 - 11:30 | Transition-Related Legislation |
| 11:30 - 12:30 | Lunch |
| 12:30 - 1:30 | Conceptual Transition Models |
| 1:30 - 1:45 | Break |
| 1:45 - 2:45 | Getting the Job Done: What Works for Students with Disabilities? |
| 2:45 - 3:00 | Workshop Wrap-up |

4 Reasons to Know What Happens to Students

1. Provides a basis for evaluating the relationship between education and post-school outcomes
2. Allows us to assess the impact of school and transition programming
3. Provides for a clear understanding of outcome areas important for successful post-school lives
4. Establishes the rationale and need for systematic and effective transition-focused education

The National Longitudinal Transition Study (NLTS)

Important Features of the Study:

- Included more than 8,000 students with disabilities from across the U.S.
- Ages ranged from 13 to 21
- Data were collected in 1987 & 1990
- Funded by the Office of Special Education Programs, U.S. Department of Education

Methods used by researchers to collect student data included:

- Parent and student telephone interviews
- Review of secondary school records
- Student school program survey

The NLTs: Outcome Domains

1. Individual and family characteristics
 - demographics, disability-related characteristics
2. Independent functioning
 - residential and financial independence, functional abilities
3. Social experiences
 - school and community group membership, socializing with friends
4. School programs
 - courses taken, services provided, educational placements
5. School characteristics and policies
 - type of school attended, mainstreaming policies
6. School achievement and completion
 - dropout/graduation exit, absenteeism, grades received
7. Employment characteristics
 - rates of employment, job types & duration, wages, benefits
8. Postsecondary education
 - enrollment rates in 2- and 4-year programs
9. Services provided
 - job training, counseling, physical therapy
10. Parental expectations
 - expectations for education, employment, & independence

The NLTS: General Findings

- **Drop Out Rates**

- ▼ Over 36% of all students with disabilities dropped out

- Students with severe emotional disturbances - 55%
- Students with learning disabilities - 36%
- Students with speech impairments - 33%
- Students with mental retardation - 34%
- Students with other impairments - 26%

- ▼ Other studies indicate that on the average, about 22% of students with disabilities ages 14 - 21 and older dropped out of school in 1994, compared to about 5.3% of the total student population age 15-24.

- **Poverty Level**

- ▼ 68% of all students with disabilities in the NLTS sample (n=8,000) came from families with a combined annual income of less than \$25,000.

- **Postsecondary Enrollment**

- ▼ Youth with disabilities were far less likely to enroll in colleges and postsecondary vocational schools than youth in the general population after having been out of school 3-5 years.
- ▼ About 15% of students with disabilities enrolled in postsecondary education

The NLTS: General Findings

- **Employment**

- ▼ Youth with disabilities were less likely to be employed than their peers without disabilities.
 - 55% of all youth with disabilities out of school less than 2 years were not employed.
 - 44% of all youth with disabilities out of school 3-5 years were not employed.
- ▼ Of all youth with disabilities interviewed in 1987 and again in 1990, about a third had been employed at both times, while another 30% had never been employed.
- ▼ Black and Hispanic youth with disabilities were less likely to acquire employment than white youth with disabilities.
- ▼ Dropouts were less likely to be employed than high school graduates.
- ▼ Students who aged out were less likely to be employed than those who had dropped out.
- ▼ Significantly more males with disabilities (64%) were likely to be employed 3-5 years after exiting school than females with disabilities (40%).

- **Employment Benefits**

- ▼ Youth with disabilities who were out of school and competitively employed earning less than minimum wage were unlikely to be receiving vacation, sick leave, or medical insurance.

The NLTS: General Findings

- **Employment Earnings**

- ▼ For competitively employed youth with disabilities out of school less than 2 years, 62% earned less than minimum wage.
- ▼ For competitively employed youth out of school for 3-5 years:
 - About 25% earned less than minimum wage
 - About 36% earned between \$4.31 and \$6.00 per hour
 - About 40% earned over \$6.00 per hour

- **Independent Living**

- ▼ Students with disabilities out of school for less than 2 years were almost 3 times more likely to be living at home than their nondisabled peers
- ▼ 2 times more likely after being out of school 3-5 years

- **Services Needed by Youth in School**

- ▼ The percentage of youth with disabilities whose parents reported not receiving vocational assistance services ranged from 26% to 80%.
- ▼ As the level of student independence decreased, the percent of students whose parents reported not receiving services increased.

The NLTTS: General Findings

- **Arrest Rates**

- ▼ Within 3-5 years after being out of school, almost 38% of all males with disabilities had been arrested.
- ▼ Black males with disabilities were more likely to be arrested than Hispanic and white males with disabilities.
- ▼ White males with disabilities were more likely to be arrested than Hispanic males with disabilities.
- ▼ Within 3-5 years after being out of school, over 56% of all students with disabilities who had dropped out of school had been arrested.

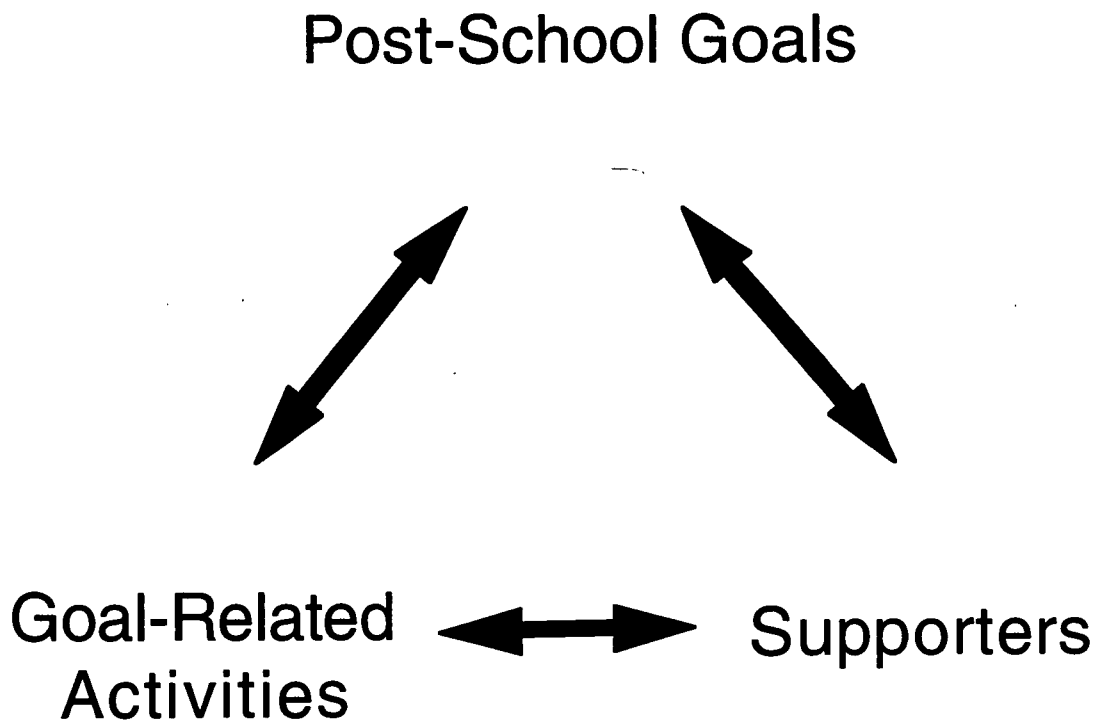
- **Parenting**

- ▼ While no significant differences were found among males with disabilities and their nondisabled peers, females with disabilities were much more likely to become parents 3-5 years after being out of school than their nondisabled counterparts.
- ▼ Substantially more black and Hispanic males were likely to become parents than white males.
- ▼ White females were more likely to become parents than black and Hispanic females.
- ▼ Across gender, dropouts were more likely to become parents than youth who had graduated or aged out.

—Wagner, M. (1993). *The transition experiences of young people with disabilities: A summary of findings from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

U.S. Department of Education, National Center for Education Statistics (1994). *Dropout Rates in the United States: 1994*. Washington, DC: Author.

Transition Planning



Transition Perspectives

Perspectives of Transition

- **Narrow perspective**
 - ▼ Recognizes transition planning as a referral process
- **Broad perspective**
 - ▼ Recognizes that transition planning encompasses all aspects of education

Implementing a Transition Perspective

- *Post school goals* are identified based on student abilities, needs, interests, and preferences
- Instructional activities and *educational experiences* directly correspond to students' goals
- A variety of individuals, *including the student*, work together to develop goals and activities

Transition-Related Legislation Quiz

Indicate whether the statement is true or false by placing a mark in the appropriate space.

- T F 1. The definition of transition services in the Rehabilitation Act Amendments of 1992 differs from that in the Individuals with Disabilities Education Act (IDEA) Amendments of 1997.
- T F 2. The School-to-Work Opportunities Act of 1994 is not relevant to students with disabilities, as their transition needs are addressed specifically in IDEA.
- T F 3. The Individuals with Disabilities Education Act requires a statement of needed transition services based on the needs and preferences of the student, beginning at age 16.
- T F 4. The Carl D. Perkins Vocational and Technical Education legislation requires states to set aside money to serve students with disabilities in vocational education programs.
- T F 5. The Rehabilitation Act Amendments of 1992 require that an individual rehabilitation plan (IRP) be developed before the student leaves the school setting for each student eligible for vocational rehabilitation services.
- T F 6. Although student attendance at his or her IEP meeting is a conceptually pleasing idea, it is not mandated that they be invited.
- T F 7. The Americans with Disabilities Act (ADA) requires employers to provide reasonable accommodations to individuals with disabilities.
- T F 8. The Individuals with Disabilities Education Act requires a statement of the transition service needs of the student, beginning at age 14.
- T F 9. The three core components of a school-to-work system specified in the School-to-Work Opportunities Act include academic training, career counseling, and a tech-prep curriculum.
- T F 10. Because rehabilitation and special education legislation focus on different populations (i.e., adults vs. students) and require different application procedures, the laws inhibit rehabilitation involvement with high school students.

IDEA:

Defined Transition Services and Required Coordinated Set of Activities

IDEA, Section 300.18, defines transition services:

- “Transition services” means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
 - ▼ postsecondary education
 - ▼ vocational training
 - ▼ integrated employment (including supported employment)
 - ▼ continuing and adult education
 - ▼ adult services
 - ▼ independent living
 - ▼ community participation

IDEA, Section 300.18, requires that the coordinated set of activities must:

- Be based upon the individual student’s needs
- Take into account the student’s preferences and interests
- Must include:
 - ▼ instruction
 - ▼ community experiences
 - ▼ development of employment and other post-school adult living objectives and, if appropriate,
 - ▼ acquisition of daily livings skills and functional vocational evaluation

IDEA: *Content of the IEP*

IDEA, Section 614(d), requires specific transition issues be addressed in a student's IEP:

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).
2. The IEP for each student, beginning at age 16 (or younger, if determined appropriate by the IEP Team), must include a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or needed linkages.
3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

IDEA: *Participants in Meetings*

IDEA, Section 300.344, requires that specific individuals participate in transition planning:

1. If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite—
 - ▼ The student; and
 - ▼ A representative of any other agency that is likely to be responsible for providing or paying for transition services.
2. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
3. If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

IDEA:

Parent Participation and Agency Responsibilities for Transition

IDEA, Section 300.345, requires that if a purpose of the meeting is the consideration of transition services for a student, the notice to the parent must also

- Indicate this purpose;
- Indicate that the agency will invite the student; and,
- Identify any other agency that will be invited to send a representative.

IDEA, Section 300.347, includes accountability for transition service provision:

- If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.
- Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Job Training Partnership Act

- Provides federally subsidized job training to persons considered economically disadvantaged who:
 - ▼ receive cash welfare benefits
 - ▼ live in a family whose total income does not exceed the poverty level or 70% of the "lower living" income standard
 - ▼ receive food stamps
 - ▼ are foster children, on behalf of whom state or local payments are made
- Up to 10% of JTPA service recipients may be persons who are not economically disadvantaged but experience significant barriers to employment, which includes persons with disabilities
- Local JTPA programs are coordinated by a local Private Industry Council (PIC)

Carl D. Perkins Vocational and Technical Education Act

- The 1990 and 1998 amendments were the most significant revisions since 1963.
- Federal funds must be used to:
 - ▼ Emphasize integration of academic and vocational preparation
 - ▼ Focus on target populations, including those who are economically or academically disadvantaged
 - ▼ Help fund local schools and not state bureaucracies
- *Set-aside* funds for special populations, including students with disabilities, *were eliminated*.
- A new funding formula was developed to target money to school systems serving students from families with incomes below the poverty level.
- Specific language was included to guarantee access to vocational programs and supplementary services for students from target populations.
- Funds are to be used to facilitate success in vocational education for targeted populations.
- Funds must be used to provide specific services to students with disabilities, minority students, disadvantaged students, and students with limited English proficiency.
- Specific services are identified for specific student populations, and include:
 - ▼ Career counseling
 - ▼ Assessment, including situational assessment
 - ▼ Job placement services
 - ▼ Transition planning

School-To-Work Opportunities Act (STWOA)

Key Features:

- Passed May 4, 1994.
- Provides money to states and local partnerships to develop school-to-work systems.
- Doesn't create a new program—states and their partnerships design the school-to-work system that makes the most sense for them.
- There is no single model.
- The Act emphasizes:
 - ▼ *relevant education*, allowing students to explore different careers and see what skills are required in their working environment,
 - ▼ *skills*, obtained from structured training and work-based learning experiences, and
 - ▼ *valued credentials*, establishing industry-standard benchmarks and education and training standards.
- All 50 states, the District of Columbia, and seven U.S. territories received noncompetitive development grants to design their school-to-work system.
- Since then, almost all states have been awarded implementation grants to implement their school-to-work system.
- The National School-to-Work Office has focused specific emphasis on the inclusion of *all* students in school-to-work systems, including students with disabilities.
- A number of specific efforts have been supported that focus specifically on participation of students with disabilities in school-to-work systems, such as the **National Transition Alliance for Youth with Disabilities**.

STWOA: *Goals*

- Establish a framework within which all States can create STW systems that are part of comprehensive education reform.
- Help students achieve high-level academic and occupational skills.
- Widen opportunities for all students to participate in postsecondary education and advanced training, and move into high-wage, high-skill careers.
- Provide enriched learning experiences for low-achieving youth, school dropouts, and youth with disabilities, and assist them in obtaining good jobs and pursuing postsecondary education.
- Increase opportunities for minorities, women, and people with disabilities by enabling them to prepare for careers from which they traditionally have been excluded.
- Utilize workplaces as active learning environments in the educational process.

— School-to-Work Opportunities Act of 1994, PL 103-239, 20 U.S.C. § 6101.

Core Components of a School-to-Work System

SCHOOL-BASED LEARNING

Activities directly related to school-based planning, learning, and collaboration that promote a successful transition from school to work.

WORK-BASED LEARNING

The interface and interaction between school and the business community that promotes vocational and career development, work skills, and attitudes.

CONNECTING ACTIVITIES

Integration of school-based and work-based activities and collaborative relationships among schools, communities, employers, families, and students.

Americans With Disabilities Act of 1990 (ADA)

Stated Purposes of the Act:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
- To provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
- To ensure that the federal government plays a central role in enforcing the standards established in this act on behalf of individuals with disabilities; and
- To invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

Key Features:

- Defines disability to describe who is covered by the law.
 - Prohibits employment discrimination on the basis of disability.
 - Prohibits discrimination on the basis of disability by public accommodation places and commercial facilities.
 - Establishes physical accessibility requirements for public services and public accommodations including buildings and transportation systems.
 - Requires the use of reasonable accommodations by employers.
 - Represents the most significant civil rights legislation for Americans with disabilities.
-

The Rehabilitation Act of 1973 & Amendments of 1992

Key Features Include:

- The first and one of the most important civil rights legislation prohibiting discrimination on the basis of disability (sections 503 and 504).
- Forms the basis for much subsequent legislation including IDEA and ADA.
- Authorizes over \$2 billion in federal support for training and placing persons with disabilities into competitive and supported employment.
- Defines an individual with a disability for the purpose of determining eligibility.
- Funds a substantial number of research, training, demonstration, and outreach initiatives that promote the competitive employment of people with disabilities.
- Authorizes and in some cases requires establishment of a number of important entities including:
 - ▼ Client Assistance Programs
 - ▼ National Institutes on Disability and Rehabilitation Research
 - ▼ National Council on Disability
 - ▼ State and Local Independent Living Councils
 - ▼ Architectural Transportation Barriers Compliance Board
 - ▼ National Commission on Rehabilitation Services

The Rehabilitation Act of 1973 & Amendments of 1992

Key Provisions Related to Transition Include:

- Defines “transition services” as a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
 - ▼ postsecondary education
 - ▼ vocational training
 - ▼ integrated employment (including supported employment)
 - ▼ continuing and adult education
 - ▼ adult services
 - ▼ independent living
 - ▼ community participation

- Requires the rehabilitation state plan to include plans, policies, and procedures for cooperating with agencies and schools responsible for students with disabilities receiving special education services to facilitate their transition to employment.

- Requires the development and completion of an Individualized Rehabilitation Plan (IRP) before the student leaves the school setting for each VR eligible student.

- Requires a formal interagency agreement between the state educational agency and, when appropriate, local education agencies and the state VR agency.

The Rehabilitation Act of 1973 & Amendments of 1992

Key Provisions Related to Transition Include: (continued)

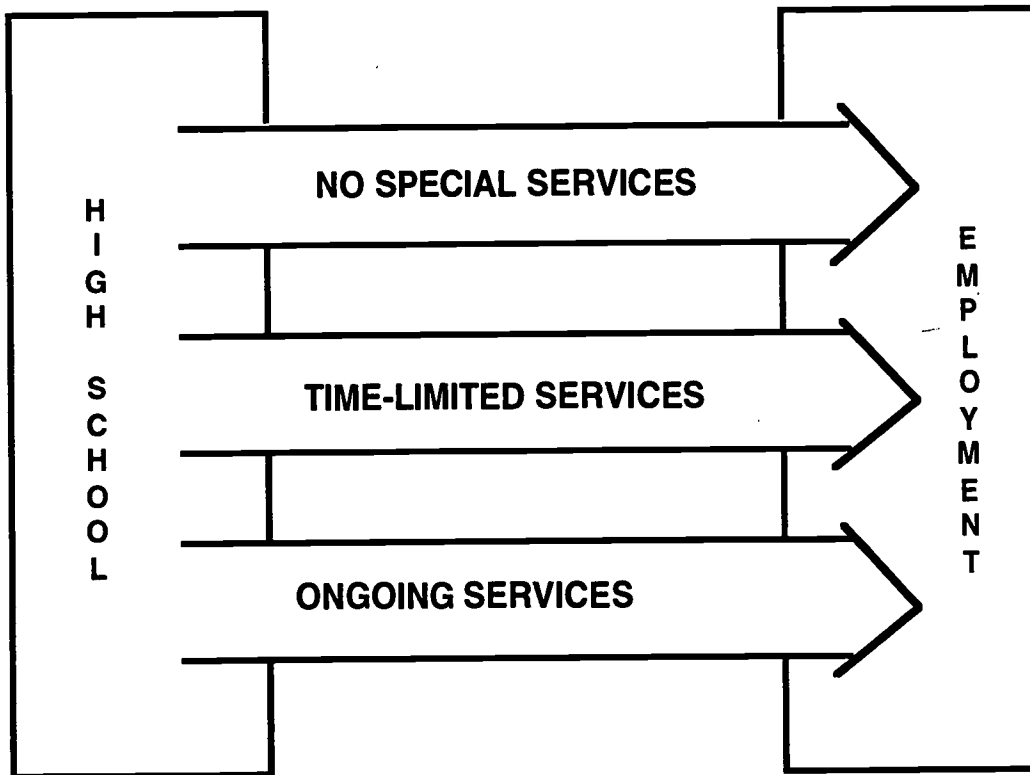
- Formal agreements must at a minimum:
 - ▼ identify policies, practices and procedures that can be coordinated between the agencies
 - ▼ describe the roles of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services
 - ▼ describe procedures for providing training for staff of state and local educational agencies as to the availability, benefits of, and eligibility standards for vocational rehabilitation services, and available resources, including sources of funds for the development and expansion of services
 - ▼ identify the financial responsibility of each agency in providing services to students with disabilities who are receiving special education services, consistent with state law
 - ▼ describe procedures for resolving disputes between the agencies that are parties to the agreement
 - ▼ include other components necessary to ensure meaningful cooperation among agencies, including procedures to facilitate the development of local teams to coordinate the provision of services to individuals, sharing data, and coordinating joint training of staff in the provision of transition services.

— Rehabilitation Act Amendments of 1992, PL 102-569, 29 U.S.C. § 701 et seq.

Rehabilitation Act of 1973, PL 93-112, 29 U.S.C. § 701 et seq.

OSERS Transition Model:

Bridges from School to Work



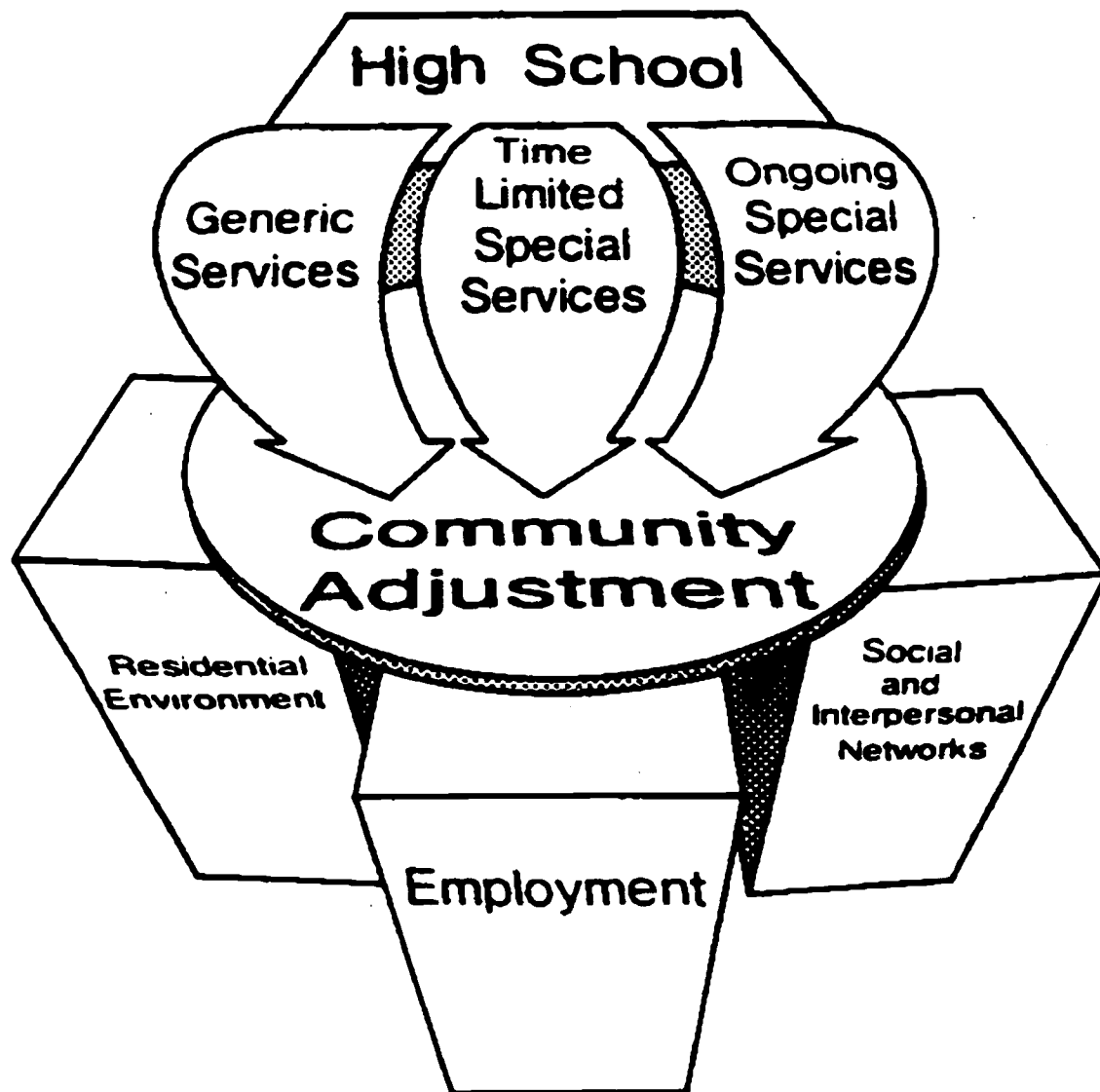
SOURCE: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Transition from School to Life

Features of OSERS Transition Model

- Focus is primarily on employment outcomes
- School activities and experiences must be linked to adult employment
- Describes 3 “bridges” or categories of services that students might utilize
- Emphasis is on intensity and duration of support required

Halpern's Revised Model of Transition



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Features of Halpern's Revised Model

- Established living successfully in one's community as the primary goal of transition services

- Established three dimensions of community adjustment
 - ▼ residential or independent living
 - ▼ employment
 - ▼ social and interpersonal networks

- Based on premise that problems or deficiencies in one dimension threaten the success in other dimensions

- Adapted and retained the three general types of services initially proposed by Will (1984)

Recommendations from Research Literature

Transition Practices and Number of Times Cited (N = 49)

- | | |
|--|---|
| <ul style="list-style-type: none">• vocational training (23)• parent involvement (22)• interagency collaboration (24)• social skills training (13)• paid work experience (12)• individualized planning (17)• interdisciplinary transition• teams (14)• follow-up employment• services (12)• inclusive educational placement (10)• community-based instruction (12)• vocational assessment (10) | <ul style="list-style-type: none">• community-referenced curricula (10)• identification of desired vocational, residential, & social outcomes (9)• daily living skills training (8)• IEP includes transition statements & goals (8)• career education curricula (8)• employability skills training (5)• formal interagency agreements (6)• early transition planning (6)• academic skill training (6) |
|--|---|

Kohler, P. D. (1993). Best practices in transition: Substantiated or implied? *Career Development for Exceptional Individuals*, 16, 107-121.

Findings from the NLTS

Findings were examined for the effects of:

- Time spent in regular education
- Vocational education coursework
- Work experience

Definition of terms:

- Employment
 - ▼ paid competitive job outside the home (does not include sheltered, supported, or volunteer work)
- Residential Independence
 - ▼ living alone, with a spouse or roommate, in a college dormitory, or in military housing (not as a dependent).
- Community Participation (three dimensions)
 - ▼ engagement in work or education-related activities outside of the home
 - ▼ residential arrangements
 - ▼ social activities
- Vocational Education—Survey Course
 - ▼ courses that sampled a number of vocational education content areas
- Vocational Education—Concentration
 - ▼ taking four or more classes within a single vocational education content area

Findings from the NLTS

Effects of Time Spent in Regular Education

- Time spent in general education classrooms was positively related to employment and community participation
 - ▼ Students who spent more time in regular education classrooms were more likely to be fully participating in the community, particularly students with physical disabilities and students with mild and severe disabilities
- Time spent in regular education was positively related to a residential independence for youth with mild disabilities
- Time spent in regular education was positively related to postsecondary vocational enrollment for youth with mild disabilities
- Youth who spent more time in regular education had higher earnings

Effects of Vocational Education Coursework

- Students who took either survey or concentrated coursework in vocational education:
 - ▼ were less likely to drop out of school
 - ▼ were more likely to be competitively employed
 - ▼ were more likely to achieve full community participation
 - ▼ earned higher wages.
- The largest effects were for persons with mild disabilities.
- Vocational concentration was related to larger incomes than no vocational education or unrelated vocational education (i.e., survey) classes
- Vocational concentration had a greater effect on wages than survey courses
 - ▼ These students had average annual earnings of approximately \$6,200 more than nonvocational or prevocational students.
- Students taking survey courses earned nearly \$4,000 more per year than students who took no vocational courses.

Findings from the NLTS

Effects of Work Experience

- Previous studies looking at work experience have found that work experience is one of the strongest predictors of post-school employment.
- In all likelihood results are similar to vocational education results.
- Results of work experience in the NLTS tended to be confounded with vocational education results.
- NLTS found the most significant effects to be for students with physical disabilities:
 - ▼ more likely to find employment
 - ▼ estimated to earn \$4,200 more than peers not in work experience
 - ▼ results are similar but somewhat smaller for youth with mild disabilities

—Wagner, M., Blackorby, J., Cameto, R., & Newman, L. (1993). *What makes a difference? Influences on postschool outcomes of youth with disabilities. The third comprehensive report from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, CA: SRI International.

Taxonomy for Transition Programming

Founding Principles

- Established on the premise that *all* secondary education is education for transition
- Views transition programming as the basis for all secondary education rather than as an additional activity or requirement
- Operationalizes a *transition perspective of education*:
 - ▼ identification of post-school goals based upon student abilities, needs, interests, and preferences
 - ▼ development of instructional activities and educational experiences to prepare students for their post-school goals
 - ▼ collaboration and cooperation among a variety of individuals, *including the student*, working together to identify and develop the goals and activities

Development of the *Taxonomy*

- The research and evaluation literature were reviewed to identify practices that worked.
- Exemplary transition program studies were analyzed to identify “exemplary” practices.
- Model transition program reports were analyzed to identify practices that worked.
- A conceptual model was developed by transition stakeholders from across the United States that represented a stakeholder “concept map” of participants’ perceptions of the transition practices.

Components of the *Taxonomy*

The Taxonomy for Transition Programming:

- Is a compilation of explicit secondary transition education practices that promote the transition of youth with disabilities from school to adult life

- Presents a conceptual framework of secondary transition education practices

- Organizes secondary transition education practices into five categories:
 1. Student-focused planning

 2. Student development

 3. Interagency and interdisciplinary collaboration

 4. Family involvement

 5. Program structure and attributes

Transition Practices Self-Assessment

Reflect on your awareness of practices included in the *Taxonomy for Transition Programming*. Using the knowledge-level scale provided, rate your knowledge of each item.

| ITEM | KNOWLEDGE RATING SCALE | | |
|---|------------------------|----------------|--------------|
| | Extensive Knowledge | Some Knowledge | No Knowledge |
| Student-centered planning approaches | 3 | 2 | 1 |
| Strategies for facilitating active student involvement in their IEP development | 3 | 2 | 1 |
| Approaches for developing students' self-determination | 3 | 2 | 1 |
| Employer-identified skills | 3 | 2 | 1 |
| Effective occupational skill training strategies | 3 | 2 | 1 |
| Transition-related community service providers | 3 | 2 | 1 |
| Community-level transition planning strategies | 3 | 2 | 1 |
| Parent involvement strategies | 3 | 2 | 1 |
| Parent roles in transition planning | 3 | 2 | 1 |
| Parent perspectives in transition planning | 3 | 2 | 1 |
| Stakeholder responsibilities for transition-focused education | 3 | 2 | 1 |
| Elements of effective transition "programs" | 3 | 2 | 1 |
| Outcome-oriented individual education programs | 3 | 2 | 1 |
| Family-friendly policies | 3 | 2 | 1 |

Reference Sources and Internet Resources

REFERENCES:

Brolin, D.E. (1997). *Life centered career education: A competency-based approach* (5th ed.). Reston, VA: Council for Exceptional Children.

Clark, G.M., & Kolstoe, O.P. (1995). *Career development and transition for adolescents with disabilities* (2nd ed.). Boston: Allyn & Bacon.

Frank, A.R., Sitlington, P.L., Cooper, L., & Cool, V. (1990). Adult adjustment of recent graduates of Iowa mental disabilities programs. *Education and Training in Mental Retardation*, 25(1), 62-75.

Halpern, A. (1985). Transition: A look at the foundations. *Exceptional Children*, 51(6), 479-486.

Halpern, A. (1990). A methodological review of follow-up and follow-along studies tracking school leavers from special education. *Career Development for Exceptional Children*, 13(1), 13-27.

Hasazi, S.B., Gordon, L.B., & Roe, C.A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. *Exceptional Children*, 51(6), 455-469.

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Storms, J., DeStefano, L., & O'Leary, E., Eds. (1996, January). *Individuals with disabilities education act: Transition requirements. A guide for states, districts, schools, and families*. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials, Oklahoma State University (see also: <http://interact.uoregon.edu/wrrc/Products/wrrctransition.html>).

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Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.

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The William T. Grant Foundation. (1988, November). *The forgotten half: Pathways to success for America's youth and young families*. Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. *Dropout Rates in the United States: 1994* (based on the October Current Population Surveys). Washington, DC: Author.

INTERNET RESOURCES:

U.S. Department of Justice Americans with Disabilities Act, ADA HOME PAGE.
URL: <http://www.usdoj.gov/crt/ada/adahom1.htm>

The U.S. Equal Employment Opportunity Commission, The Rehabilitation Act of 1973, Sections 501 and 505.
URL: <http://www.eeoc.gov/laws/rehab.html>

The U.S. Equal Employment Opportunity Commission, The Americans with Disabilities Act of 1990, Titles I and V.
URL: <http://www.eeoc.gov/laws/ada.html>

Americans with Disabilities Act Document Center.
URL: <http://janweb.icdi.wvu.edu/kinder/>

The Americans with Disabilities Act Information.
URL: http://www.waisman.wisc.edu/~rowley/sb-kids/sb_ada.htm

Project Enable Dir #19 - Americans with Disabilities Act.
URL: <http://www.icdi.wvu.edu/files/file19.htm>

Project Enable Dir #20 - Rehabilitation Act of 1973-1992
URL: <http://www.icdi.wvu.edu/files/file20.htm>

Individuals with Disabilities Education Act: Transition Requirements: A Guide For States, Districts, Schools, And Families.
URL: <http://interact.uoregon.edu/wrrc//wrrc.html>

Reference Sources and Internet Resources

The Individuals with Disabilities Education Act (IDEA) Amendments of 1995.

URL: <http://www.ed.gov/IDEA/>

EDLAW, Inc.

URL: <http://www.edlaw.net/edlawinc/edlawinc.htm>

Individuals with Disabilities Education Act ("IDEA") -- full text of statute and regulations.

URL: <http://www.edlaw.net/public/contents.htm>

The School-to-Work Internet Gateway.

URL: <http://www.stw.ed.gov/>

National Transition Alliance for Youth with Disabilities Home Page.

URL: <http://www.dssc.org/nta/>

National Transition Network Home Page.

URL: <http://mail.ici.coled.umn.edu/ntn/>

Transition Research Institute At Illinois.

URL: <http://www.ed.uiuc.edu/sped/tri/institute.html>

SRI International, The National Longitudinal Transition Study.

URL: <http://www.sri.com/policy/cehs/nlts/nltssum.html>

U.S. Department of Education, National Center for Education Statistics Web Page,

<http://www.ed.gov/NCES/>.

Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|--|
| a. _____ Special educator b. _____ Vocational educator c. _____ General educator d. _____ Paraeducator e. _____ School administrator f. _____ Other education service provider (e.g., OT, PT, counselor) | g. _____ Community service provider (specify) _____ h. _____ Community agency administrator i. _____ Parent j. _____ Advocate k. _____ Other (specify) _____ |
|---|--|
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
 If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

1 2 3 4 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

| | Circle One | | | | |
|---|------------|---|---|---|---|
| 10. The workshop helped increase my awareness of student outcomes. | 1 | 2 | 3 | 4 | 5 |
| 11. The workshop activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition-related legislation. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. This workshop helped expand my perception of transition. | 1 | 2 | 3 | 4 | 5 |
| 16. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 17. The workshop helped increase my awareness of transition models. | 1 | 2 | 3 | 4 | 5 |
| 18. This workshop helped increase my general knowledge about transition issues. | 1 | 2 | 3 | 4 | 5 |
| 19. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 20. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

21. What were the strengths of this workshop? _____

22. What changes would you recommend in the workshop? _____

23. List the 3 most important things you learned during this workshop.

24. List 1 thing that you plan to implement as a result of this workshop.

Workshop 2

Student-Focused Planning

PURPOSE: The purpose of this workshop is to increase participants' awareness of specific strategies to develop quality educational and transitional plans and to effectively include students in the development of their plans. Development of educational and transitional plans that meet the unique needs of individual students is central to quality transition programming. The individual planning document provides a statement of the outcomes a student needs to achieve and a plan for how the student can achieve those outcomes. Active involvement in the planning process by students, parents, educators, support staff, and adult agency personnel is critical to the development of effective educational and transitional plans that meet individual student needs. A key concept in student-focused planning is self-determination. Educational and transitional planning should promote self-determination both through the process used to develop the plan and through the content that is included in the plan.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart
- Handouts and overheads included for this workshop
- Video playback unit
- *The Self-Directed IEP* video, available from: Sopris West Publishers
1140 Boston Avenue
Longmont, CO 80501
800-547-6747

ADVANCE PREPARATION:

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametags as they enter.
- Order the video.

OBJECTIVES:

Following participation in this workshop, participants will be able to:

- State the requirements in the Individuals with Disabilities Education Act related to Individualized Education Plans, including the provisions for transition planning.
- Describe how sound transition planning can result in more effective educational programs.
- Describe the importance of sound assessment results to effective education and transition planning.
- Describe strategies for promoting active student involvement in education and transition planning.
- Discuss the importance of active parent involvement in education and transition planning.
- Describe how effective student-focused planning should be conducted.

- Prepare for and lead a transition planning meeting that has a high level of student involvement.

REFERENCE SOURCES:

- Field, S., & Hoffman, A. (1996). *Steps to self-determination*. Austin, TX: Pro-Ed.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A practical guide for teaching self-determination*. Reston, VA: Council for Exceptional Children.
- Individuals with Disabilities Education Act of 1990 (IDEA), PL 101-476.
- Individuals with Disabilities Education Act Amendments of 1997 (IDEA), PL 105-17.
- Martin, J.E., Huber Marshall, L., Maxson, L.L., & Jerman, P. (1996). *ChoiceMaker: The self-directed IEP*. Longmont, CO: Sopris West.
- McGahee-Kovac, M. (1995). *A student's guide to the IEP*. Washington, DC: National Information Center on Handicapped Children and Youth.
- Sitlington, P.L., Neubert, P., Begun, W. Lombard, R., & LeConte, P. (1996). *Assess for success*. Reston, VA: The Council for Exceptional Children.
- Storms, J., DeStefano, L., & O'Leary, E. (1996). *Individuals with disabilities education act: Transition requirements*. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials.
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- VanReusen, A.K., Bos, C.S., Schumaker, J.B., & Deshler, D.D. (1994). *The self-advocacy strategy*. Lawrence, KS: Edge Enterprises.
- Wehmeyer, M.L. (1992). Self-determination and the education of students with mental retardation. *Education and Training in Mental Retardation*, 27, 302-314.
- West, L.L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R.J., & Sarkees-Wircenski, M. (1999). *Integrating transition planning into the IEP process, Second Edition*. Reston, VA: The Council for Exceptional Children.

AGENDA:

- 8:30 - 9:30 Introduction
- Workshop Overview
 - Basic Guidelines for Student-Focused Planning
- 9:30 - 10:30 A Good Plan Begins with Good Assessment Information
- 10:30 - 10:45 Break
- 10:45 - 12:00 Active Student Involvement Is at the Heart of Quality Transition Planning
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Parents Are Important Team Members
- 2:00 - 2:15 Break
- 2:15 - 3:00 Practice Makes Perfect
- Case Study
 - Summary
 - Evaluation

Introduction

Basic Guidelines for Student-Focused Planning

.....

PURPOSE:

- To acquaint participants with federal requirements related to education and transition planning for youth with disabilities.
- To help participants identify the most effective student-focused planning practices.

MATERIALS:

Overheads:

- O-2-1.1 Agenda
- O-2-1.2 *Taxonomy for Transition Programming*
- O-2-1.3 Thinking about Transition
- O-2-1.4 Questions about Transition Experiences
- O-2-1.5 Transition Services Defined
- O-2-1.6 Transition Services IEP Requirements: Individuals with Disabilities Education Act
- O-2-1.7 Student Involvement
- O-2-1.8 Parent Involvement
- O-2-1.9 Agency Involvement

Handouts:

- Master Taxonomy Handout: Student-Focused Planning
- H-2-1.1 Student Focused Planning
- H-2-1.2 Agenda
- H-2-1.3 Thinking about Transition
- H-2-1.4 Questions about Transition Experiences
- H-2-1.5 Transition Services Defined
- H-2-1.6 Transition Services IEP Requirements: Individuals with Disabilities Education Act
- H-2-1.7 IDEA Transition Requirements

EQUIPMENT:

- Overhead projector and screen

TIME: 60 minutes

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CONTENT:

1. Introduction

15 minutes

- Review the purpose and objectives of the workshop with participants (H-2-1.1: Student-Focused Planning-Overview)
- Review workshop agenda (O-2-1.1: Agenda) and refer participants to the corresponding handout (H-2-1.2).
- If appropriate and desired, ask participants to introduce themselves to each other.
- Review logistical information (e.g., refreshments, restrooms etc.)
- Explain to participants that this workshop is one of a series that presents information about transition practices included in the *Taxonomy for Transition Programming* (Kohler, 1996). The taxonomy includes practices that have been identified as effective in improving the post-school outcomes of students with disabilities.

The student-focused planning category organizes practices into three areas:

- IEP Development
- Student Participation
- Planning Strategies

The workshop today will present information relevant to these three areas.

- Review the student-focused planning practices on O-2-1.2: *Taxonomy for Transition Programming*, and refer participants to the Master *Taxonomy* Handout.

Note: The complete *Taxonomy for Transition Programming* model should be provided to participants as a handout. It is identified and included as the "Master Taxonomy Handout" in the Overview section of this notebook. The overheads used in this section and the discussion focus on specific pages of the Master Handout. The entire model is provided to illustrate how the taxonomy is organized and the relationship of each component as part of the whole. The trainer will need to draw participants' attention to the specific pages in the *Taxonomy* that match the overheads.

2. Activity: Transition Exercise

20 minutes

- Display O-2-1.3: Thinking about Transition
- Ask participants to complete H-2-1.3: Thinking about Transition. Ask them to think about a time they were going through a major transition (e.g., graduating from high school, starting their first job, getting married, moving, having a child,

getting divorced, changing jobs) and to vividly recall that situation: where they were, what they were feeling, etc. As they think about their transition, they should record their reflections. Ask volunteers to share their responses with the group.

- After responses have been shared, state back to participants what you hear as the major themes in their responses. Typical themes include:
 - feelings of fear, anxiety, anticipation, and excitement
 - a need for support, understanding, encouragement and, sometimes, resources from family and friends
 - a need for information, listening, guidance, and clarifying from professionals
 - a need to have control—to not be “second-guessed” or told what to do
- Display O-2-1.4: Questions About Transition Experiences and ask participants to independently answer the questions on handout H-2-1.4 about transition planning related to their transition experience. After they have answered the questions independently, ask volunteers to share their answers in the large group. Lead a discussion around the participants’ responses to the questions. Pull out the major themes from the responses and discuss the implications of those responses for transition planning.

Examples of major themes include:

- A planning process was used. It was done informally and/or mentally rather than having formal meetings or written documents.
- The key person in the process (i.e., the participant) would have chaired the meeting.
- Close friends or family members often are selected to participate in planning.

3. The IDEA requirements for transition

25 minutes

- Inform participants that over the years people have come to recognize that we need to take a more deliberate approach to transition planning to ensure that we set meaningful goals and develop activities aligned with those goals. Both the Individuals with Disabilities Education Act and the Rehabilitation Act Amendments require specific activities related to transition planning. These legislative mandates provide more structure than what we probably experienced in our own transition we discussed earlier.
- Display:
 - O-2-1.5 Transition Services Defined
 - O-2-1.6 Transition Services IEP Requirements: Individuals with Disabilities Education Act
 - O-2-1.7 Student Involvement

- O-2-1.8 Parent Involvement
- O-2-1.9 Agency Involvement

- Refer participants to their handouts:
 - H-2-1.5 Transition Services Defined
 - H-2-1.6 Transition Services IEP Requirements: Individuals with Disabilities Education Act
 - H-2-1.7 IDEA Transition Requirements

- Review information on overheads and handouts related to legislative requirements for transition planning. Answer questions as they arise. (Note: It is assumed that participants are familiar with IDEA requirements related to other provisions of Individualized Education Plans. If they are not, this information should be reviewed as well.)

A Good Plan Begins with Good Assessment Information

.....

PURPOSE:

- To acquaint participants with the uses of assessment in transition planning.
- To help participants become familiar with assessment strategies and resources for transition planning.

MATERIALS:

Overheads

- O-2-2.1 Purposes of Assessment in Student-Focused Planning
- O-2-2.2 Transition Planning Inventory
- O-2-2.3 Transition Planning Inventory Case Study

Handouts

- H-2-2.1 Purposes of Assessment in Student-Focused Planning
- H-2-2.2 Assessment in Transition Planning
- H-2-2.3 Transition Planning Inventory (TPI)
- H-2-2.4 TPI Case Study

EQUIPMENT:

- Overhead projector and screen
- Flip chart

TIME: 60 minutes

CONTENT:

1. Purposes of Assessment *10 minutes*
 - Discuss purposes of assessment in student-focused transition planning (O-2-2.1: Purposes of Assessment in Student-Focused Planning) and refer participants to the corresponding handout (H-2-2.1)
 - Ask participants to consider why assessment is important in transition planning. Summarize participant comments using O-2-2.1: Purposes of Assessment in Student-Focused Planning. Write in any additional purposes of assessment identified by the group.

2. Activity: Assessment in Transition Planning *20 minutes*
 - Refer participants to H-2-2.2: Assessment in Transition Planning.
 - Using H-2-2.2 ask participants to individually reflect on their own experiences of transition they discussed earlier this morning and the ways assessment information was (or would have been) useful during those experiences. After they have spent a few minutes reflecting individually, ask them to discuss their responses in pairs to generate any additional ideas. Participants should spend about 10 minutes in their pairs or groups.
 - Lead a large-group discussion around the following questions. Use the flip chart to note key points from the discussion.
 - Which ways did you find assessment was or would have been useful in your transition?
 - How many of you identified a need for traditional assessment information, such as standardized tests?
 - How many of you identified a need for assessment that would typically be considered nontraditional?
 - As the person experiencing the transition, what do you think your role should have been in (a) deciding the type of information that needed to be collected and (b) actually collecting the assessment data? What kind of help did you need from others in collecting and reviewing assessment information?

3. Review of a Transition Assessment Screening Inventory *30 minutes*
 - Using O-2-2.2: Transition Planning Inventory and corresponding handout (H-2-2.3), point out the main features of the Transition Planning Inventory.
 - Next, review and discuss the case study information for Jimmy P's transition screening assessment using the TPI instrument (O-2-2.3 and H-2-2.4). The

TPI was selected as an example because it illustrates many of the issues that occur in transition-related assessment. It also provides an example of one tool that can be used in the transition assessment process. [For an in-depth discussion of transition assessment strategies and tools, see Sitlington et al. (1996) *Assess for Success*.]

- During the review and discussion bring out the following points about transition assessment.

—It is important to consider the perspectives of the student, parents, and school personnel when conducting transition assessment. Each of these provides important information about the student's activities and needs.

—Transition assessment and planning areas include, but are not limited to, employment, further education/training, daily living, leisure activities, community participation, health, self-determination, communication, and interpersonal relationships. This is a much broader approach to planning than has typically been considered in more traditional programs. It requires a major shift in the way we think about our roles as teachers.

—When conducting transition assessment, it is important to conduct a broad survey or screening and more specific assessments in selected areas.

—The TPI Case Study provides an excellent example of specific information needs and how assessment information is translated into goals and activities.

4. Break

15 minutes

- Inform participants that you will take a 15 minute break. After that, you will talk about another very important aspect of transition planning — student involvement.

Active Student Involvement Is at the Heart of Quality Transition Planning

.....

PURPOSE:

- To acquaint participants with the importance of student involvement in transition planning.
- To familiarize participants with strategies for promoting student involvement in transition planning.

MATERIALS:

Overheads

- O-2-3.1 The Importance of Student Involvement in Student-Focused Planning
- O-2-3.2 Self-Determination
- O-2-3.3 The Self-Directed IEP
- O-2-3.4 IPLAN
- O-2-3.5 Personal Futures Planning
- O-2-3.6 Creating the Personal Profile
- O-2-3.7 Steps in Personal Futures Planning

Handouts

- H-2-3.1 The Importance of Student Involvement in Student-Focused Planning
- H-2-3.2 Self-Determination
- H-2-3.3 The Self-Directed IEP
- H-2-3.4 IPLAN
- H-2-3.5 Personal Futures Planning
- H-2-3.6 Creating the Personal Profile
- H-2-3.7 Steps in Personal Futures Planning.

Video: *The Self-Directed IEP*

EQUIPMENT:

- Overhead projector and screen
- Flip chart
- Video playback unit

TIME: 75 minutes

CONTENT:

1. Importance of student involvement in student-focused planning *20 minutes*
 - Review information on O-2-3.1: The Importance of Student Involvement in Student-Focused Planning and corresponding handout (H-2-3.1). Lead a discussion with participants around the key points in the overhead.
 - Use the following questions to structure the discussion:
 - What do you think led to the emphasis on student involvement in service planning and provision in the IDEA and rehabilitation legislation?
 - It has been said that “if you get students and parents actively and appropriately involved in the transition planning process, everything else seems to fall into place.” Is this consistent with your experience? How is it similar or different? Would you make any modifications to the statement?
 - Thinking back to the transition experience you described this morning, can you imagine a meeting being held to develop a plan for that transition without your presence or active involvement?
 - If the group is interested in more information on research that supports that student involvement in educational planning leads to more successful student outcomes, the following studies (summarized by Wehmeyer [1992]) can be provided.
 - Koestner, Ryan, Bernieri, and Holt (1984) examined the effect of teacher versus student control in activities on school motivation and engagement in these activities. They constructed three conditions (controlling limits; informational limits; no limits) in which children painted pictures. They found that children in the controlling condition reported less enjoyment from the activity and were less likely to select the activity during a free-choice period.
 - Swann and Pittman (1977) found that elementary-school students' persistence on an initially interesting activity declined when an adult selected the activity.
 - Perlmutter and Monty (1977) showed that students' opportunities to make choices about educational activities improved performance on the activity.
 - Wang and Stiles (1976) found that second-grade students completed more learning tasks in less time if they were allowed to choose the tasks they would work on.

- Realon, Favell, and Lowwerre (1990) found that when individuals with profound levels of mental retardation were allowed to make choices regarding leisure-time activities, the amount of time they spent interacting with the chosen leisure materials increased.
- Schunk (1985) found that children with learning disabilities who participated in setting goals related to mathematics activities showed greater improvement in this area than did students who participated in the same instruction but either had goals selected for them or had no goals identified.

2. Review strategies for promoting student involvement.

20 minutes

- Lead a discussion with participants around the following questions. List key points on overhead or flip chart.

—What does the word “self-determination” mean to you?

—What helps you to be more self-determined?

—What keeps you from being more self-determined?

- Display O-2-3.2: Self-Determination and refer participants to the corresponding handout (H-2-3.2).

Share with participants that, along with the IDEA and rehabilitation legislation, there has been an increased emphasis on research and materials development in the area of self-determination in recent years. Many of these efforts have led to the development of self-determination models that can guide instructional and transition planning interventions, as well as the development of curriculum and assessment materials. One of these models is provided on O-2-3.2: Self-Determination. This model illustrates the types of skills that students need to be more self-determined in the student-focused transition planning process. Review the model of self-determination with the participants.

- Use the following questions to structure the discussion:

—From your own experience in being self-determined, does the model make sense? Are there any skills noted that are not necessary for being self-determined? Are any skills important to self-determination omitted?

—Can you think of transition planning meetings where you observed students demonstrating these skills? Can you think of transition planning meetings where students did not exhibit these skills? What were the effects on student involvement in the transition planning process in each of these instances?

—Which of these skills are currently addressed in instructional efforts in your program? Which are not addressed?

3. Materials that promote student involvement in planning

45 minutes

Three curricular materials designed to promote student self-determination and student involvement in transition planning will be briefly reviewed. In addition to providing participants with an opportunity to examine available materials, this segment of the workshop should also help to acquaint participants with the basic steps of preparing and supporting students to be actively involved in the transition planning process. After completing this section of the workshop, participants should be better prepared to create their own strategies and materials to promote student involvement as well as make informed decisions about materials that will be most useful for their programs.

- *ChoiceMaker Self-Determination Curriculum: Self-Directed IEP* (20 minutes)

—Display and review O-2-3.3: The Self-Directed IEP and refer participants to the corresponding handout (H-2-3.4).

The *Self-Directed IEP* (Martin, Marshall, Maxson, & Jerman, 1996) helps students learn skills to actively participate in or chair their own IEP meetings. The curriculum targets self-determination skills, such as self-awareness, self-evaluation, goal-setting, decision-making, and cooperative meeting behaviors. It focuses on three phases of the IEP process: choosing goals, expressing goals, and taking action. The program includes an instructor's manual, two videos and a pre-post-assessment. The program is aimed at students with mild to moderate learning disabilities, mental retardation, and behavior problems, and can be adapted for students with more severe disabilities.

—Show the video, *The Self-Directed IEP* (17 minutes).

—Lead a brief discussion on the video content, using the following questions to structure the discussion:

- What are your general reactions to the video?
- Have you been in many IEP meetings similar to the meeting portrayed in the video? How have they been similar or different?
- Can you see this process working in your school? What changes would need to take place in your school or classroom to make such a process work?

- *The Self-Advocacy Strategy for Education and Transition Planning* (10 minutes)

—Display and review O-2-3.4: IPLAN and refer participants to the corresponding handout (H-2-3.5).

The Self-Advocacy Strategy (Van Reusen, Bos, Schumaker, & Deshler, 1994) uses the acronym IPLAN to help prepare students to advocate at education and transition conferences. The steps of the IPLAN strategy are intended to help students get organized before the conference and develop techniques to communicate effectively during the conference.

—Use the following questions to structure the discussion:

- Have you used similar mnemonic devices with students to help them remember key points? What has your success been with such strategies?
- Have you used other strategies to help prepare students before an IEP or transition planning conference?
- How do you think your students would react to a strategy like IPLAN?

—Detailed lesson plans for teaching the Self-Advocacy Strategy can be found in Van Reusen, A.K., Bos, C.S., Schumaker, J.B., & Deshler, D.D. (1994). *The Self-Advocacy Strategy for Education and Transition Planning*. Lawrence, KS: Edge Enterprises.

- *Personal Futures Planning* (15 minutes)

—Display and review:

- O-2-3.5 Personal Futures Planning
- O-2-3.6 Creating the Personal Profile
- O-2-3.7 Steps in Personal Futures Planning

—Refer participants to:

- H-2-3.6 Personal Futures Planning
- H-2-3.7 Creating the Personal Profile
- H-2-3.8 Steps in Personal Futures Planning

Personal futures planning (Mount & Zwernik, 1988) is a process used to create a vision for a person's future, as well as a circle of support for that individual. Key people in the individual's life participate in the process and commit to supporting the individual as she or he works to achieve goals. The person for whom the plan is being created plays a central role in the planning process. Personal futures planning was initially developed for persons with developmental disabilities.

—Use the following question to structure the discussion:

- Have you ever participated in a personal futures planning process? If so, what were the strengths and drawbacks of the process?

- Wrap up the discussion by reminding participants that student involvement in their transition planning is both important and required. Only a few models for involving students were reviewed today. Encourage participants to reflect on the extent to which their students are actively involved and to seek out more information on student involvement strategies.
- Break for lunch.

Parents are Important Team Members

.....

PURPOSE:

- To acquaint participants with the importance of parent involvement in the transition planning process.
- To provide participants with strategies for increasing active parent involvement in transition planning.

MATERIALS:

Overheads

- O-2-4.1 Top Ten Reasons to Involve Parents in Transition Planning

Handouts

- None

EQUIPMENT:

- Overhead projector and screen
- Flip chart

TIME: 60 minutes

CONTENT:

1. Importance of parent involvement in transition planning *15 minutes*
 - Review O-2-4.1: Top Ten Reasons to Involve Parents in Transition Planning beginning with reason #10. (Cover reasons 1-9 as you are discussing #10 and work your way down the list revealing the reasons one at a time).
 - Lead a discussion with participants highlighting key points. Ask participants if they had been developing the list if it would have looked any different. Differences may include that they would have ordered the reasons differently, omitted reasons that were listed or offered other suggestions that were not listed.

2. Strategies to increase parent involvement in transition planning *45 minutes*
 - Identify barriers to parent involvement (10 minutes).
 - Ask the group to identify barriers to active parent involvement in the IEP process. Make a list of the barriers on a flip chart.
 - Brainstorm solutions for parent involvement (20 minutes).
 - Divide the large group into smaller groups of 5-6 participants each. Ask each group to identify 2-3 of the barriers just mentioned that they would like to address. Ask them to brainstorm possible strategies to help overcome the barriers they selected.
 - Conduct a large group discussion about potential solutions (15 minutes).
 - Ask each of the small groups to report back to the large group on their work. Compile the strategies developed by the small groups to develop a list of strategies for promoting parent involvement in transition planning.

Practice Makes Perfect

.....

PURPOSE:

- To provide participants with an opportunity to apply knowledge of student-focused transition planning.
- To gather feedback from participants.

MATERIALS:

Overheads

- None

Handouts

- H-2-5.1 Student-Focused Planning--Case Study
- H-2-5.2 Workshop Evaluation

EQUIPMENT:

- Flip chart

TIME: 45 minutes

CONTENT:

1. Activity *30 minutes*
 - Ask participants to complete H-2-5.1: “Student-Focused Planning—Case Study” in small groups. Allow approximately 15 minutes for work in the small groups.
 - After the small groups have completed the activity, ask each group to give a brief report back to the larger group (10 minutes).
 - Summarize key points made by the groups about the factors involved in creating a successful student-focused planning process (5 minutes).

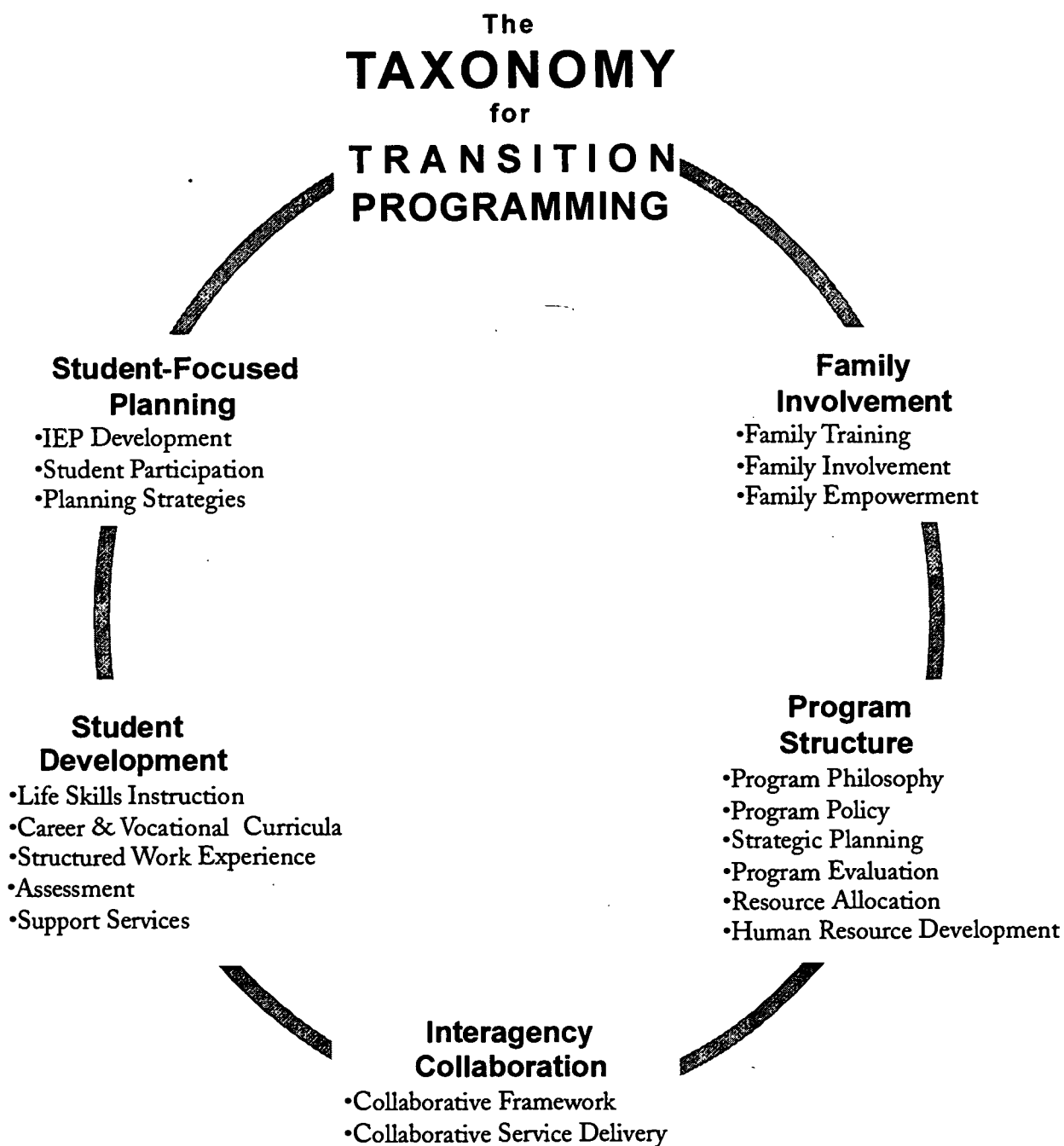
2. Summary *15 minutes*
 - Ask participants to think about specific things they learned today and things that they plan to do when they return to their school to implement what they learned.
— Ask volunteers to share these ideas with the large group.
 - Ask participants to complete H-2-5.2: Workshop Evaluation and turn it in before leaving.

Workshop 2

Agenda

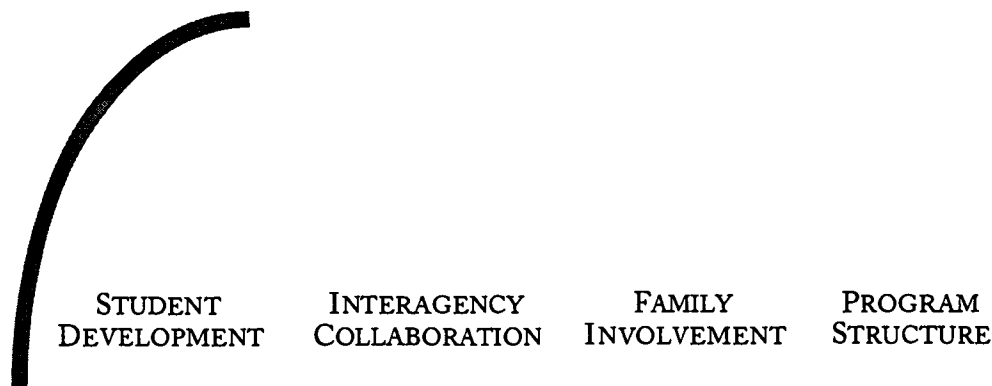
- | | | | |
|-------|---|-------|---|
| 8:30 | – | 9:30 | Introduction and Basic Guidelines for Student-Focused Planning |
| 9:30 | – | 10:30 | A Good Plan Begins With Good Assessment Information |
| 10:30 | – | 10:45 | Break |
| 10:45 | – | 12:00 | Active Student Involvement Is At The Heart Of Quality Transition Planning |
| 12:00 | – | 1:00 | Lunch |
| 1:00 | – | 2:00 | Parents Are Important Team Members |
| 2:00 | – | 2:15 | Break |
| 2:15 | – | 3:00 | Practice Makes Perfect |

Taxonomy for Transition Programming



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois. (Reprinted with permission.)

Taxonomy for Transition Programming



STUDENT-FOCUSED PLANNING

IEP Development

- Options identified for each outcome area or goal
- Post-secondary education or training goals and objectives specified in the IEP
- Vocational goals and objectives specified
- Community-related and residential goals and objectives specified (e.g., voting)
- Recreation and leisure goals and objectives specified
- Educational program corresponds to specific goals
- Goals are measurable
- Personal needs are addressed in planning (e.g., financial, medical, guardianship)
- Specific goals and objectives result from consumer choices
- Progress or attainment of goals is reviewed annually
- Responsibility of participants or agencies specified
- Evaluation of participant fulfillment of responsibilities

Student Participation

- Planning team includes student, family members, and school and participating agency personnel
- Assessment information is used as basis for planning
- Transition-focused planning begins no later than age 14
- Meeting time adequate to conduct planning
- Preparation time adequate to conduct planning
- Planning meeting time and place conducive to student and family participation
- Accommodations made for communication needs (e.g., interpreters)
- Referral to adult service provider(s) occurs prior to student's exit from school
- Planning team leader identified

Taxonomy for Transition Programming

Planning Strategies

- Self-determination facilitated within the planning process
- Planning decisions driven by student and family
- Planning process is student-centered
- Student involvement in decision making
- Documentation of student interests and preferences
- IEP involvement training for students
- Career counseling services provided to student
- Student self-evaluation of process

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)

Thinking About Transition

1. Think back (or currently) to a major life transition. Identify the transition.
2. What were you feeling during that transition?
3. What were the factors that helped you deal effectively with the transition?
4. What prepared you for dealing with the transition?
5. What hindered you or blocked you from dealing effectively with the transition?

Thinking About Transition

6. What kind of support did you need from your family and friends?

7. What kind of support did you need from people who were paid to help you?

8. How did the transition affect those around you? What kind of support was helpful, or would have been helpful for them?

Questions About Transition Experiences

Consider these questions about the transition experiences you just identified.

1. Would it have been helpful to have a planning process for the transition?
2. If so, how would you have gone about it? Who would have been on the planning team and what would their roles have been?
3. What would your plan look like? Would it have goals, objectives, timelines, responsibilities? What areas would it cover?
4. How would you develop the plan? Would you hold a meeting? If so, when and where would you meet? What would happen at the meeting?

Transition Services Defined

The Individuals with Disabilities Education Act and the Rehabilitation Act Amendments defined Transition Services:

Transition services are a coordinated set of activities for a student, based on the individual student's needs and designed within an outcome-oriented process, that promotes movement from school to post-school activities, including

- postsecondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation.

Transition Services Defined

The coordinated set of activities shall be based on the individual student's needs, take into account the student's preferences and interests, and include

- instruction
- community experiences
- development of employment and other post-school adult living objectives, and
- if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services IEP Requirements: Individuals with Disabilities Education Act

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).

Transition Services IEP Requirements: Individuals with Disabilities Education Act

2. The IEP for each student, beginning at age 16 (or younger, if determined appropriate by the IEP Team), must include a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or needed linkages.

3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

Student Involvement

IDEA requires:

If a purpose of the IEP meeting is to consider transition services for a student, the public agency shall invite the student. If the student does not attend, the school shall take other steps to ensure that the student's preferences and interests are taken into account.

Parent Involvement

IDEA requires:

Parents must be notified if the purpose of the IEP meeting is to consider transition services. The notice must (a) indicate the purpose, (b) indicate that the agency will invite the students, and (c) identify any other agency that will be invited to send a representative.

Agency Involvement

IDEA requires:

Schools must invite representatives of any agencies that are likely to provide or pay for transition services to attend IEP meetings where transition is being discussed.

Examples of adult agencies that might be involved in transition services include rehabilitation agencies, supported employment providers, and social services agencies.

Purposes of Assessment in Student-Focused Planning

- Provides a basis for planning
- Provides information to evaluate student progress
- Provides information that can be used to evaluate program effectiveness

Transition Planning Inventory*

Overview

- The TPI was developed as a formal assessment tool to use with students with disabilities in individualized educational planning.

- It focuses on major areas of transition planning, including
 - employment
 - further education/training
 - daily living
 - leisure activities
 - community participation
 - health
 - self-determination
 - communication
 - interpersonal relationships

Transition Planning Inventory*

Overview (continued)

- The perspectives of the student, the school, and the home are surveyed in each of the above areas. The three perspectives are then recorded on a profile and used to develop planning notes for the IEP/ITP conference. The profile is used to help make determinations about the need for further assessment and to develop transition goals.

*Source: Clark, G.M. & Patton, J.R. (1997). *Transition Planning Inventory*. Austin, TX: ProEd. (for further information contact ProEd at 8700 Shoal Creek Blvd., Austin, TX. 78757-6897, 512/451-3246). Used with permission.

Transition Planning Inventory Case Study

Case Study 1—Jimmy P.

| Section V. Profile | | | | | | |
|---|--|--|--|-------------------------------------|---------------|---|
| Planning Areas | School Rating | Home Rating | Student Rating | Knowledge/Skills Goals | Linkage Goals | |
| EMPLOYMENT | Strongly Disagree NA 0 1 2 3 4 5 DK | Strongly Disagree NA 0 1 2 3 4 5 DK | Strongly Disagree NA 0 1 2 3 4 5 DK | Strongly Agree NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 1. knows job requirements and demands | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 2. makes informed choices | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 3. knows how to get a job | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 4. demonstrates general job skills and work attitude | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 5. has specific job skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | ✓ |
| FURTHER EDUCATION/TRAINING | | | | | | |
| 6. knows how to gain entry into community employment training | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 7. knows how to gain entry into GED program | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 8. knows how to gain entry into vocational/technical school | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 9. knows how to gain entry into college or university | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 10. can succeed in a postsecondary program | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| DAILY LIVING | | | | | | |
| 11. maintains personal grooming and hygiene | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 12. knows how to locate place to live | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 13. knows how to set up living arrangement | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 14. performs everyday household tasks | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 15. manages own money | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 16. uses local transportation systems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| LEISURE ACTIVITIES | | | | | | |
| 17. performs indoor activities | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 18. performs outdoor activities | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 19. uses settings that offer entertainment | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| COMMUNITY PARTICIPATION | | | | | | |
| 20. knows basic legal rights | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 21. participates as an active citizen | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 22. makes legal decisions | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 23. locates community services and resources | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 24. uses services and resources successfully | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 25. knows how to obtain financial assistance | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |

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Figure 3.6. Jimmy P.'s TPI Profile.

Transition Planning Inventory Case Study

| | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------------|
| HEALTH | | | | | | ✓ ✓ ✓ ✓ ✓ ✓ ✓ |
| 26. maintains good physical health | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 27. addresses physical problems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 28. maintains good mental health | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 29. addresses mental health problems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 30. knows about reproduction | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 31. makes informed choices regarding sexual behavior | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| SELF-DETERMINATION | | | | | | ✓ |
| 32. recognizes and accepts own strengths and limitations | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 33. expresses feelings and ideas appropriately | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 34. expresses feelings and ideas confidently | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 35. sets personal goals | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 36. makes personal decisions | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| COMMUNICATION | | | | | | ✓ ✓ ✓ ✓ |
| 37. has needed speaking skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 38. has needed listening skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 39. has needed reading skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 40. has needed writing skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| INTERPERSONAL RELATIONSHIPS | | | | | | ✓ ✓ |
| 41. gets along well with family members | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 42. demonstrates knowledge and skills of parenting | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 43. establishes and maintains friendships | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 44. displays appropriate social behavior in variety of settings | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 45. demonstrates skills for getting along with coworkers | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| 46. demonstrates skills for getting along with supervisor | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | 0 1 2 3 4 5 DK |
| ADDITIONAL PLANNING AREAS | | | | | | |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

Figure 3.6. Continued.

Transition Planning Inventory Case Study

| Section VI. Further Assessment Recommendations | | | | | | | | | | |
|---|---|----------------------------|---------------------------|--|---|------------------------------|------------------------------------|---|--|--|
| Type of Assessment | Specific Transition Needs | | | | | | | | | |
| | Awareness of own occupational interests | Skills in money management | Knowledge of legal rights | Knowledge and decision-making in sexuality | Awareness of own strengths and disability | Reading and listening skills | Social behavior at school and work | | | |
| • Observations | | | X | | | | | | | |
| • Interviews | X | | | X | | | | | | |
| • Checklists/Rating Scales | | X | | | X | | | X | | |
| • Curriculum-Based Assessments | | X | X | X | X | X | | X | | |
| • Functional Vocational Evaluation | X | | | | | | | | | |
| • Standardized or Nonstandardized Tests or Inventories: | | | | | | | | | | |
| <u>COPS</u> | X | | | | | | | | | |
| <u>Brigance Employability Skills Inventory</u> | | | | | | | X | | | |
| <u>Valpar</u> | | | | | | | | | | |
| • Medical Examination | | | | | X | | | | | |
| • Hearing Evaluation | | | | | X | | | | | |
| • Vision Evaluation | | | | | X | | | | | |
| • Speech-Language Evaluation | | | | | | | | | | |
| • Assistive Technology Evaluation | | | | | | | | | | |
| • Other: | | | | | | | | | | |
| _____ | | | | | | | | | | |
| _____ | | | | | | | | | | |
| _____ | | | | | | | | | | |

Figure 3.7. Jimmy P.'s TPI Further Assessment Recommendations.

Transition Planning Inventory Case Study

Planning Notes Form

Student's Name Jimmy P.

Date _____

| Domain | Instructional Goals (Skills and Knowledge) | Linkage Activities (Services and Supports) |
|----------------------------|--|--|
| Employment | <i>J.P. needs goals on developing occupational awareness and increasing knowledge base of job requirements.</i> | <i>Refer J.P. for testing with the COPS in the Career Guidance Office. Request functional vocational evaluation with VALPAR system from vocational rehabilitation counselor.</i> |
| Further Education/Training | <i>J.P. needs a goal related to postsecondary training options.</i> | <i>Contact JTPA counselor for information on employment training after graduation. Set up meeting with J.P.'s parents and counselor.</i> |
| Daily Living | <i>J.P. needs intensive instruction on a range of daily living skills in home living and using local transportation.</i> | |
| Leisure Activities | | |
| Community Participation | <i>J.P. needs goals and objectives on knowledge of basic rights, ways to participate as a citizen, resource agencies for assistance, locating and using community resources.</i> | <i>J.P. and parents need to consult with the state's protection and advocacy agency on issues of self-advocacy, adult competency, and guardianship determination. Guardianship needs to be determined by age 18.</i> |

Figure 3.8. Planning Notes for Jimmy P.

Transition Planning Inventory Case Study

Planning Notes Form (Continued)

| Domain | Instructional Goals (Skills and Knowledge) | Linkage Activities (Services and Supports) |
|-----------------------------|---|---|
| Health | <i>J.P. needs goals and objectives for maintaining good physical and mental health and dealing with problems when they arise. He needs goals on learning about health problems related to being overweight. J.P. needs instruction on awareness of sexuality issues, and making informed choices about sexual behavior.</i> | <i>Call local mental health office to get appointment for J.P.'s parents to discuss their concerns about J.P.'s lack of awareness of how to deal with his feelings about his weight and appearance.</i> |
| Self-Determination | <i>J.P. needs goals and objectives related to self-understanding, self-determination, being assertive appropriately and confidently, setting realistic personal goals, and making personal decisions.</i> | |
| Communication | <i>J.P. needs goals and objectives related to skills in oral expression, listening, functional reading, and functional writing.</i> | |
| Interpersonal Relationships | <i>J.P. needs goals and objectives related to making and keeping friends and behaving age-appropriately at school and in the community.</i> | |
| Other: | | |

Figure 3.8. Continued.

Transition Planning Inventory Case Study

Individual Transition Plan

Student Profile

Individualized Transition Plan

Student's Name Jimmy P.
First M.I. Last

Birthdate 10/14/77 School Washington H.S.

Student's ID No. _____ ITP Conference Date _____

.....

Participants

| Name | Position |
|----------------|------------------------------|
| <u>Jimmy P</u> | <u>Student</u> |
| <u>Mrs. P</u> | <u>Parent</u> |
| <u>Ms. A</u> | <u>Resource Room Teacher</u> |
| <u>Mr. S</u> | <u>Guidance Counselor</u> |
| <u>Mr. B</u> | <u>Employer</u> |
| _____ | _____ |
| _____ | _____ |

Figure 3.9. Individual Transition Plan for Jimmy P.

Transition Planning Inventory Case Study

Individual Transition Plan

| I. Career and Economic Self-Sufficiency | |
|---|---|
| 1. Employment Goal | To select an occupational area and learn the requirements of that area. |
| Level of present performance | Jimmy has no real sense of direction in occupational choice. |
| Steps needed to accomplish goal | Jimmy will enroll in the occupational exploration class and participate in at least three job shadowing experiences by 1/96. |
| Date of completion | 1/96 |
| Person(s) responsible for implementation | Jimmy and Ms. A (Resource teacher) |
| 2. Vocational Education/Training Goal | Jimmy will continue in community work experience and begin learning what postsecondary programs are available and how to apply. |
| Level of present performance | Jimmy's current work experience is progressing well. He has some problems in remembering directions. Jimmy does not know how to locate or get into any post-secondary training programs. |
| Steps needed to accomplish goal | 1. Jimmy will obtain information on three postsecondary programs in his area by 1/96. 2. Jimmy will develop a strategy for remembering directions at work and show a 50% increase in memory tasks by 5/96. |
| Date of completion | (1) 1/96. (2) 5/96. |
| Person(s) responsible for implementation | Jimmy and Mr. B (employer) Jimmy and Mr. S (guidance counselor) |
| 3. Postsecondary Education Goal | NA |
| Level of present performance | BEST COPY AVAILABLE |

Figure 3.9. Continued.

Transition Planning Inventory Case Study

Individual Transition Plan

| | |
|--|---|
| Steps needed to accomplish goal | |
| Date of completion | |
| Person(s) responsible for implementation | |
| 4. Financial/Income Needs Goal | |
| | NA |
| Level of present performance | |
| Steps needed to accomplish goal | |
| Date of completion | |
| Person(s) responsible for implementation | |
| II. Community Integration and Participation | |
| 5. Independent Living Goal | To be able to live independently in the community. |
| Level of present performance | Jimmy's present level of skills and knowledge in finding a place to live, maintaining a residential situation, using money wisely, selecting and preparing food, and care of clothes is inadequate. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will enroll in Home and Family Living course during senior year (1995-96). 2. Individualized instruction on budgeting, maintaining a checking account, and care of clothes will be provided during senior year and monitored at home by Mrs. P. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and Mrs. P |

Figure 3.9. Continued.

Transition Planning Inventory Case Study

Individual Transition Plan

| | |
|---|---|
| 6. Transportation/Mobility Goal | Jimmy will get a bus pass and learn to use the bus system. |
| Level of present performance | Jimmy is totally dependent on parents and others for transportation. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will obtain his bus pass by 9/95. 2. Jimmy will learn how to get to school and his community work experience on the Metro bus and show independent skills by 1/96. |
| Date of completion | (1) 9/95. (2) 1/96. |
| Person(s) responsible for implementation | Jimmy and Resource Room paraprofessional |
| 7. Social Relationships Goal | Jimmy will increase his level of participation in the community and his knowledge of community resources. |
| Level of present performance | Jimmy's level of community participation is extremely limited. He is not familiar with his basic legal rights and does not use public resources such as the post office and public library. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will complete the student workbook, <i>You and the Law</i>, and respond on the posttest with 70% or greater accuracy. 2. Jimmy will be assigned a peer tutor for community-based experiences in learning to use the post office and public library. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and a peer tutor to be named |
| 8. Recreation/Leisure Goal | NA |
| Level of present performance | |
| Steps needed to accomplish goal | |

BEST COPY AVAILABLE

Transition Planning Inventory Case Study

Individual Transition Plan

| | |
|---|--|
| Date of completion | |
| Person(s) responsible for implementation | |
| III. Personal Competence | |
| 9. Health/Safety Goal | Jimmy will assume responsibility for maintaining his weight control diet. |
| Level of present performance | Jimmy is currently 20–25 pounds overweight for his height. He also stays up late frequently watching television and shows fatigue at school. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Resource teacher will assist Jimmy in developing a self-monitoring system for weight control. 2. P.E. teacher will assist Jimmy with an exercise program to participate in during P.E. class. |
| Date of completion | 10/95 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and P.E. teacher |
| 10. Self-Advocacy/Future Planning | |
| Level of present performance | Jimmy's mother and teacher (Ms. A) agree that he does not have a strong sense of self-understanding and that he avoids asserting himself, setting goals, and making decisions. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy's resource teacher will assist him in a self-study using the TPI results and develop with him a weekly and monthly goal planner. 2. Jimmy will satisfactorily complete his goal planner each month of fall semester. |
| Date of completion | 1/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and Mrs. P (mother) |
| IV. Other Competency Areas | |
| 11. Communication Goal | Jimmy will improve his fluency in oral expression, his listening skills, his functional reading vocabulary, and his functional writing skills. |

Figure 3.9. Continued.

Transition Planning Inventory Case Study

Individual Transition Plan

| | |
|---|---|
| Level of present performance | Teacher ratings and Brigance Employability Skills Inventory indicate significant problems in oral expression, listening skills, reading skills, and written expression. |
| Steps needed to accomplish goal | (1) Jimmy will be placed in Personal Communications III for intensive instruction on speaking and listening, functional reading, and functional writing. (2) Six-week curriculum-based assessment results will be monitored to determine continuation in the class with or without additional interventions and support. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Ms. A |
| 12. Interpersonal Relations Goal | |
| | Jimmy will increase his circle of friends and improve age-appropriate behavior at school and in the community. |
| Level of present performance | Teacher and parent observations and school social behavior checklists indicate Jimmy has interpersonal relations problems. |
| Steps needed to accomplish goal | (1) Jimmy will enroll in Interpersonal Relations seminar at school. (2) Jimmy will keep a personal interaction log for each school day and for weekends at home and in the community. (3) Peer tutors will arrange for social skills practice before school and during lunch. (4) Parent will plan social skills practice trips into community. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Mr. S, Jimmy, peer tutor (to be selected), and Mrs. P (parent) |
| Student Career Preference | |
| None stated at this point. | |

Figure 3.9. Continued.

Source: Clark, G.M. & Patton, J.R. (1997). *Transition Planning Inventory*. Austin, TX: ProEd. (for further information contact ProEd at 8700 Shoal Creek Blvd., Austin, TX. 78757-6897, 512/451-3246). Used with permission.

The Importance of Student Involvement in Student-Focused Planning

- Student Success

Numerous research studies show that students who have greater involvement in setting educational goals are more successful in achieving those goals.

- Legislative Requirements

Individuals with Disabilities Education Act

- Students' preferences and interests must be taken into account when planning transition services.
- School districts must include students as participants in their IEP meetings.

The Importance of Student Involvement in Student-Focused Planning

- Legislative Requirements (continued)

Rehabilitation Act Amendments of 1992

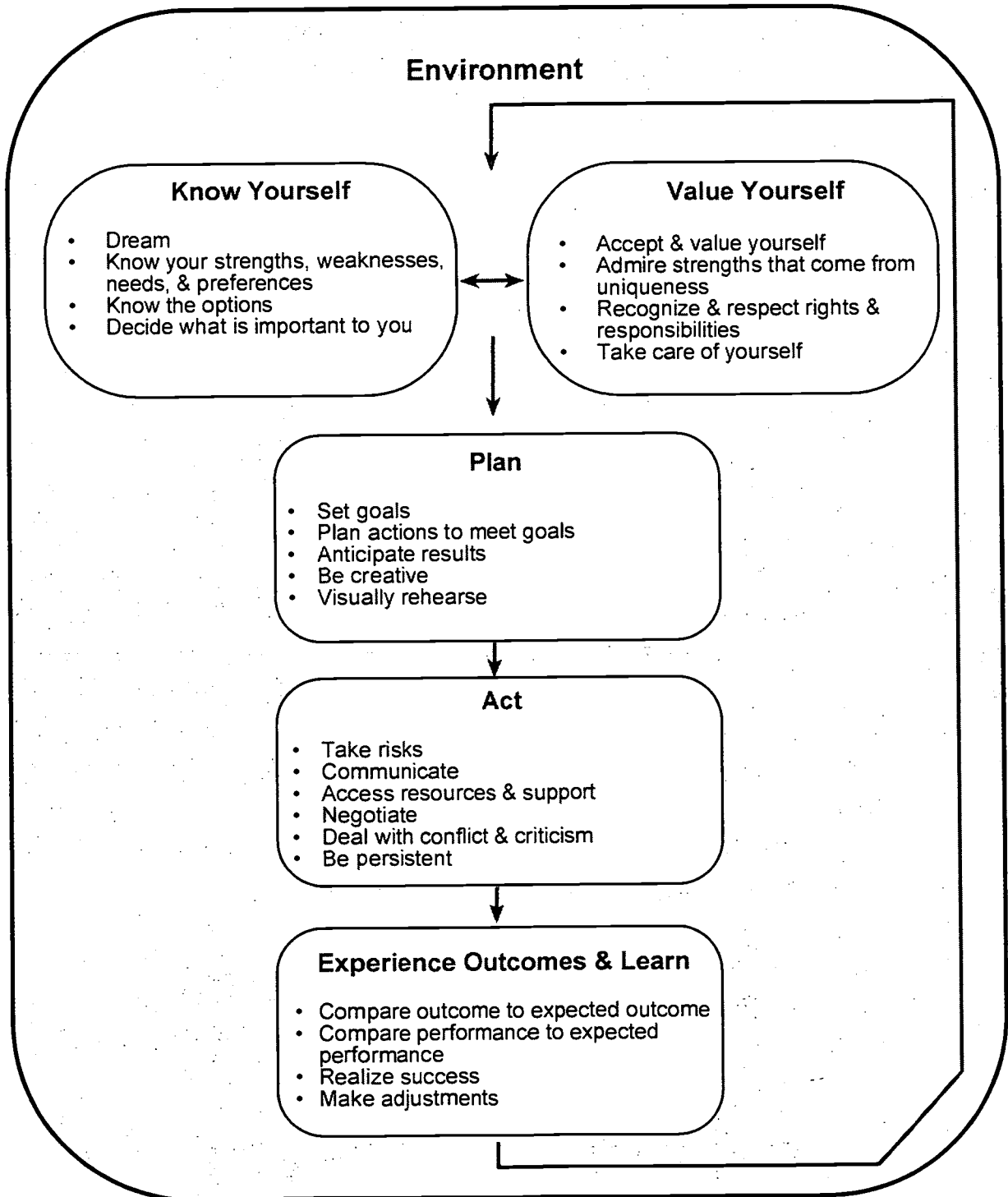
—Disability is a natural part of the human experience and in no way diminishes the right of individuals to

- live independently
- enjoy self-determination
- make choices
- contribute to society
- pursue meaningful careers
- enjoy full inclusion and integration in the economic, political, social cultural, and educational mainstream of American society

—Individuals with disabilities must be active participants in their own rehabilitation programs, including making meaningful and informed choices about the selection of their vocational goals and objectives and the vocational rehabilitation services they receive.

Self-Determination

Self-Determination



The Self-Directed IEP

Instruction is provided for three phases of the IEP process:

1. Choosing goals
2. Expressing goals
3. Taking action

Ten teaching goals and 62 objectives are included in the curriculum.

The curriculum includes a teacher's guide, student materials, videotapes, and assessment materials.

— Martin & Marshall, 1993

Transition from School to Life

IPLAN

The IPLAN strategy is designed to be taught to small groups of students over a one-to two-week period for approximately 45 minutes per day.

Students are taught to use the following five-step strategy in the IEP conference:

“I” - Inventory your strengths, weaknesses you need to improve, goals and interests, and choices for learning.

“P” - Provide your inventory information.

“L” - Listen and respond.

“A” - Ask questions.

“N” - Name your goals.

IPLAN

The five steps form the acronym “IPLAN,” which is used by students to remember the strategy steps.

Bos and VanReusen found that students who received instruction in the IPLAN strategy made an average of 109 contributions during their conferences whereas students who did not receive the instruction averaged only 31 contributions.

—*VanReusen & Bos, 1990*

Transition from School to Life

Personal Futures Planning

- Documents a person's vision
- Helps groups focus on opportunities to
 - develop personal relationships
 - have positive community roles
 - increase control
 - develop skills and abilities
- Provides an ongoing problem-solving process
- Creates a circle of support
- Involves key people in the person's life

Personal Futures Planning

- Based on five essential accomplishments
 1. community presence
 2. community participation
 3. choice
 4. respect
 5. competence

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Creating the Personal Profile

- Records an individual's life
- Developed through a group interview
- Types of information collected:
 1. Basic information
 2. Accomplishments
 3. Preferences and desires
- Organized by “group graphics”—participants are encouraged to display information creatively (e.g., a collage, poster, photographs)
- Sometimes referred to as a “capacity search” or a “treasure hunt”

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Steps in Personal Futures Planning

1. Review the personal profile.
2. Review environmental trends.
3. Find desirable future images.
4. Identify obstacles and opportunities.
5. Identify strategies.
6. Get started.

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Top Ten Reasons to Involve Parents in Transition Planning

1. Whether or not adolescents will admit it, parents are very important in their lives. Students need the involvement and support of their parents as they are planning and preparing for important changes.
2. Just as a change in one element of a mobile will require adjustments in the mobile's other components, any change in the student will necessitate adjustments or changes in other family members to adapt to the student's change.

Top Ten Reasons to Involve Parents in Transition Planning

3. Parents can help encourage active student participation in transition planning meetings.
4. Parents can help students as they prepare for the transition planning process.
5. Parents have knowledge of family and community supports available to help students.

Top Ten Reasons to Involve Parents in Transition Planning

6. If parents support the goals established in the student's transition plan, they are more likely to provide support toward accomplishment of the goals.
7. Parents have knowledge of their sons and daughters that no one else has.
8. Parents are the only members of the transition team, besides the student, who are consistently involved in students' lives over time.

Top Ten Reasons to Involve Parents in Transition Planning

9. Your administrator says you have to comply with the law.
10. The IDEA legislation says you have to involve parents in educational planning.

Workshop 2

Student-Focused Planning

PURPOSE:

The purpose of this workshop is to increase participant's awareness of specific strategies to develop quality educational and transitional plans and to effectively include students in the development of their plan. Development of educational and transitional plans that meet the unique needs of individual students is central to quality transition programming. The individual planning document provides a statement of the outcomes a student needs to achieve and a plan for how the student can achieve those outcomes. Appropriate educational plans must meet the individual needs of each student. Active involvement in the planning process by students, parents, educators, support staff, and adult agency personnel is critical to the development of effective educational and transitional plans that meet individual student needs. A key concept in student-focused planning is self-determination. Educational and transitional planning should promote self-determination both through the process that is used to develop the plan and through the content that is included in the plan.

OBJECTIVES:

Following participation in this session, participants will be able to:

- State the requirements in the Individuals with Disabilities Education Act related to Individualized Education Plans, including the provisions for transition planning.
- State how sound transition planning can result in more effective educational programs.
- Describe the importance of sound assessment results to effective education and transition planning.
- Describe strategies for promoting active student involvement in education and transition planning.
- Describe techniques for encouraging active parent involvement in education and transition planning.
- Describe how effective student-focused planning should be conducted.
- Prepare for and lead a transition planning meeting that has a high level of student involvement.

Agenda

- | | |
|---------------|---|
| 8:30 – 9:30 | Introduction and basic guidelines for student-focused planning |
| 9:30 – 10:30 | A good plan begins with good assessment information |
| 10:30 – 10:45 | Break |
| 10:45 – 12:00 | Active student involvement is at the heart of quality transition planning |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:00 | Parents are important team members |
| 2:00 – 2:15 | Break |
| 2:15 – 3:00 | Practice makes perfect |

Thinking About Transition

1. Think back (or currently) to a major life transition. Identify the transition.
2. What were you feeling during that transition?
3. What were the factors that helped you deal effectively with the transition?
4. What prepared you for dealing with the transition?
5. What hindered you or blocked you from dealing effectively with the transition?
6. What kind of support did you need from your family and friends?
7. What kind of support did you need from people who were paid to help you?
8. How did the transition affect those around you? What kind of support was helpful, or would have been helpful for them?

Questions About Transition Experiences

Consider these questions about the transition experiences you just identified.

1. Would it have been helpful to have a planning process for the transition?
2. If so, how would you have gone about it? Who would have been on the planning team and what would their roles have been?
3. What would your plan look like? Would it have goals, objectives, timelines, responsibilities? What areas would it cover?
4. How would you develop the plan? Would you hold a meeting? If so, when and where would you meet? What would happen at the meeting?

Transition Services Defined

The Individuals with Disabilities Education Act and the Rehabilitation Act Amendments defined transition services:

Transition services are a coordinated set of activities for a student, based on the individual student's needs and designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based on the individual student's needs, take into account the student's preferences and interests, and include instruction, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services IEP Requirements: Individuals with Disabilities Education Act

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).
2. The IEP for each student, beginning at age 16 (or younger, if determined appropriate by the IEP Team), must include a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or needed linkages.
3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

Transition from School to Life

IDEA Transition Requirements

Student Involvement

If a purpose of the IEP meeting is to consider transition services for a student, the public agency shall invite the student. If the student does not attend, the school shall take other steps to ensure that the student's preferences and interests are taken into account.

Parent Involvement

Parents must be notified if the purpose of the IEP meeting is to consider transition services. The notice must (a) indicate the purpose, (b) indicate that the agency will invite the students, and (c) identify any other agency that will be invited to send a representative.

Agency Involvement

Schools must invite representatives of any agencies that are likely to provide or pay for transition services to attend IEP meetings where transition is being discussed. Examples of adult agencies that might be involved in transition services include rehabilitation agencies, supported employment providers, and social services agencies.

Purposes of Assessment in Student-Focused Planning

- Provides a basis for planning
- Provides information to evaluate student progress
- Provides information that can be used to evaluate program effectiveness

Assessment in Transition Planning

Think about the transition experience you reflected on earlier this morning and consider the following questions:

- What kind of information did you use to decide what you wanted to accomplish as you moved through the transition?
- Would it have been helpful to have additional information on which to base your decisions? If so, what?
- Did you monitor your progress as you negotiated the transition? Was there information that told you were “on track” or “off course”? If so, what?
- How did you know when you had successfully completed the transition? What kind of information did you use?
- Is there information that you didn’t have that would have been helpful for monitoring or evaluating your progress?

Transition Planning Inventory (TPI)*

Overview

—The TPI was developed as a formal assessment tool to use with students with disabilities in individualized educational planning.

—It focuses on major areas of transition planning, including

- employment
- further education/training
- daily living
- leisure activities
- community participation
- health
- self-determination
- communication
- interpersonal relationships

—The perspectives of the student, the school and the home are surveyed in each of the above areas. The three perspectives are then recorded on a profile and used to develop planning notes for the IEP/ITP conference. The profile is used to help make determinations about the need for further assessment and to develop transition goals.

*Source: Clark, G.M. & Patton, J.R. (1997). *Transition Planning Inventory*. Austin, TX: ProEd. (for further information contact ProEd at 8700 Shoal Creek Blvd., Austin, TX. 78757-6897, 512/451-3246)

TPI Case Study

Case Study 1—Jimmy P.

| Section V. Profile | | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|------------------------|---------------|
| Planning Areas | School Rating | | Home Rating | | Student Rating | Knowledge/Skills Goals | Linkage Goals |
| | Strongly Disagree | Strongly Agree | Strongly Disagree | Strongly Agree | | | |
| EMPLOYMENT | | | | | | | |
| 1. knows job requirements and demands | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 2. makes informed choices | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 3. knows how to get a job | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 4. demonstrates general job skills and work attitude | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | ✓ |
| 5. has specific job skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| FURTHER EDUCATION/TRAINING | | | | | | | |
| 6. knows how to gain entry into community employment training | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 7. knows how to gain entry into GED program | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 8. knows how to gain entry into vocational/technical school | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 9. knows how to gain entry into college or university | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 10. can succeed in a postsecondary program | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| DAILY LIVING | | | | | | | |
| 11. maintains personal grooming and hygiene | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 12. knows how to locate place to live | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 13. knows how to set up living arrangement | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 14. performs everyday household tasks | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 15. manages own money | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | |
| 16. uses local transportation systems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| LEISURE ACTIVITIES | | | | | | | |
| 17. performs indoor activities. | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 18. performs outdoor activities | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 19. uses settings that offer entertainment | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| COMMUNITY PARTICIPATION | | | | | | | |
| 20. knows basic legal rights | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 21. participates as an active citizen | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 22. makes legal decisions | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ | ✓ |
| 23. locates community services and resources | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 24. uses services and resources successfully | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |
| 25. knows how to obtain financial assistance | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | | |

TPI Case Study

| | | | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| HEALTH | | | | | | | | |
| 26. maintains good physical health | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 27. addresses physical problems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 28. maintains good mental health | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 29. addresses mental health problems | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 30. knows about reproduction | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 31. makes informed choices regarding sexual behavior | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| SELF-DETERMINATION | | | | | | | | |
| 32. recognizes and accepts own strengths and limitations | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 33. expresses feelings and ideas appropriately | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 34. expresses feelings and ideas confidently | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 35. sets personal goals | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 36. makes personal decisions | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| COMMUNICATION | | | | | | | | |
| 37. has needed speaking skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 38. has needed listening skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 39. has needed reading skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 40. has needed writing skills | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| INTERPERSONAL RELATIONSHIPS | | | | | | | | |
| 41. gets along well with family members | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 42. demonstrates knowledge and skills of parenting | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 43. establishes and maintains friendships | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 44. displays appropriate social behavior in variety of settings | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 45. demonstrates skills for getting along with coworkers | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| 46. demonstrates skills for getting along with supervisor | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | NA 0 1 2 3 4 5 DK | ✓ |
| ADDITIONAL PLANNING AREAS | | | | | | | | |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | |
| | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | |

TPI Case Study

| Section VI. Further Assessment Recommendations | | | | | | | | | | |
|---|---|----------------------------|---------------------------|--|---|------------------------------|------------------------------------|---|--|--|
| Type of Assessment | Specific Transition Needs | | | | | | | | | |
| | Awareness of own occupational interests | Skills in money management | Knowledge of legal rights | Knowledge and decision-making in sexuality | Awareness of own strengths and disability | Reading and listening skills | Social behavior at school and work | | | |
| • Observations | | | X | | | | | | | |
| • Interviews | X | | | X | | | | | | |
| • Checklists/Rating Scales | | X | | | X | | | X | | |
| • Curriculum-Based Assessments | | X | X | X | X | X | X | | | |
| • Functional Vocational Evaluation | X | | | | | | | | | |
| • Standardized or Nonstandardized Tests or Inventories: | | | | | | | | | | |
| COPS | X | | | | | | | | | |
| Brigance Employability Skills Inventory | | | | | | X | | | | |
| Valpar | | | | | | | | | | |
| • Medical Examination | | | | X | | | | | | |
| • Hearing Evaluation | | | | X | | | | | | |
| • Vision Evaluation | | | | X | | | | | | |
| • Speech-Language Evaluation | | | | | | | | | | |
| • Assistive Technology Evaluation | | | | | | | | | | |
| • Other: | | | | | | | | | | |
| _____ | | | | | | | | | | |
| _____ | | | | | | | | | | |
| _____ | | | | | | | | | | |

Figure 3.7. Jimmy P.'s TPI Further Assessment Recommendations.

TPI Case Study

Planning Notes Form

Student's Name Jimmy P.

Date _____

| Domain | Instructional Goals (Skills and Knowledge) | Linkage Activities (Services and Supports) |
|----------------------------|---|---|
| Employment | J.P. needs goals on developing occupational awareness and increasing knowledge base of job requirements. | Refer J.P. for testing with the COPS in the Career Guidance Office. Request functional vocational evaluation with VALPAR system from vocational rehabilitation counselor. |
| Further Education/Training | J.P. needs a goal related to postsecondary training options. | Contact JTPA counselor for information on employment training after graduation. Set up meeting with J.P.'s parents and counselor. |
| Daily Living | J.P. needs intensive instruction on a range of daily living skills in home living and using local transportation. | |
| Leisure Activities | | |
| Community Participation | J.P. needs goals and objectives on knowledge of basic rights, ways to participate as a citizen, resource agencies for assistance, locating and using community resources. | J.P. and parents need to consult with the state's protection and advocacy agency on issues of self-advocacy, adult competency, and guardianship determination. Guardianship needs to be determined by age 18. |

Figure 3.8. Planning Notes for Jimmy P.

TPI Case Study

Planning Notes Form (Continued)

| Domain | Instructional Goals (Skills and Knowledge) | Linkage Activities (Services and Supports) |
|-----------------------------|--|--|
| Health | J.P. needs goals and objectives for maintaining good physical and mental health and dealing with problems when they arise. He needs goals on learning about health problems related to being overweight. J.P. needs instruction on awareness of sexuality issues, and making informed choices about sexual behavior. | Call local mental health office to get appointment for J.P.'s parents to discuss their concerns about J.P.'s lack of awareness of how to deal with his feelings about his weight and appearance. |
| Self-Determination | J.P. needs goals and objectives related to self-understanding, self-determination, being assertive appropriately and confidently, setting realistic personal goals, and making personal decisions. | |
| Communication | J.P. needs goals and objectives related to skills in oral expression, listening, functional reading, and functional writing. | |
| Interpersonal Relationships | J.P. needs goals and objectives related to making and keeping friends and behaving age-appropriately at school and in the community. | |
| Other: | | |

Figure 3.8. Continued.

TPI Case Study

Individual Transition Plan

Student Profile

Individualized Transition Plan

Student's Name Jimmy P.
First M.I. Last

Birthdate 10/14/77 School Washington H.S.

Student's ID No. _____ ITP Conference Date _____

Participants

| Name | Position |
|-----------------|------------------------------|
| <u>Jimmy P.</u> | <u>Student</u> |
| <u>Mrs. P.</u> | <u>Parent</u> |
| <u>Ms. A.</u> | <u>Resource Room Teacher</u> |
| <u>Mr. S.</u> | <u>Guidance Counselor</u> |
| <u>Mr. B.</u> | <u>Employer</u> |
| _____ | _____ |
| _____ | _____ |

Figure 3.9. Individual Transition Plan for Jimmy P.

TPI Case Study

Individual Transition Plan

| I. Career and Economic Self-Sufficiency | |
|---|---|
| 1. Employment Goal | To select an occupational area and learn the requirements of that area. |
| Level of present performance | Jimmy has no real sense of direction in occupational choice. |
| Steps needed to accomplish goal | Jimmy will enroll in the occupational exploration class and participate in at least three job shadowing experiences by 1/96. |
| Date of completion | 1/96 |
| Person(s) responsible for implementation | Jimmy and Ms. A (Resource teacher) |
| 2. Vocational Education/Training Goal | |
| | Jimmy will continue in community work experience and begin learning what postsecondary programs are available and how to apply. |
| Level of present performance | Jimmy's current work experience is progressing well. He has some problems in remembering directions. Jimmy does not know how to locate or get into any post-secondary training programs. |
| Steps needed to accomplish goal | 1. Jimmy will obtain information on three postsecondary programs in his area by 1/96. 2. Jimmy will develop a strategy for remembering directions at work and show a 50% increase in memory tasks by 5/96. |
| Date of completion | (1) 1/96. (2) 5/96. |
| Person(s) responsible for implementation | Jimmy and Mr. B (employer) Jimmy and Mr. S (guidance counselor) |
| 3. Postsecondary Education Goal | |
| | NA |
| Level of present performance | |

Figure 3.9. Continued.

TPI Case Study

Individual Transition Plan

| | |
|--|---|
| Steps needed to accomplish goal | |
| Date of completion | |
| Person(s) responsible for implementation | |
| 4. Financial/Income Needs Goal | |
| | NA |
| Level of present performance | |
| Steps needed to accomplish goal | |
| Date of completion | |
| Person(s) responsible for implementation | |
| II. Community Integration and Participation | |
| 5. Independent Living Goal | To be able to live independently in the community. |
| Level of present performance | Jimmy's present level of skills and knowledge in finding a place to live, maintaining a residential situation, using money wisely, selecting and preparing food, and care of clothes is inadequate. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will enroll in Home and Family Living course during senior year (1995-96). 2. Individualized instruction on budgeting, maintaining a checking account, and care of clothes will be provided during senior year and monitored at home by Mrs. P. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and Mrs. P |

Figure 3.9. Continued.

TPI Case Study

Individual Transition Plan

| | |
|---|---|
| 6. Transportation/Mobility Goal | Jimmy will get a bus pass and learn to use the bus system. |
| Level of present performance | Jimmy is totally dependent on parents and others for transportation. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will obtain his bus pass by 9/95. 2. Jimmy will learn how to get to school and his community work experience on the Metro bus and show independent skills by 1/96. |
| Date of completion | (1) 9/95. (2) 1/96. |
| Person(s) responsible for implementation | Jimmy and Resource Room paraprofessional |
| 7. Social Relationships Goal | Jimmy will increase his level of participation in the community and his knowledge of community resources. |
| Level of present performance | Jimmy's level of community participation is extremely limited. He is not familiar with his basic legal rights and does not use public resources such as the post office and public library. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy will complete the student workbook, <i>You and the Law</i>, and respond on the posttest with 70% or greater accuracy. 2. Jimmy will be assigned a peer tutor for community-based experiences in learning to use the post office and public library. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and a peer tutor to be named |
| 8. Recreation/Leisure Goal | NA |
| Level of present performance | |
| Steps needed to accomplish goal | |

Figure 3.9. Continued.

TPI Case Study

Individual Transition Plan

| | |
|---|--|
| Date of completion | |
| Person(s) responsible for implementation | |
| III. Personal Competence | |
| 9. Health/Safety Goal | Jimmy will assume responsibility for maintaining his weight control diet. |
| Level of present performance | Jimmy is currently 20-25 pounds overweight for his height. He also stays up late frequently watching television and shows fatigue at school. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Resource teacher will assist Jimmy in developing a self-monitoring system for weight control. 2. P.E. teacher will assist Jimmy with an exercise program to participate in during P.E. class. |
| Date of completion | 10/95 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and P.E. teacher |
| 10. Self-Advocacy/Future Planning | Jimmy will assume more responsibility for demonstrating self-awareness, assertiveness, and goal setting. |
| Level of present performance | Jimmy's mother and teacher (Ms. A) agree that he does not have a strong sense of self-understanding and that he avoids asserting himself, setting goals, and making decisions. |
| Steps needed to accomplish goal | <ol style="list-style-type: none"> 1. Jimmy's resource teacher will assist him in a self-study using the TPI results and develop with him a weekly and monthly goal planner. 2. Jimmy will satisfactorily complete his goal planner each month of fall semester. |
| Date of completion | 1/96 |
| Person(s) responsible for implementation | Jimmy, Ms. A, and Mrs. P (mother) |
| IV. Other Competency Areas | |
| 11. Communication Goal | Jimmy will improve his fluency in oral expression, his listening skills, his functional reading vocabulary, and his functional writing skills. |

Figure 3.9. Continued.

TPI Case Study

Individual Transition Plan

| | |
|---|---|
| Level of present performance | Teacher ratings and Brigance Employability Skills Inventory indicate significant problems in oral expression, listening skills, reading skills, and written expression. |
| Steps needed to accomplish goal | (1) Jimmy will be placed in Personal Communications III for intensive instruction on speaking and listening, functional reading, and functional writing. (2) Six-week curriculum-based assessment results will be monitored to determine continuation in the class with or without additional interventions and support. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Ms. A |
| 12. Interpersonal Relations Goal | |
| | Jimmy will increase his circle of friends and improve age-appropriate behavior at school and in the community. |
| Level of present performance | Teacher and parent observations and school social behavior checklists indicate Jimmy has interpersonal relations problems. |
| Steps needed to accomplish goal | (1) Jimmy will enroll in Interpersonal Relations seminar at school. (2) Jimmy will keep a personal interaction log for each school day and for weekends at home and in the community. (3) Peer tutors will arrange for social skills practice before school and during lunch. (4) Parent will plan social skills practice trips into community. |
| Date of completion | 5/96 |
| Person(s) responsible for implementation | Mr. S, Jimmy, peer tutor (to be selected), and Mrs. P (parent) |
| Student Career Preference | |
| None stated at this point. | |
| BEST COPY AVAILABLE | |

Figure 3.9. Continued.

Source: Clark, G.M. & Patton, J.R. (1997). *Transition Planning Inventory*. Austin, TX: ProEd. (for further information contact ProEd at 8700 Shoal Creek Blvd., Austin, TX. 78757-6897, 512/451-3246). Used with permission.

The Importance of Student Involvement in Student-Focused Planning

- **Student Success**

Numerous research studies show that students who have greater involvement in setting educational goals are more successful in achieving those goals.

- **Legislative Requirements**

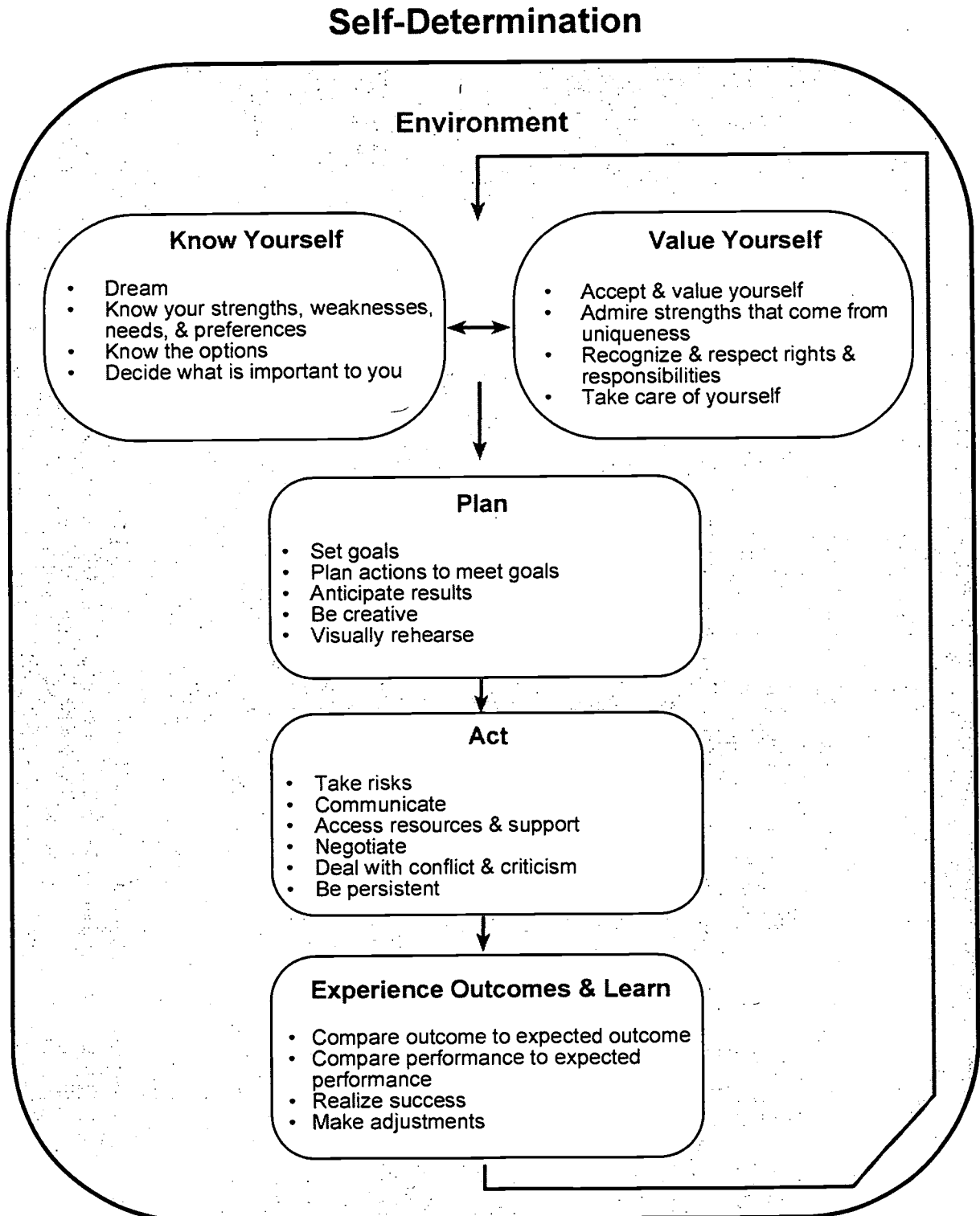
Individuals with Disabilities Education Act

- Students' preferences and interests must be taken into account when planning transition services.
- School districts must include students as participants in their IEP meetings.

Rehabilitation Act Amendments of 1992

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to
 - live independently
 - enjoy self-determination
 - make choices
 - contribute to society
 - pursue meaningful careers
 - enjoy full inclusion and integration in the economic, political, social cultural, and educational mainstream of American society
- Individuals with disabilities must be active participants in their own rehabilitation programs, including making meaningful and informed choices about the selection of their vocational goals and objectives and the vocational rehabilitation services they receive.

Self-Determination



From: Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169. (Reprinted with permission.)

The Self-Directed IEP

Instruction is provided for three phases of the IEP process:

- (1) Choosing goals
- (2) Expressing goals
- (3) Taking action

Ten teaching goals and 62 objectives are included in the curriculum.

The curriculum includes a teacher's guide, student materials, videotapes, and assessment materials.

—Martin & Marshall, 1993

Transition from School to Life

IPLAN

The IPLAN strategy is designed to be taught to small groups of students over a one- to two-week period for approximately 45 minutes per day.

Students are taught to use the following five-step strategy in the IEP conference:

- “I” - Inventory your strengths, weaknesses you need to improve, goals and interests, and choices for learning.
- “P” - Provide your inventory information.
- “L” - Listen and respond.
- “A” - Ask questions.
- “N” - Name your goals.

The five steps form the acronym “IPLAN,” which is used by students to remember the strategy steps.

Bos and VanReusen found that students who received instruction in the IPLAN strategy made an average of 109 contributions during their conferences whereas students who did not receive the instruction averaged only 31 contributions.

—VanReusen & Bos, 1990

Transition from School to Life

Personal Futures Planning

- Documents a person's vision
- Helps groups focus on opportunities to
 - develop personal relationships
 - have positive community roles
 - increase control
 - develop skills and abilities
- Provides an ongoing problem-solving process
- Creates a circle of support
- Involves key people in the person's life
- Based on five essential accomplishments
 - 1) community presence
 - 2) community participation
 - 3) choice
 - 4) respect
 - 5) competence

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Creating the Personal Profile

- Records an individual's life
- Developed through a group interview
- Types of information collected:
 - 1) Basic information
 - 2) Accomplishments
 - 3) Preferences and desires
- Organized by “group graphics”—participants are encouraged to display information creatively (e.g., a collage, poster, photographs)
- Sometimes referred to as a “capacity search” or a “treasure hunt”

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Steps in Personal Futures Planning

- 1) Review the personal profile.
- 2) Review environmental trends.
- 3) Find desirable future images.
- 4) Identify obstacles and opportunities.
- 5) Identify strategies.
- 6) Get started.

SOURCE: Mount, B., & Zwernik, K. (1988). *It's never too early, It's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Council on Developmental Disabilities.

Student-Focused Planning — *Case Study*

Susan Rogers is a sophomore at Berkeley High School. She is somewhat shy, but otherwise has strong social and communication skills. She receives resource room support for two periods each day. She receives special education services under the learning disability classification. Her math skills are at grade level, but her reading level is at about sixth grade. Her most difficult classes are language arts and social studies. The classes she enjoys most are photography and geometry. Susan is a member of the photography and the ski clubs at her school.

Susan has held a part-time job at McDonald's for the past year. Although she likes the job, she is not enthused about it. Her supervisor has given her good evaluations and her attendance and punctuality are excellent. He also rates her highly on following directions and cooperating with co-workers. However, he states that she does not take initiative in completing tasks.

Susan currently lives at home with her mother, stepfather, and brother. Her parents have attended all previous IEP meetings, but Susan has attended only one previous meeting.

Susan has expressed ambivalence about what she wants to do following high school. She has stated that she might live at home and take classes at the local community college. However, she is not sure what she would like to study. She has thought about doing something in the area of photography, but she is unclear about what kinds of opportunities there might be in that field. Her mother is adamant about wanting her to “do something” after high school. She doesn't want her working at McDonald's the rest of her life, but isn't sure what Susan would like to do.

Susan's annual IEP meeting is approaching, during which goals and objectives for her junior year will be identified.

Review the background information provided on Susan Rogers, the student for whom you are planning an IEP meeting, and respond to each of the following questions:

1. What is the purpose of this IEP meeting?
2. With respect to Susan, what specific information might she provide at the meeting?
3. What might you do in advance to help Susan prepare for the meeting so that she would be more comfortable in her role?
4. What indicators might you look for by which you could measure Susan's involvement in the meeting.

Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|--|
| a. _____ Special educator | g. _____ Community service provider (specify) _____ |
| b. _____ Vocational educator | h. _____ Community agency administrator |
| c. _____ General educator | i. _____ Parent |
| d. _____ Paraeducator | j. _____ Advocate |
| e. _____ School administrator | k. _____ Other (specify) _____ |
| f. _____ Other education service provider (e.g., OT, PT, counselor) | _____ |
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

| | | | | |
|-------------------|----------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

| | Circle One | | | | |
|--|------------|---|---|---|---|
| 10. The material covered was relevant to the identified objectives. | 1 | 2 | 3 | 4 | 5 |
| 11. The activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 16. The overheads were easy to read. | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 18. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

19. What were the strengths of this workshop? _____

20. What changes would you recommend in the workshop? _____

21. List the 3 most important things you learned during this workshop.

22. List 3 things that you plan to implement as a result of this workshop.

Workshop 3

Student Development

PURPOSE: Creating successful transitions requires a coordinated team effort with the student involved as a key member. Development of sound interagency linkages and provision of quality adult services are also key components to creating successful transitions from school to community. However, if students are not properly prepared, i.e, they have not developed the essential skills for adult living and for participating successfully in the transition process, the transition to adulthood will be much more difficult. It is essential that students receive adequate preparation while they are still in school for the transition from school to community. This includes everything from helping students acquire skills they need to successfully perform on the job to helping them develop the ability to advocate for their needs, both in the transition planning process and in community settings. The purpose of this workshop is to help participants become familiar with curriculum and assessment materials, instructional strategies, and support services which help prepare students with disabilities for transition from school to work and community. This workshop helps participants understand how they can help students acquire the knowledge and skills that will provide them with a sound foundation as they make the transition from school to community.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart
- Handouts and overheads included with this workshop

ADVANCE PREPARATION:

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametag as they enter.

OBJECTIVES:

Following participation in this workshop, participants will be able to:

- Discuss uses of assessment.
- Identify issues related to assessment of student abilities.
- List key skills expected of entry level workers.
- Identify issues related to acquisition of skills.
- Discuss the importance of a holistic approach to student development.
- Define the difference between a disability and a handicap.
- Demonstrate skill in designing life skills instruction for general education environments.
- Demonstrate knowledge of legislative requirements related to reasonable accommodation.
- Define and provide examples of reasonable accommodation.

REFERENCE SOURCES:

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Halpern, A.S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.

Hoffman, A. & Field, S. (1995). Promoting self-determination through effective curriculum development. *Intervention in School and Clinic*, 26, 40-43.

Sitlington, P., Neubert, D., LeConte, P., Lombard, R. (1996). *Assess for Success*. Reston, VA: Council for Exceptional Children.

WEBSITES:

<http://www.nichcy.org/>

AGENDA:

- 8:30 – 8:50 Introduction
- Overview
 - Students' Need for Functional Life Skills
- 8:50 – 9:30 Assessing Student Skills
- Importance of assessment
 - Assessment activity
- 9:30 – 10:00 Meaningful Work Is an Essential Component of a Quality Adult Life
- Participants' employment experiences
 - Employer-identified skills
 - Work support skills
- 10:00 – 10:15 Break
- 10:15 - 11:45 Meaningful Work Is an Essential Component of a Quality Adult Life
- Developing job-seeking skills
 - Program components for employment-focused instruction
- 11:45 – 12:45 Lunch
- 12:45 - 2:00 There Is More to Life Than Work
- How do you spend your time?
 - Career education
 - Teaching functional life skills in general education classes
 - Strategies and materials to promote life skills instruction
- 2:00 – 2:15 Break
- 2:15 - 3:00 Building Effective Student Supports
- Reasonable accommodation, disability, and handicap
 - Summary

Introduction

Students' Need for Functional Life Skills

.....

PURPOSE:

- To acquaint participants with the importance of student preparation for transition.
- To introduce participants to the workshop session and to each other.

MATERIALS:

Overheads:

- O-3-1.1 Agenda
- O-3-1.2 *Taxonomy for Transition Programming: Student Development*

Handouts:

- H-3-1.1 Agenda
- H-3-1.2 Workshop Overview
- H-3-1.3 Activity Quiz
- Master *Taxonomy* Handout

EQUIPMENT:

- Overhead projector and screen

TIME: 20 minutes

CONTENT:

1. Introduction *5 minutes*
 - Review the agenda, purpose, and objectives for the workshop (O-3-1.1: Agenda and corresponding handout (H-3-1.1) and H-3-1.2: Workshop Overview)
 - If appropriate and desired, ask participants to introduce themselves to each other.
 - Review logistical information (e.g., refreshments, restrooms etc.)

2. Activity Quiz *10 minutes*
 - Refer participants to H-3-1.3: Activity Quiz
 - Ask participants to complete the Activity Quiz independently.
 - After participants complete the quiz independently, lead a discussion around the following questions:
 - How would you describe the activities included on the Activity Quiz?
 - Do some of the activities appear to be more applied than others?
 - How would you describe the skills needed to do the various activities?
 - What makes a skill functional?
 - Why is it important for students to develop functional life skills to prepare for transition to the community?
 - What activities currently conducted in schools help students acquire functional skills?
 - What activities conducted in schools do not lead to functional skills?
 - What is the relationship between teaching functional life skills and promoting academic skills?
 - Emphasize the following points:
 - A skill is functional if someone else would have to do it for you if you could not perform it yourself.
 - Functional life skills are essential for successful transitions to independent and interdependent living in the community.
 - Promoting functional life skills does not negate the importance of academic skills; functional life skills provide opportunities for practical application of academic skills.

3. Student Development Practices *5 minutes*
 - Review O-3-1.2: *Taxonomy for Transition Programming*, Student Development and refer participants to the Master *Taxonomy* Handout.

Note: The complete *Taxonomy for Transition Programming* model should be provided to participants as a handout. It is identified and included as the "Master *Taxonomy* Handout" in the Workshop Series Overview that appears in the front of this notebook. The overheads used in this section and the discussion focus on specific pages of the Master Handout. The entire model is provided to illustrate how the *Taxonomy* is organized and the relationship of each component as part of the whole. The trainer will need to draw participant's attention to the specific pages in the *Taxonomy* that match the overheads.

- Emphasize the following points:
 - This figure describes the activities identified by research that need to take place to appropriately prepare students for the transition from school to community.
 - Student development is one of several areas that must be addressed to promote or facilitate successful transitions from school to adult life.
 - This category of transition practices focuses on activities that help develop students' skills, including specific functional skills.
 - For the remainder of the day we will talk about different aspects of student development.

Assessing Student Skills

.....

PURPOSE:

- To develop awareness about the purpose and importance of assessment in transition programming.
- To increase awareness of the issues affecting assessment in transition programming.

MATERIALS:

Overheads

- O-3-2.1 Purposes of Assessment

Handouts

- H-3-2.1 Purposes of Assessment
- H-3-2.2 Transition Assessment

EQUIPMENT:

- Overhead projector and screen
- Flip chart and marker(s)

TIME: 40 minutes

CONTENT:

1. Importance of Assessment

10 minutes

- Ask participants why they think student skill assessment is important. Note their responses on a flip chart page or blank overhead page.
- Display O-3-2.1: Purposes of Assessment. Use the items on the overhead to summarize or formalize the points made by participants.
- Use the following questions to structure discussion about assessment practices:
 - How do you currently use assessment information in your schools?
 - What are the factors that make assessment results most useful?
 - When does it seem like assessing student skills is a waste of the student's time or is actually harmful to the student?

2. Assessment Activity

25 minutes

- Ask participants to divide into small groups. Assign each group, or have them choose, one of the following content areas: academic skills, cognitive skills, adaptive behavior, or vocational and employment skills. Ask the group to spend 15 minutes to consider each of the following questions for their content area.
 - Why is assessment of this area important for transition planning?
 - What types of assessment techniques are most appropriate for this type of skill?
 - What are the challenges to accurately assessing student skills in this area?
- Have participants record their responses to the questions on H-3-2.2: Transition Assessment.
- After participants have discussed these questions in their small groups, spend about 10 minutes having them share their responses with the large group. As the groups present their ideas, compile a list of commonalities and differences in assessment across content areas. Use this list to summarize the information.

3. Assessment Materials

5 minutes

- Provide participants with materials for further information about assessment of transition skills. Refer participants to *Assess for Success* by Sitlington et al. (1996) for more detailed information on transition assessment. Also provide the web site address for The National Information Center for Children and Youth with Disabilities where participants can obtain *Vocational Assessment: A Guide for Parents and Professionals #TS6* (<http://www.nichcy.org/pubs/transum/ts6.htm>).
- Conclude this section by reminding participants that assessment information provides a critical link between student skills, educational activities, and student-focused planning. Without good assessment information, it is impossible to develop instructional strategies that result in meaningful post-school outcomes.

Meaningful Work Is an Essential Component of a Quality Adult Life

.....

PURPOSE:

- To develop awareness of the importance of employment preparation to transition success.
- To develop awareness of the range and type of activities needed to prepare students for employment.

MATERIALS:

Overheads

- O-3-3.1 Entry Level Skills
- O-3-3.2 Employers' Most Wanted List
- O-3-3.3 Work Support Skills
- O-3-3.4 Job Seeking Steps
- O-3-3.5 Job Search Strategies
- O-3-3.6 An Ideal Work and Support Skills Program
- O-3-3.7 A Good Work and Support Skills Program

Handouts

- H-3-3.1: Entry Level Skills
- H-3-3.2 Employers' Most Wanted List
- H-3-3.3 Work Support Skills
- H-3-3.4 Job Seeking Steps
- H-3-3.5 An Ideal Work and Support Skills Program
- H-3-3.6 A Good Work and Support Skills Program

EQUIPMENT:

- Overhead projector and screen
- Flip chart and markers (enough for each group of 4-5 participants)

TIME: 2 hours 15 minutes, including a fifteen-minute break

CONTENT:

Inform participants that the next section of the workshop will focus on employment-related skills and behaviors, and on developing strategies for linking students with employment opportunities.

1. Participants' Employment Experiences *10 minutes*

- Display O-3-3.1: Entry Level Skills and refer participants to the corresponding handout (H-3-3.1).
- Ask participants to think back to their first job. Ask them to think about the following questions in relationship to that job.
 - What skills or behaviors helped you be successful on that job?
 - What skills or behaviors detracted from your performance, or got you in trouble, on that job?
- Record responses on the overhead.
- Based on responses from the participants, make a list of “most valuable employee traits” and “most troublesome employee traits” on the flip chart.

2. Employer-Identified Skills *10 minutes*

- Review the information on O-3-3.2: Employers' Most Wanted List and refer participants to the corresponding handout (H-3-3.2).
- Use the following questions to structure discussion:
 - Can you identify any themes that run throughout the list of skills most desired by employers for entry level workers?
 - How are the skills identified by employers similar to the skills listed by you as important for success in entry level jobs? How are they different?
 - What implications does the list of skills desired by employers have for instruction for secondary age students with disabilities?

3. Work Support Skills *10 minutes*

- Display O-3-3.3: Work Support Skills and refer participants to the corresponding handout (H-3-3.3).
 - Indicate that researchers working with individuals with disabilities have also identified specific work *support* skills associated with successful employment. Review the support skills listed on the overhead.
- Use the following question to structure discussion:
 - What are the similarities and differences between the skills identified as “Work Support Skills” and the skills identified as important by employers and by you a few moments ago?

4. Break

15 minutes

Take a 15-minute break and inform participants that when they return you will first talk about job seeking steps and then look at program components for employment-focused instruction.

5. Job Seeking Skills

10 minutes

Remind participants that students need not only specific employment skills, but they need skills associated with finding jobs as well. These skills align with the steps you take to find employment.

- Review O-3-3.4: Job Seeking Steps and refer participants to the corresponding handout (H-3-3.4).
- Display O-3-3.5: Job Search Strategies and ask participants to identify how they found their first jobs. Ask for a show of hands as to how many found their first jobs in each of the following ways. Record the number for each job search method on the flip chart or the overhead.
 - *responding to a help wanted sign*
 - *walking into a business and inquiring*
 - *using the want ads*
 - *through a family member or friend*
 - *through the school*
 - *other*
- Ask participants what implications these responses have for the ways in which we should be teaching students to look for jobs?
 - Have you role-played interviews in your classes before? What have been the strengths and weaknesses of using role plays?
 - Have you ever accompanied a student to an interview? What were the biggest challenges to the student in the interview process?

6. Activity: Strategies for Teaching Job Seeking Skills

25 minutes

- Ask participants to break into groups of 4-5 people. Assign each group to work on one of the three job seeking skill areas (i.e., job search, job application, or job interview). Ask each group to generate a list of the most successful strategies for providing instruction in that skill area and write them on a piece of flip chart paper.
- After participants have completed their lists in the small groups, post the lists for each area and have representative(s) from each group report highlights of the

discussion from their group. Allow participants to work in their small groups for 15 minutes and then give 10 minutes for the large group discussion.

7. Activity: Program Components for Employment-Focused Instruction 50 minutes

- Remind participants that throughout the morning you have talked about a number of practices related to student development that are included in the *Taxonomy for Transition Programming*:

- Collecting and using assessment information
- Teaching employment skills
- Teaching job seeking skills

One of the major challenges that we face is bringing together these practices in our instructional programs. The purpose of this activity is to challenge participants to think about how they can implement such practices in their local context.

- Display O-3-3.6: An Ideal Work and Support Skills Program and refer participants to the corresponding handout (H-3-3.5).
- Ask participants to divide into pairs or small groups. Direct the groups to identify how they might *ideally* address the program issues indicated on this handout. Give participants 20 minutes to develop their ideas.
- Lead a 15 minute discussion around participants' ideas using the following questions:
 - What are the most important features of your ideal programs?
 - What are the barriers that would keep you from implementing your ideal programs?
- As participants identify barriers, list them on the flip chart.
 - Select 2 or 3 of the barriers and ask the group to brainstorm solutions to those barriers. Help participants to see that we often have more influence over the barriers than we think.
 - For barriers that seem insurmountable, ask the group to consider if there are ways they could achieve similar outcomes with a modification of the program element in a way that is more practical.
- Display O-3-3.7: A Good Work and Support Skills Program and refer participants to their corresponding handout (H-3-3.6).
 - Ask participants to think about their programs again in light of the discussion about barriers and to develop ideas for a good program that they might actually begin to develop. Allow 15 minutes for the groups to revise their ideas.
 - Have each group tape their ideal and good program suggestions on the wall and encourage them to review each others during the lunch break.

8. Lunch

60 minutes

Inform participants that after the lunch break you will consider other aspects of student development included in the *Taxonomy*.

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There Is More to Life Than Work

.....

PURPOSE:

- To develop awareness of the importance of a holistic approach to student preparation for transition.
- To acquire knowledge of the range of content that should be considered in student preparation for transition.

MATERIALS:

Overheads

- O-3-4.1 Career Education
- O-3-4.2 Curriculum Matrix For Sarah

Handouts

- H-3-4.1 How do you spend a typical day?
- H-3-4.2 Career Education
- H-3-4.3 Life Centered Career Education
- H-3-4.4 Curriculum Matrix For Sarah

EQUIPMENT:

- Overhead projector and screen
- Highlighter markers for each participant
- Post-it notes for each group of participants
- Flip chart pages with one of the following topics printed at the top of each page:
 - Self-determination/Self-advocacy
 - Social Skills
 - Learning Strategies/Study Skills
 - Independent Living Skills
 - Leisure Skills

TIME: 1 hour 15 minutes

CONTENT:

1. Activity: How do you spend your time in a typical day? 25 minutes

- Refer participants to H-3-4.1: How Do You Spend a Typical Day?
- Ask participants to use the handout to record their daily activities. Then have them categorize their activities and figure out in general the percent of time they spend on each category.
- After participants have completed the activity, lead a discussion around the following questions.
 - How is the majority of your time spent?
 - What is the next largest category of time expenditure?
 - Is your time divided among the categories in the way that you would most like it to be divided? How would you like it to be different?
 - What implications does this have for the way in which we allot instructional time to prepare students for the transition to adult life?

2. Career Education 25 minutes

Indicate to participants that several researchers propose that career education should focus on developing the skills needed to conduct the life activities they just identified as their daily routines. We'll consider some of these views now.

- Display O-3-4.1: Career Education and refer participants to the corresponding handout (H-3-4.2).
- Review the definitions and then use the following questions to structure discussion:
 - Is this definition of career education different from others you have seen or different from the way in which you typically think of career education?
 - What implications does such a broad definition of career education have for instruction?
- Activity: Life-Centered Career Education competencies
 - Refer participants to H-3-4.3: Life Centered Career Education. Provide them with highlighters and ask them to highlight those competencies they are already addressing in their programs and, also, in another color to highlight those competencies they do not address.
 - When they have finished, ask them to identify areas they address well and areas they do not address.

3. Teaching functional life skills in general education classes 15 minutes

- Remind participants that functional life skills instruction is also an important part of student development and that it can be infused into general education classes. Emphasize that students do not need to be in separate classes in order to have a career education focus in their program.

- Review O-3-4.2: Curriculum Matrix for Sarah and refer participants to the corresponding handout (H-3-4.4). Explain that this matrix activity is one way to take an inventory of all of the instructional environments within the school where skills could potentially be taught. Discuss with participants various ways instruction could be provided in the different settings (e.g., speaking in front of a group could be taught in homeroom through class discussions, in Language Arts through book reports or in Science as part of demonstrations or asking questions). With the group, pick out 3-4 sub-competencies from the LCCE (H-3-4.3) and identify various general education settings in which those subcompetencies could be taught.

4. Activity: Strategies and Materials to Promote Life Skills Instruction *10 minutes*

- Place 5 pieces of flip chart paper on the wall, each having one of the following headings:
 - Self-determination/Self-advocacy
 - Social Skills
 - Learning Strategies/Study Skills
 - Independent Living Skills
 - Leisure Skills
- Give each participant at least 3 post-it notes. Ask participants to write strategies or materials with which they are familiar for teaching skills within the identified areas. Ask them to stick their post-it notes on the appropriate poster paper. Encourage participants to look at each of the posters during the break for ideas.

5. Break *15 minutes*

Inform participants that after a break, you will discuss one other important aspect of student development — identifying appropriate accommodations.

Building Effective Student Supports Summary

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PURPOSE:

- To develop an understanding of the concept of reasonable accommodation as a way to provide support services to students
- To help participants summarize information obtained during the workshop and to make preliminary decisions about how they will use the information.

MATERIALS:

Overheads

- O-3-5.1 Decreasing Handicaps Through Reasonable Accommodation

Handouts

- H-3-5.1 Decreasing Handicaps Through Reasonable Accommodation
- H-3-5.2 Posttest
- H-3-5.3 Workshop Evaluation

EQUIPMENT:

- Overhead projector and screen

TIME: 45 minutes

CONTENT:

1. Reasonable Accommodation, Disability, and Handicap *30 minutes*
 - Display O-3-5.1: Decreasing Handicaps Through Reasonable Accommodation and refer participants to their corresponding handout (H-3-5.1).
 - Review the definitions and use the following questions to structure discussion:
 - Can you think of times you have been handicapped due to factors in the environment?
 - Can you think of people with disabilities who, in many situations, are not handicapped?
 - What kinds of accommodations or supports have you made in your own working environment to keep you from becoming handicapped?
 - Activity: Ask participants to break into small groups. Ask them to identify students (without providing names) who faced barriers in the community, on the job, or in other community living activities (e.g., shopping, recreation etc.) The group should describe the barrier. After the group has defined the barrier, ask them to brainstorm accommodations in the environment or supports that could be provided to reduce the barrier. Allow them 10 minutes to work in their groups.
 - After the groups have completed this activity, ask them to discuss a few of their ideas. Then lead a discussion around the following questions:
 - Was the process of identifying environmental accommodations and supports easier or more difficult than you would have expected?
 - What was the most challenging aspect of identifying reasonable accommodations?
 - Do you think it would be more feasible to implement the accommodations you identified or to help the student to change so that he/she could meet the existing demands in the environment?
2. Summary *15 minutes*
 - Ask participants to identify (verbally) 3 things they learned today and 1 thing that they plan to do when they return to their school to implement what they learned.
 - Then ask participants to complete a workshop evaluation (H-3-5.2) and return them to you before leaving. *5 minutes*

O-3-1.1

Workshop 3

Agenda

- | | |
|---------------|---|
| 8:30 – 8:50 | Introduction |
| 8:50 – 9:30 | Assessing student skills |
| 9:30 – 10:00 | Meaningful work is an essential component of a quality adult life |
| 10:00 – 10:15 | Break |
| 10:15 – 11:45 | Meaningful work is an essential component of a quality adult life |
| 11:45 – 12:45 | Lunch |
| 12:45 – 1:45 | There is more to life than work |
| 1:45 – 2:00 | Break |
| 2:00 – 3:00 | Building effective student supports Summary |

Transition from School to Life

Taxonomy for Transition Programming: Student Development

STUDENT-FOCUSED
PLANNING

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE



STUDENT DEVELOPMENT

Life Skills Instruction

- Leisure skills training
- Social skills training
- Self-determination skills training, including goal setting and decision making
- Self-advocacy skills training
- Independent living skills training
- Learning strategies skills training

Employment Skills Instruction

- Work-related behaviors and skills training
- Job seeking skills training
- Occupation-specific vocational skill training

Career & Vocational Curricula

- Provide career education curriculum
- Provide tech prep curriculum
- Provide cooperative education curriculum

Support Services

- Identification and development of environmental adaptations
- Identification and development of accommodations
- Identification and development of natural supports
- Provision of related services (e.g., OT, PT, speech therapy, transportation)
- Use of mentors

Taxonomy for Transition Programming: Student Development

Assessment

- Vocational assessment (including curriculum-based and situational assessment)
- Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

- Apprenticeships
- Paid work experience
- Work study program
- Job placement services (prior to school exit)

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)

Purposes of Assessment

- To determine individuals' levels of career development.
- To assist students to identify their interests, preferences, strengths, and abilities.
- To determine appropriate placements.
- To determine and facilitate students' self-determination skills.
- To determine the accommodations, supports, and services students need.

— Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C. & LeConte, P.J. (1996). *Assess for success: Handbook on transition assessment*. Reston, VA: Council for Exceptional Children.

Employers' Most-Wanted List

1. Learning to learn
2. Skills for technical competence
3. Skills for communication
4. Adaptability
5. Developmental skills
6. Group effectiveness
7. Influencing skills

—Carnevale, A.P., Garner, L.J., & Meltzer, A.S. *Workplace basics: The essential skills employers want* (pp. 17-36). Copyright 1990 ASTD and Jossey-Bass, Inc., Publishers.

Transition from School to Life

Work Support Skills

1. Transportation/mobility

Examples:

- Using public transportation
- Operating a motor vehicle

2. Job responsibility

Examples:

- Reporting to work on time
- Organizing work area
- Working without constant supervision

3. Social skills

Examples:

- Communicating effectively
- Handling teasing
- Assisting coworkers
- Maintaining personal appearance
- Refraining from bizarre behavior
- Following conversations

SOURCE: From *Secondary schools and beyond: Transition of individuals with mild disabilities* (p. 348), by A. Gajar, L. Goodman, & J. McAfee, 1993, New York: MacMillan. Copyright 1993 by Prentice-Hall, Inc., Upper Saddle River, NJ. Reprinted with permission.

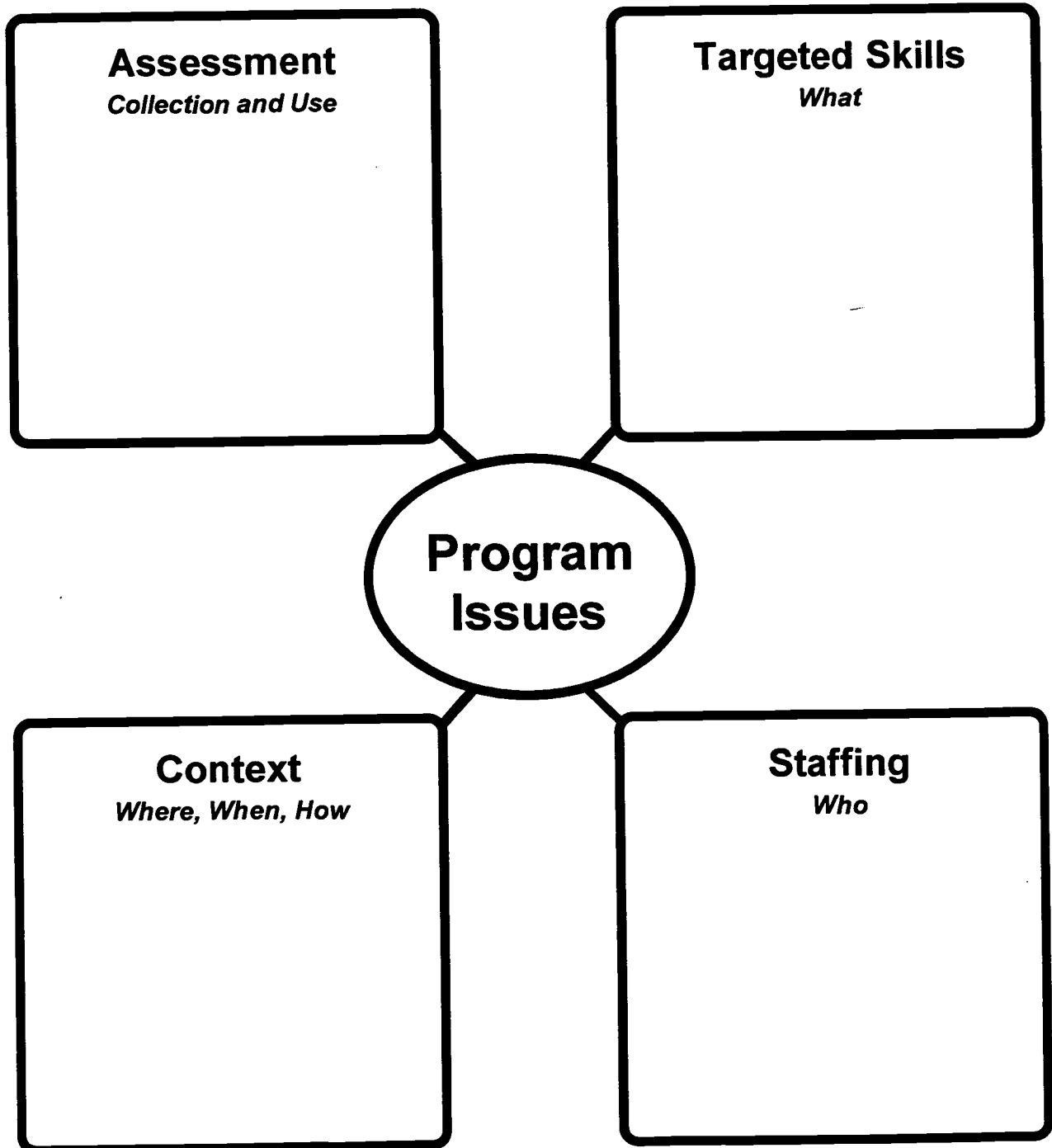
Job Seeking Steps

1. Search for a job.
2. Apply for a job.
3. Interview for a job.

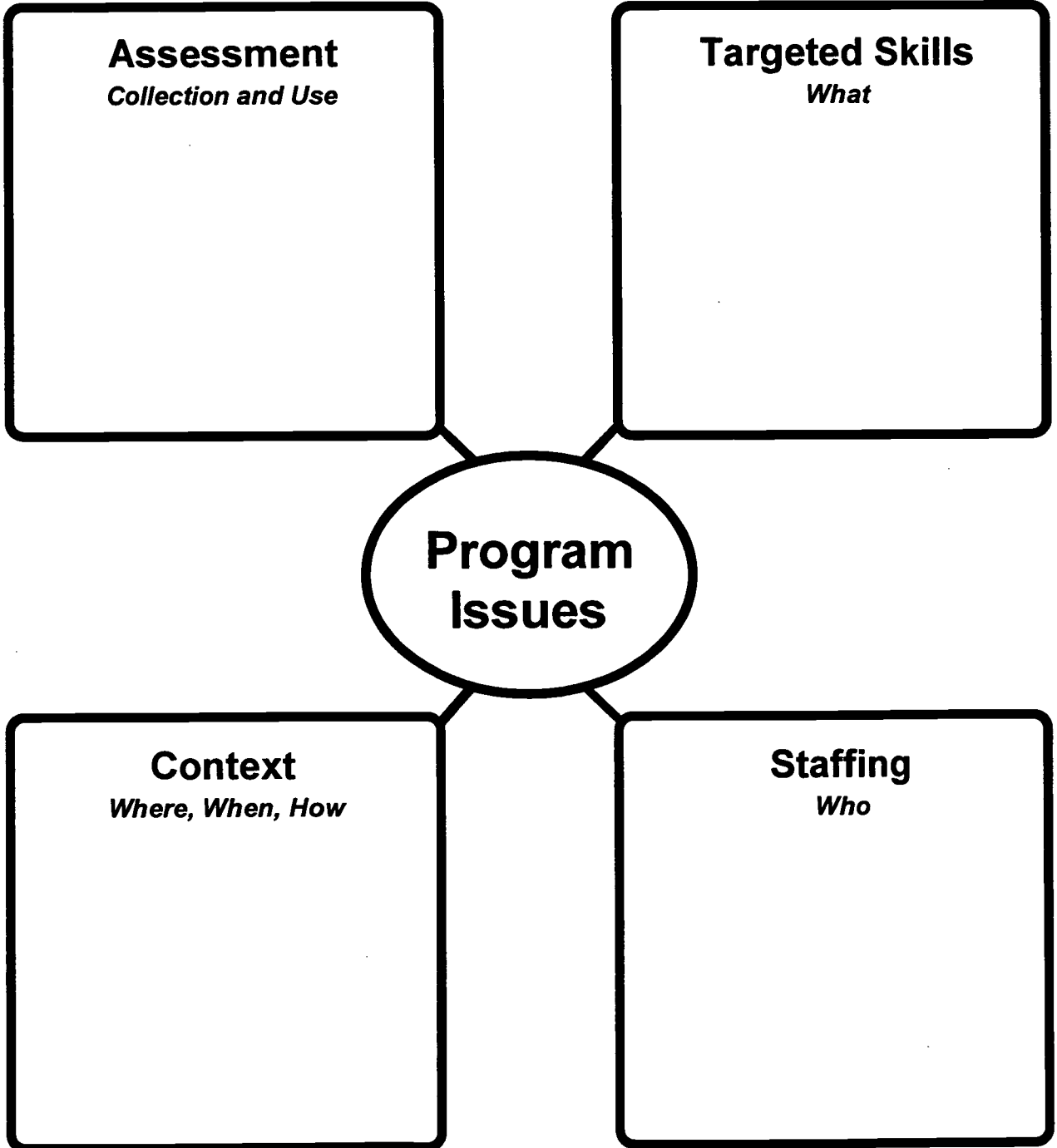
Job Search Strategies

- Responding to a help-wanted sign
- Walking into a business and inquiring
- Using the want ads
- Through a family-member or friend
- Through the school
- Other

An Ideal Work and Support Skills Program



A Good Work and Support Skills Program



Career Education

- Career education is “the totality of experience through which one learns about and prepares to engage in work as part of her or his way of living.” (p. 4)
- Work (paid or unpaid) is a conscious effort (other than that involved in activities whose primary purpose are either coping or relaxing) aimed at producing benefits for oneself and/or for oneself and others” (p. 3)

— Hoyt, K.B. (1975). *An introduction to career education*. Policy Paper of the United States Office of Education, DHEW Publications No. (OE) 75-00504. Washington, DC: U.S. Government Printing Office.

Curriculum Matrix for Sarah

| IEP Goals* | General Education Classes | | | | | | | | | | Other Environments** | | |
|---------------------------------|---------------------------|----------|----------------|--------------------|-------|---------|-----------------------|-------------------|---------|------|----------------------|------------------|-------|
| | Homeroom | Language | Social Studies | Physical Education | Lunch | Reading | Life skills 3 days/wk | Music (2 days/wk) | Science | Math | Library | Public Transport | Store |
| Speak in front of a group | X | X | X | | | | | X | X | | | | |
| Initiate peer conversations | X | X | X | X | X | | X | X | | X | X | X | X |
| Improve money skills | X | | | | X | | X | | X | | | | X |
| Use public transportation | | | | | | | | | | | X | | |
| Improve reading | | X | X | | | X | | | X | X | | | |
| Research and write reports | | X | X | | | X | | X | X | | | | |
| Improve math calculation skills | X | | | | | | X | | X | | | | X |

* Sarah's content-specific goals for each class were not listed if they were the same as her classmates' goals.
 ** Community sites are identified to ensure functional skill application and generalization.

Source: "Meeting functional curriculum needs in middle school general education classrooms," by S. Field, B. LeRoy, & S. Rivera, *Teaching Exceptional Children*, 26, 1994, 40-43. Copyright 1994 by The Council for Exceptional Children. Reprinted with permission.

Decreasing Handicaps Through Reasonable Accommodation

- Disability—a medically or psychologically diagnosable condition or state, such as blindness, deafness, paraplegia, mental retardation, emotional disturbance, diabetes, or epilepsy.
- Handicap—how that condition interferes with the person’s ability to function in a given situation.

A person with a disability is not necessarily handicapped. It depends on the fit between the demands of the environment and the skills and abilities of the individual. We can often decrease handicaps by making changes or providing supports in the environment.

Decreasing Handicaps Through Reasonable Accommodation

- Reasonable accommodation—
adaptations made in the environment to
adapt to the needs of an individual with a
disability.
- The individual with a disability for whom
the accommodation is being made should
always participate in the process of
identifying potential accommodations.

Agenda

- | | |
|---------------|---|
| 8:30 – 8:50 | Introduction |
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| 10:15 – 11:45 | Meaningful work is an essential component of a-quality adult life |
| 11:45 – 12:45 | Lunch |
| 12:45 – 1:45 | There is more to life than work |
| 1:45 – 2:00 | Break |
| 2:00 – 3:00 | Building effective student supports Summary |

Transition from School to Life

Workshop Overview

PURPOSE:

Creating successful transitions requires a coordinated team effort with the student involved as a key member. Development of sound interagency linkages and provision of quality adult services are also key components to creating successful transitions from school to community. However, if students are not properly prepared, i.e. they have not developed the essential skills for adult living and for participating successfully in the transition process, the transition to adulthood will be much more difficult. It is essential that students receive adequate preparation while they are still in school for the transition from school to community. This includes everything from helping students acquire skills they need to successfully perform on the job to helping them develop the ability to advocate for their needs, both in the transition planning process and in community settings. The purpose of this module is to help participants become familiar with curriculum and assessment materials, instructional strategies, and support services which help prepare students with disabilities for transition from school to work and community. This module helps participants understand how they can help students acquire the knowledge and skills that will provide them with a sound foundation as they make the transition from school to community.

OBJECTIVES:

Following participation in this workshop, participants will be able to:

- Discuss the uses of assessment.
- Identify issues related to assessment of student abilities.
- List key skills expected of entry level workers.
- Identify issues related to acquisition of skills.
- Discuss the importance of a holistic approach to student development.
- Define the difference between a disability and a handicap.
- Demonstrate skill in designing life skills instruction for general education environments.
- Demonstrate knowledge of legislative requirements related to reasonable accommodation.
- Define and provide examples of reasonable accommodation.

Activity Quiz

List the number of times you have performed each of the following activities during the last week.

- _____ 1. Did the laundry
- _____ 2. Sorted nuts and bolts
- _____ 3. Prepared meals
- _____ 4. Did grocery shopping
- _____ 5. Recited the Gettysburg Address
- _____ 6. Sang "If You're Happy and You Know It"
- _____ 7. Went to a movie
- _____ 8. Visited with a friend
- _____ 9. Recited multiplication tables
- _____ 10. Read the newspaper
- _____ 11. Diagrammed a sentence
- _____ 12. Used a computer
- _____ 13. Went to a restaurant
- _____ 14. Counted money to make a purchase
- _____ 15. Balanced your checkbook

Purposes of Assessment

- To determine individuals' levels of career development
- To assist students to identify their interests, preferences, strengths, and abilities in relation to postsecondary goals, including employment opportunities, postsecondary education and training opportunities, independent living situations, community involvement and personal-social goals
- To determine appropriate placements within educational, vocational, and community settings that facilitate the attainment of these postsecondary goals.
- To determine and facilitate students' self-determination skills.
- To determine the accommodations, supports and services students need to attain and maintain their postsecondary goals related to employment, postsecondary education/training programs, independent living, community involvement, and social/personal roles/relationships.

— Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C. & LeConte, P.J. (1996).
Assess for success: Handbook on transition assessment. Reston, VA: Council for Exceptional Children

Transition Assessment

Student Skill Area: _____
(academic skills, cognitive skills, adaptive behavior, or vocational and employment skills)

For the student skill area identified above, consider each of the following questions.

1. Why is assessment of this area important for transition planning?

3. What types of assessment techniques are most appropriate for this type of skill?

3. What are the challenges to accurately assessing student skills in this area?

Employers' Most-Wanted List

1. **Learning to learn**
 - The foundation skill
2. **Skills for technical competence**
 - Reading, writing, & computation
3. **Skills for communication**
 - Oral communication
 - Listening
4. **Adaptability**
 - Problem solving
 - Creative thinking
5. **Developmental skills**
 - Self-esteem
 - Motivation & goal setting
 - Employability & career development
6. **Group effectiveness**
 - Interpersonal skills
 - Teamwork
 - Negotiation
7. **Influencing skills**
 - Organizational effectiveness
 - Leadership

— Carnevale, A.P., Garner, L.J., & Meltzer, A.S. *Workplace basics: The essential skills employers want* (pp. 17-36). Copyright 1990 ASTD and Jossey-Bass, Inc., Publishers.

Work Support Skills

1. Transportation/mobility

Examples:

- Using public transportation
- Operating a motor vehicle

2. Job responsibility

Examples:

- Reporting to work on time
- Organizing work area
- Working without constant supervision

3. Social skills

Examples:

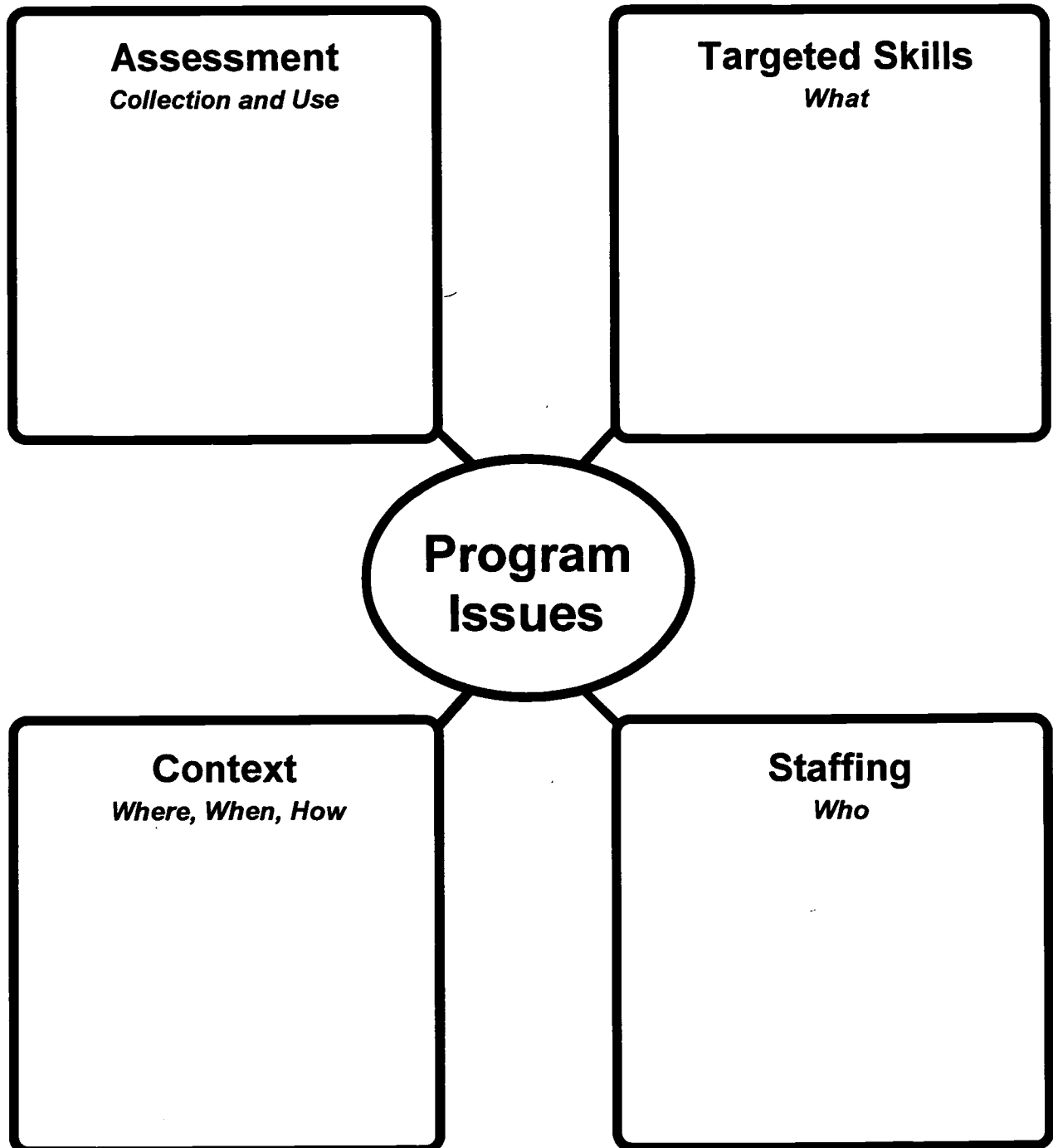
- Communicating effectively
- Handling teasing
- Assisting coworkers
- Maintaining personal appearance
- Refraining from bizarre behavior
- Following conversations

SOURCE: From *Secondary schools and beyond: Transition of individuals with mild disabilities* (p. 348), by A. Gajar, L. Goodman, & J. McAfee, 1993, New York: MacMillan. Copyright 1993 by Prentice-Hall, Inc., Upper Saddle River, NJ. Reprinted with permission.

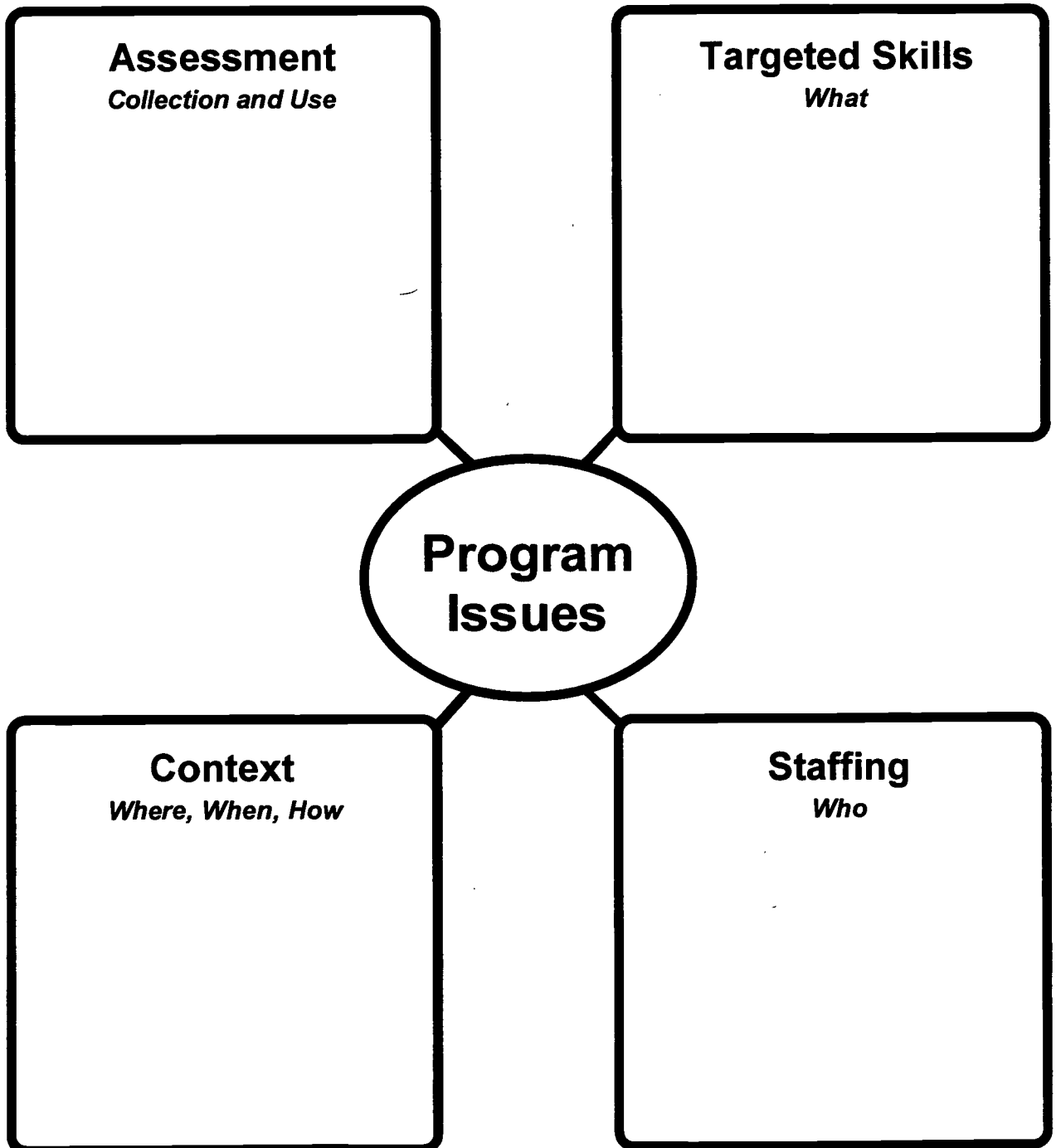
Job Seeking Steps

1. Search for a job.
2. Apply for a job.
3. Interview for a job.

An Ideal Work and Support Skills Program



A Good Work and Support Skills Program



How do you spend a typical day?

| | |
|------------------|-------|
| _____ - 8:00 AM | _____ |
| 8:00 - 9:00 AM | _____ |
| 9:00 - 10:00 AM | _____ |
| 10:00 - 11:00 AM | _____ |
| 11:00 - 12:00 PM | _____ |
| 12:00 - 1:00 PM | _____ |
| 1:00 - 2:00 PM | _____ |
| 2:00 - 3:00 PM | _____ |
| 3:00 - 4:00 PM | _____ |
| 4:00 - 5:00 PM | _____ |
| 5:00 - 6:00 PM | _____ |
| 6:00 - 7:00 PM | _____ |
| 7:00 - 8:00 PM | _____ |
| 8:00 - 9:00 PM | _____ |
| 9:00 - 10:00 PM | _____ |

Using the activities listed, group them into categories (e.g. work, leisure, etc.) and list the approximate number of hours you spend each day in that category.

Divide the number of hours by 16 to determine the percentage of time spent in that activity.

| | | | | | |
|-------------|-------|---------|-------|---|-------|
| Category 1: | _____ | # hours | _____ | % | _____ |
| Category 2: | _____ | # hours | _____ | % | _____ |
| Category 3: | _____ | # hours | _____ | % | _____ |
| Category 4: | _____ | # hours | _____ | % | _____ |
| Category 5: | _____ | # hours | _____ | % | _____ |
| Category 6: | _____ | # hours | _____ | % | _____ |

Career Education

- Career education is “the totality of experience through which one learns about and prepares to engage in work as part of her or his way of living.” (p. 4)
- Work (paid or unpaid) is a conscious effort (other than that involved in activities whose primary purpose are either coping or relaxing) aimed at producing benefits for oneself and/or for oneself and others” (p. 3)

— Hoyt, K.B. (1975). *An introduction to career education*. Policy Paper of the United States Office of Education, DHEW Publications No. (OE) 75-00504. Washington, DC: U.S. Government Printing Office.

Transition from School to Life

Life Centered Career Education

| Curriculum Area | Competency | Subcompetency: The student will be able to: | |
|---------------------------------------|--|---|--|
| DAILY LIVING SKILLS | 1. Managing Personal Finances | ➔ 1. Count money and make correct change | 2. Make responsible expenditures |
| | 2. Selecting and Managing a Household | ➔ 7. Maintain home exterior/interior | 8. Use basic appliances and tools |
| | 3. Caring for Personal Needs | ➔ 12. Demonstrate knowledge of physical fitness, nutrition & weight | 13. Exhibit proper grooming and hygiene |
| | 4. Raising Children and Meeting Marriage Responsibilities | ➔ 17. Demonstrate physical care for raising children | 18. Know psychological aspects of raising children |
| | 5. Buying, Preparing and Consuming Food | ➔ 20. Purchase food | 21. Clean food preparation areas |
| | 6. Buying & Caring for Clothing | ➔ 26. Wash/clean clothing | 27. Purchase clothing |
| | 7. Exhibiting Responsible Citizenship | ➔ 29. Demonstrate knowledge of civil rights and responsibilities | 30. Know nature of local, state and federal governments |
| | 8. Utilizing Recreational Facilities and Engaging in Leisure | ➔ 33. Demonstrate knowledge of available comm.resources | 34. Choose and plan activities |
| | 9. Getting Around the Community | ➔ 38. Demonstrate knowledge of traffic rules and safety | 39. Demonstrate knowledge and use of various means of transportation |
| PERSONAL- SOCIAL SKILLS | 10. Achieving Self Awareness | ➔ 42. Identify physical and psychological needs | 43. Identify interests and abilities |
| | 11. Acquiring Self Confidence | ➔ 46. Express feelings of self-worth | 47. Describe others perception of self |
| | 12. Achieving Socially Responsible Behavior | ➔ 51. Develop respect for the rights and properties of others | 52. Recognize authority and follow instructions |
| | 13. Maintaining Good Interpersonal Skills | ➔ 56. Demonstrate listening and responding skills | 57. Establish and maintain close relationships |
| | 14. Achieving Independence | ➔ 59. Strive toward self-actualization | 60. Demonstrate self-organization |
| | 15. Making Adequate Decisions | ➔ 62. Locate and utilize sources of assistance | 63. Anticipate consequences |
| | 16. Communicating with Others | ➔ 67. Recognize and respond to emergency situations | 68. Communicate with understanding |
| OCCUPATIONAL GUIDANCE AND PREPARATION | 17. Knowing And Exploring Occupational Choices | ➔ 70. Identify remunerative aspects of work | 71. Locate sources of occupational and training information |
| | 18. Selecting and Planning Occupational Choices | ➔ 76. Make realistic occupational choices | 77. Identify requirements of appropriate and available jobs |
| | 19. Exhibiting Appropriate Work Habits and Behavior | ➔ 81. Follow directions and observe regulations | 82. Recognize importance of attendance and punctuality |
| | 20. Seeking, Securing and Maintaining Employment | ➔ 88. Search for a job | 89. Apply for a job |
| PREPARATION | 21. Exhibiting Sufficient Physical-Manual Skills | ➔ 94. Demonstrate stamina and endurance | 95. Demonstrate satisfactory balance and coordination |
| | 22. Obtaining Specific Occupational Skills | ➔ | |

H-3-4.3 (part 2) · *Workshop 3: Student Development*

| | | | | |
|--|---|--|---|---------------------------------|
| 3. Keep basic financial records | 4. Calculate and pay taxes | 5. Use credit responsibly | 6. Use banking services | |
| 9. Select adequate housing | 10. Set up household | 11. Maintain home grounds | | |
| 14. Dress appropriately | 15. Demonstrate knowledge of common illness, prevention and treatment | 16. Practice personal safety | | |
| 19. Demonstrate marriage responsibilities | | | | |
| 22. Store food | 23. Prepare meals | 24. Demonstrate appropriate eating habits | 25. Plan/eat balanced meals | |
| 28. Iron, mend and store clothing | | | | |
| 31. Demon. knowledge of the law and ability to follow the law | 32. Demon. knowledge of citizen rights and responsibilities | | | |
| 35. Demonstrate knowledge of the value of recreation | 36. Engage in group and individual activities | 37. Plan vacation time | | |
| 40. Find way around the community | 41. Drive a car | | | |
| 44. Identify emotions | 45. Demonstrate knowledge of physical self | | | |
| 48. Accept and give praise | 49. Accept and give criticism | 50. Develop confidence in oneself | | |
| 53. Demonstrate appropriate behavior in public places | 54. Know important character traits | 55. Recognize personal roles | | |
| 58. Make and maintain friendships | | | | |
| 61. Demonstrate awareness of how one's behavior affects others | | | | |
| 64. Develop and evaluate alternatives | 65. Recognize nature of a problem | 66. Develop goal seeking behavior | | |
| 69. Know subtleties of communication | | | | |
| 72. Identify personal values met through work | 73. Identify societal values met through work | 74. Classify jobs into occupational categories | 75. Investigate local occupational and training opportunities | |
| 78. Identify occupational aptitudes | 79. Identify major occupational interests | 80. Identify major occupational needs | | |
| 83. Recognize importance of supervision | 84. Demonstrate knowledge of occupational safety | 85. Work with others | 86. Meet demands for quality work | 87. Work at a satisfactory rate |
| 90. Interview for a job | 91. Know how to maintain post-school occupational adjustment | 92. Demonstrate knowledge of competitive standards | 93. Know how to adjust to changes in employment | |
| 96. Demonstrate manual dexterity | 97. Demonstrate sensory discrimination | | | |
| There are no specific subcompetencies as they depend on skill being taught | | | | |

From: Brolin, D.E. (1993). *Life centered career education: A competency based approach*. Reston, VA: The Council for Exceptional Children. (Reprinted with permission.)

Curriculum Matrix for Sarah

| IEP Goals* | General Education Classes | | | | | | | | | | | Other Environments** | | |
|---------------------------------|---------------------------|----------|----------------|--------------------|-------|---------|-----------------------|-------------------|---------|------|---------|----------------------|-------|--|
| | Homeroom | Language | Social Studies | Physical Education | Lunch | Reading | Life skills 3 days/wk | Music (2 days/wk) | Science | Math | Library | Public Transport | Store | |
| Speak in front of a group | X | | | | | | X | X | | | | | | |
| Initiate peer conversations | X | X | X | X | X | | X | X | | X | X | X | X | |
| Improve money skills | X | | | | X | | X | | X | X | X | X | X | |
| Use public transportation | | | | | | | | | | | X | | | |
| Improve reading | | X | X | | | X | | X | X | X | | | | |
| Research and write reports | | X | X | | | X | | X | X | | | | | |
| Improve math calculation skills | X | | | | X | | | | | | | | X | |

* Sarah's content-specific goals for each class were not listed if they were the same as her classmates' goals.
 ** Community sites are identified to ensure functional skill application and generalization.

Source: "Meeting functional curriculum needs in middle school general education classrooms," by S. Field, B. LeRoy, & S. Rivera, *Teaching Exceptional Children*, 26, 1994, 40-43. Copyright 1994 by The Council for Exceptional Children. Reprinted with permission.

Decreasing Handicaps Through Reasonable Accommodation

- Disability—a medically or psychologically diagnosable condition or state, such as blindness, deafness, paraplegia, mental retardation, emotional disturbance, diabetes, or epilepsy.
- Handicap—how that condition interferes with the person's ability to function in a given situation.

A person with a disability is not necessarily handicapped. It depends on the fit between the demands of the environment and the skills and abilities of the individual. We can often decrease handicaps by making changes or providing supports in the environment.

- Reasonable accommodation—adaptations made in the environment to adapt to the needs of an individual with a disability.
- The individual with a disability for whom the accommodation is being made should always participate in the process of identifying potential accommodations.

Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|--|
| a. _____ Special educator b. _____ Vocational educator c. _____ General educator d. _____ Paraeducator e. _____ School administrator f. _____ Other education service provider (e.g., OT, PT, counselor) | g. _____ Community service provider (specify) _____ h. _____ Community agency administrator i. _____ Parent j. _____ Advocate k. _____ Other (specify) _____ |
|---|--|
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
 If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

1 2 3 4 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

| | Circle One | | | | |
|--|------------|---|---|---|---|
| 10. The material covered was relevant to the identified objectives. | 1 | 2 | 3 | 4 | 5 |
| 11. The activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

H-3-5.2 (part 2) · *Workshop 3: Student Development*

| | | | | | |
|---|---|---|---|---|---|
| 15. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 16. The overheads were easy to read. | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 18. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

19. What were the strengths of this workshop? _____

20. What changes would you recommend in the workshop? _____

21. List the 3 most important things you learned during this workshop.

22. List 3 things that you plan to implement as a result of this workshop.

Workshop 4

Interagency Collaboration

PURPOSE: The purpose of this workshop is to increase participants' understanding of (a) effective teaming practices, (b) collaboration focused on planning for individual students, and (c) collaboration focused on ensuring that services and options are available within their communities.

OVERVIEW: Interagency collaboration is a critical component of the transition planning process. Given that no single agency has all the necessary resources to adequately meet the needs of persons with disabilities, it is only through a concerted effort of interagency and interdisciplinary collaboration that a full continuum of services can be ensured. Educational, vocational, residential, and other community services must be coordinated so that youths with disabilities experience a smooth transition to adult life.

This workshop is based upon the Interagency Collaboration component of the *Taxonomy for Transition Programming* (Kohler, 1996), a model for planning, implementing, and evaluating transition-focused education. The workshop presents a collaborative framework for organizing interagency and interdisciplinary collaboration at both the student and the agency level.

Characteristics of collaboration and effective teams will be presented and discussed. Participants will engage in discussion and activities to identify positive and negative teaming behaviors and strengths and weaknesses of current collaborative efforts. Case studies will be used to help participants apply the concepts presented to individual student and community scenarios. Examples of an interagency planning process will be provided. Participants will conduct a self assessment and develop an action plan related to collaboration within their setting.

Note: Ideally, various educators (e.g., vocational, special, and regular education teachers; counselors; and/or related service providers), family members, and representatives of

community service agencies should be included as participants. Activities focus on the interactions and roles of various transition stakeholders, thus it would be beneficial to have such stakeholders participate.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart
- Markers and pens for each team of 3 to 4 members
- Large “post-it” notes, one package for each team of 3 to 4 members
- Handout packet for each participant
- Overheads included in this notebook

ADVANCE PREPARATION:

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametag as they enter.

OBJECTIVES:

- Participants will gain an understanding of components of effective teams and collaboration.
- Participants will gain specific information about using teams to develop transition-focused individual education programs.

- Participants will become familiar with issues and strategies relevant to planning services and options for youths with disabilities within their communities.

REFERENCE SOURCES:

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AGENDA:

- 8:30 - 9:00 Introductions
- Workshop overview
 - Introductory Activity: Network Bingo
- 9:00 - 10:00 Building Collaborative Teams
- Taxonomy for Transition Programming:
 - Interagency Collaboration
 - Levels of Collaboration
 - Activity: Identifying Barriers and Inhibiting Behaviors
 - Barriers to Transition-Focused Collaboration
- 10:00 - 10:15 Break
- 10:15 - 11:00 Building Collaborative Teams (continued)
- Principles of Teaming
 - Activity: Strategies that Promote Teaming
- 11:00 - 12:00 Collaborative Planning for Individual Students
- A Case Study Example
 - Activity: Transition Planning Case Study
 - Activity: Identifying Participant's Needs
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Collaborative Service Delivery
- Models of Interagency Interaction
 - Transition-Related Instruction and Services
 - Case Study Example
 - A Community Vision and Agency Responsibilities
- 2:00 - 2:15 Break
- 2:15 - 2:55 Action Plan for Interagency Collaboration
- Activity: Interagency Collaboration Action Plan
- 2:55 - 3:00 Workshop Evaluation

330

Introduction

.....

PURPOSE:

- To introduce participants to the workshop and each other.
- To increase participants' knowledge of collaboration purposes and strategies

MATERIALS:

Overheads:

- O-4-1.1 Agenda
- O-4-1.2 Network Bingo

Handouts:

- H-4-1.1 Interagency Collaboration
- H-4-1.2 Agenda
- H-4-1.3 Network Bingo

Prize for Network Bingo winner: If possible, choose something that is associated with collaboration with other disciplines or agencies, perhaps a pretty gift bag with brochures describing various community agency services or candies that you can associate with other disciplines or agencies.

EQUIPMENT:

- Overhead projector and screen

TIME: 30 minutes

CONTENT:

1. Introduction *10 minutes*

- Review the purpose, objectives, and agenda for the workshop (O-4-1.1: Agenda; H-4-1.1: Interagency Collaboration; H-4-1.2: Agenda).
- Review logistical information (e.g., refreshments, restrooms, etc.)

2. Introductory Activity: Network Bingo *20 minutes*

- Point out that effective interagency collaboration requires participants to become familiar with a number of agency names, acronyms, and numerous eligibility requirements and planning processes. Today's workshop will begin with an activity that can assist participants to gain experience meeting colleagues from other agencies, schools, or disciplines—the first step in interdisciplinary or interagency collaboration.

Note:

Be sure that there are enough participants to complete the Bingo Card. If necessary, prior to the workshop, delete rows or columns so that participants will be able to fill in all the blocks.

- Activity Instructions:

—Display O-4-1.2: Network Bingo, refer participants to the corresponding handout (H-4-1.3), and make sure everyone has a writing utensil.

—Tell participants that the purpose of the activity is to identify an individual who meets the characteristics listed in each square of their Network Bingo card.

—At the word “Begin,” participants are to stand and pair off with another individual. They should ask the individual if they meet a particular characteristic on the card. If they answer “yes,” write their first name in the box. It is acceptable for participants to volunteer who they are and which characteristic they meet.

—Participants should continue circulating with other participants until they have found someone who meets each characteristic on the Bingo card.

—As soon as all the spaces are filled, participants should call “Bingo!”

—Once someone has won the BINGO, award them with the prize. Then briefly identify a few of the characteristics and ask participants to raise their hand and/or stand if they meet the characteristic in the box. For example, if your Bingo Sheet says “Participated In IEP Meetings” have all participants who “Participated In IEP Meetings,” stand up.

Building Collaborative Teams

.....

PURPOSE:

- To acquaint participants with a framework featuring collaborative aspects of effective transition programs.
- To acquaint participants with benefits of collaborative teams.
- To increase participants' awareness of behaviors that inhibit and facilitate effective teaming.

MATERIALS:

Overheads:

- O-4-2.1 Taxonomy for Transition Programming
- O-4-2.2 Interagency Collaboration
- O-4-2.3 Levels of Collaboration
- O-4-2.4 Identifying Barriers and Inhibiting Behaviors: Recording Sheet
- O-4-2.5 Barriers to Interagency Collaboration
- O-4-2.6 Nine Principles of Teaming

Handouts:

- Master *Taxonomy for Transition Programming* Handout
- H-4-2.1 Levels of Collaboration
- H-4-2.2 Identifying Barriers and Inhibiting Behaviors: Recording Sheet
- H-4-2.3 Barriers to Interagency Collaboration
- H-4-2.4 Teaming

Large "post-it" notes, one "pack" for every 4-5 participants

Flip chart and markers

Tape

EQUIPMENT:

- Overhead projector and screen

TIME: 2 hours, including a 15-minute break

CONTENT:

1. *Taxonomy for Transition Programming* 5 minutes

- Review O-4-2.1: *Taxonomy for Transition Programming* and refer participants to their Master Taxonomy Handout
- Point out that effective transition programs share a number of characteristics that are represented by the five *Taxonomy* categories and corresponding subcategories.

This model was developed through several studies that examined effective transition practices and programs. Our workshop today will focus on the collaboration practices included in the *Taxonomy*.

(Note: The complete *Taxonomy for Transition Programming* model should be provided to participants as a handout. It is identified and included as the “Master Taxonomy Handout” in the overview section of this notebook. The overheads used in this section of the workshop and the discussion focus on specific pages of the Master *Taxonomy* Handout. The entire model is provided to illustrate how the *Taxonomy* is organized and the relationship of each component as part of the whole. The trainer will need to draw participants’ attention to the specific pages in the *Taxonomy* that match the overheads.)

2. Interagency Collaboration 10 minutes

- Review the practices in O-4-2.2: Interagency Collaboration category and the Master Taxonomy Handout.
- Indicate that interagency collaboration is one of the characteristics of effective transition programs. This category is divided into 2 subcategories that include a number of specific practices:
 - Collaborative service delivery
 - Collaborative framework
- “Collaborative Service Delivery” includes practices pertaining to the substance of transition-related collaboration: the topics on which collaboration is focused and ways in which various participants collaborate.

They include:

- Coordinated requests for information (e.g., to parents, employers)
- Reduction of system barriers to collaboration
- Collaborative funding and staffing of transition services
- Collaborative development and use of assessment data

- Coordinated and shared delivery of transition-related services
 - Systems information disseminated among cooperating agencies
 - Collaborative program planning and development, including employer involvement
 - Collaborative consultation between special, “general,” and vocational educators
 - Collaboration between postsecondary education institutions and the school district
- The practices in “Collaborative Framework” present structure through which collaboration can occur.

They include:

- Interagency coordinating body that includes consumers, parents, service providers, and employers
- Formal interagency agreement
- Clearly articulated roles of service providers
- Established methods of communication among service providers
- Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Single-case management system
- ”Lead” agency identified
- Designated transition contact person for all service providers

3. Levels of Collaboration

5 minutes

- Review O-4-2.3: Levels of Collaboration and refer participants to the corresponding handout (H-4-2.1).
- Show how effective transition planning and service delivery is a multilevel and multiorganizational process that occurs ideally on the following three levels:
 - Individual student transition teams*
The purpose of collaboration focused on individual students is to assist students and their families by identifying, linking, and ensuring relevant education programs and other services and supports as youths prepare for and move from school to adult life. The intent of service coordination at the student level is to plan and implement specific services and supports in a coordinated fashion across education and service agency lines.
 - Local-level interagency teams*
The purpose of collaboration at the local or community level is to address procedural and practice issues that impact on services for youths with disabilities.

—*State-level interagency task force*

The purpose of collaboration at the regional or state level is to address policy issues across and within agencies that serve youth and adults with disabilities.

- Point out that the collaboration practices featured in the Taxonomy can facilitate collaboration at both the individual student and the local community level.

Understanding the importance of interagency team development is critical to developing, providing, and coordinating effective transition-related services or programs for youths with disabilities, regardless of the level of the interagency team.

Whether we are planning educational activities and transition services for individual students or developing community-level services, the avenue for collaboration is through a team.

4. Activity: Identifying Barriers and Inhibiting Behaviors 30 minutes

- Ask the participants to identify examples of teams of which they have been a part. As they identify various teams, record them on the flip chart.

Examples might include:

- IEP development team
- School improvement team
- State team developed for a particular task
- Church committee
- Product development team

- Indicate that teaming is an effective way to handle problems, develop programs, or address a specific issue—as evidenced by the variety of teams in which members of the audience have participated. However, behaviors of the team members relate directly to the effectiveness of the team. During this activity, participants will focus on behaviors or barriers that got in the way of – or impeded – the effectiveness of teams on which they have participated.
- Ask participants to break into small groups of 4-5 people. Then continue with the instructions for the activity:
 - Members of each individual group should count off so that each member has a number, ranging from 1 - # people in the group (e.g., 1 to 4 for a group with 4 people).
 - Each member should be prepared to act as spokesperson for the group.

—The purpose of the activity is to identify barriers to or behaviors that inhibit effective teaming.

—Participants should reflect on their experience as a team member, perhaps as a member of the team they identified previously.

- Using O-4-2.4: Identifying Barriers and Inhibiting Behaviors: Recording Sheet and the corresponding handout (H-4-2.2) as a recording sheet, one participant of the group is to write down a barrier or a negative behavior experienced when participating as a member of the team. As he or she writes the barrier or behavior, they should state it out loud for the other participants in their group to hear. When the first person finishes writing, he or she passes the recording sheet and the pencil to the person on the left. Person 2 then writes down a barrier or negative behavior and states it out loud. This process continues around the group, with the team identifying as many barriers or negative behaviors as possible in the time allowed. The time limit for identifying barriers and behaviors is 10 minutes.
- Spend about 15 minutes reviewing the barriers and negative behaviors identified by the groups. Designate Person 1, 2, 3, 4, or "n" as the spokesperson for the groups (e.g., Person 2 in each group will act as spokesperson). The spokesperson should identify one barrier or negative behavior recorded by their group. As the behaviors are identified by the group spokespeople, the facilitator writes one barrier or behavior on its own flip chart page. Call on enough groups so that 5-8 different barriers or behaviors are identified. Tape the flip chart pages to the walls of the room, as they will be used in another activity later in the morning.
- End the activity by telling participants that we will now look at what some of the experts say about particular things that can inhibit collaboration focused on transition planning.

5. Barriers to Transition-Focused Collaboration

10 minutes

- Review O-4-2.5: Barriers to Interagency Collaboration and refer participants to the corresponding handout (H-4-2.3).

Indicate that bringing people together from various disciplines to focus on transition planning can be hampered with a number of barriers in addition to those behaviors that we have identified.

- Ask participants to indicate by a show of hands if they have encountered any of the barriers listed on the overhead in their efforts to plan or develop transition education or services.
- Ask participants to give specific examples of barriers they have encountered. Some examples might include:

- Not enough time allowed for IEP meetings
- Teachers not familiar with types of services agencies can provide
- Participants from other agencies not familiar with school protocols
- Lack of funding for transportation or other services identified as necessary
- Agencies say they can't work with students prior to graduation

- Conclude the discussion by summarizing the examples of the barriers and negative behaviors identified by participants. Ask participants if they are satisfied with the barriers and behaviors that are listed on the flip chart pages. Edit them as indicated by participants (if you have time). Tell participants not to feel alone in encountering barriers to collaboration—such barriers are experienced by many who are seeking to develop collaborative transition programs. To address the barriers, we have to approach collaborative transition planning in a very structured way.

6. Break *15 minutes*

7. Principles of Teaming *25 minutes*

- Share with participants that transition stakeholders may experience various levels of interagency collaboration. High levels of collaboration exist when teams meet to exchange assessment and service information and jointly fund services to a student. Low levels of collaboration exist when teams merely transfer records for individuals referred for services but do not meet to coordinate services. Whether the purpose of a team is to collaborate around the needs of an individual student or to improve how systems interact at the local, regional, or state area, many factors can influence team effectiveness. A model demonstration transition project in Hawaii studied some of the problems associated with collaborative transition planning and identified nine principles that can facilitate transition planning, rather than inhibit it. Their nine principles focus on preventing or removing many of the barriers identified previously.
- Review: O-4-2.6: Nine Principles of Teaming and refer participants to the corresponding handout (H-4-2.4: *Teaming*).
 - As you read the nine principles, provide information about the “results” of the principles—the principles (a) result in movement toward and (b) result in movement away from particular behaviors or actions. These “results” are included in the description of each principle in participants’ handout.
 - When you come across a particular “results in to or from” related to the barriers and negative behaviors that were identified earlier, indicate this to participants.

8. Activity: Strategies that Promote Teaming

20 minutes

- Ask participants to get back into the same groups that identified barriers and negative behaviors and to recall their assigned group member number.

The purpose of this activity is to identify specific strategies to overcome the barriers and negative behaviors identified previously. Each group will address the barrier or negative behavior that they read from their recording sheet, which in turn was posted on the flip chart page and taped to the wall. Members of each group should brainstorm how they can apply the Nine Principles of Teaming in specific ways to remove or prevent the targeted barrier or negative behavior. Groups should brainstorm as many strategies as possible in the time allowed. Groups should not spend time on discussing why a strategy might not work. They should record each strategy that they identify on a separate "post-it" note. Allow the groups 10 to 12 minutes to brainstorm and record their strategies.

- Identify a specific group member (e.g., member # 2 from each group) to act as spokesperson for their group. Call on each group to report one strategy identified, indicating that they have 1 minute to do so. When the spokesperson finishes briefly explaining the strategy, he or she should go to the flip chart page identified for their barrier or negative behavior and stick all the "post it note" strategies to it.

Allow about 8 to 10 minutes for all or almost all the groups to identify one strategy, depending on the number of groups. When each group has reported their strategy and the "post-it" notes have been stuck to their associated flip chart page, invite participants to browse the displays before, during, or after their lunch break or during the afternoon break. After the workshop, you may wish to record the barriers and strategies, and disseminate to participants for their use.

Collaborative Planning for Individual Students

.....

PURPOSE:

- To develop an awareness of transition stakeholder roles relevant to transition planning for individual students.
- To identify participants' skills and knowledge needs relevant to transition stakeholder roles in transition planning for individual students.

MATERIALS:

Overheads

- O-4-3.1 Transition-Related Educational Service Providers
- O-4-3.2 Transition-Related Community Service Providers

Handouts

- H-4-3.1 Transition-Related Educational Service Providers
- H-4-3.2 Transition-Related Community Service Providers
- H-4-3.3 Case Study Example—Sarah
- H-4-3.4 Case Study—Alice
- H-4-3.5 Self-Assessment—Knowledge of Transition-Related Services

EQUIPMENT:

- Overhead projector and screen

TIME: 1 hour

CONTENT:

Introduce this section of the workshop by indicating that one focus of transition stakeholder collaboration is on planning and developing transition education and services for individual students. Through collaborative activities, and by collaborating in the development of a transition-focused IEP, educators, service providers, and parents work together with the student to identify specific post-school goals and the activities and services needed to accomplish those goals.

Ideally, a number of educators and service providers will be available to address the interests and needs of specific students relative to their transition planning. The following list of education-related personnel may be available to provide services or supports to a student.

1. Review O-4-3.1, H-4-3.1: Transition-Related Educational Service Providers

7 minutes

- Point out to participants that a few, or many, of the educators on the list may be involved with a particular student, depending on the student's needs. Also, some educators may work with a student early in his or her secondary education years, while others become involved later on. The specific roles that an educator will play should be identified through the transition planning process that includes interactions before, during, and after the IEP meeting.

2. Review O-4-3.2, H-4-3.2: Transition-Related Community Service Providers

8 minutes

- As you read the list, comment on the example of services listed for each agency.

—As with the educators, a few or many of the community service providers on the list may be involved with a particular student, depending on the student's needs. Also, some service providers may work with a student early in his or her secondary education years, while others become involved later on, perhaps just prior to the student's exit from school. The specific roles that a service provider will play should be identified through the transition planning process that includes interactions before, during, and after the IEP meeting.

3. Activity: Case Study Example

5 minutes

- Refer participants to H-4-3.1: Case Study Example—Sarah. Instruct participants to independently read the sample case study about Sarah. It provides an example of how various transition-related educators and service providers can work together to help provide students with instruction and support related to their transition goals.

- Lead a brief discussion about the case study, emphasizing particular themes about transition planning as you summarize participants' comments. The following questions can be used to stimulate discussion.
 - What did you find most interesting about the case study?
 - Did it seem realistic to you? Have you supported students in a transition process that was similar to this? What are the similarities with your experience? What are the differences?
- Summarize themes as you lead the discussion, making particular note of comments related to the role of various team members in the transition process. Sample themes may include:
 - it is helpful when you can get general education teachers involved in the process,
 - a good assessment can help to identify who the key people are to get involved; and
 - it is often difficult, but extremely helpful to get outside agency representatives involved.

4. Activity: Case Study

25 minutes

- Pass out handout H-4-3.2: Case Study—Alice. Tell participants to divide into groups of 4-5 people. Groups should be different from those in earlier activities.

The purpose of the activity is to identify educators or service providers who might provide instruction, services, or supports to Alice, the student in the case study. Participants should also indicate what the instruction, service, or support might be. Ask them to be as specific as possible. Participants have 15 minutes to complete the activity and to use the space provided on the handout to record their findings.

- When the groups have finished identifying the participants and services in the case study, call on them to share their findings. Have the first group identify one provider and corresponding service, then have subsequent groups add to the list. Ten minutes have been allocated for discussing the groups' findings.

5. Activity: Self-Assessment—Knowledge of Transition-Related Services

15 minutes

- Disperse the participant groups if they have not already done so. Refer participants to handout H-4-3.3: Self-Assessment—Knowledge of Transition-Related Services. Participants will assess their knowledge of transition stakeholders using this self-assessment tool. This exercise may serve as a needs assessment from which you can obtain information about participants' training needs, and/or as a tool for individual participants to seek out additional information or training. If desired, collect the self-assessment when participants have finished.

The purpose of this activity is for individual participants to reflect on their own knowledge and skills relevant to transition stakeholder roles in transition planning for individual students. In order to effectively include or collaborate with other transition participants, one must have an awareness of those individuals and the services they can provide.

Collaborative Service Delivery

.....

PURPOSE:

- To develop an awareness of potential agency roles in developing and providing post-school options and services to individuals with disabilities
- To identify potential roles of educational and service agencies in fulfilling participants' vision for individuals with disabilities in their community

MATERIALS:

Overheads

- O-4-4.1 Models of Interagency Interaction
- O-4-4.2 Transition-Related Instruction and Services

Handouts

- H-4-4.1 Models of Interagency Interaction
- H-4-4.2 Transition-Related Instruction and Services
- H-4-4.3 Case Study Example: Community-Level Transition Planning
- H-4-4.4 Supporting a Community Vision

Tape

EQUIPMENT:

- Overhead projector and screen

TIME: 60 minutes

CONTENT:

Introduce this section of the workshop by pointing out that the focus of discussion will now shift to the big picture--community level transition planning. Community-level transition planning must occur in order to ensure that a range of options exists for students planning their post-school goals. The array of instructional programs, services, and supports needed to provide for successful transitions is much too complex for any one agency or organization to offer. Further, because of limited fiscal resources, it is much more effective for organizations to work together so that duplication of services is reduced and efficiency is increased.

1. Models of Interagency Interaction

10 minutes

- Review O-4-4.1: Models of Interagency Interaction and refer participants to the corresponding handout (H-4-4.1).

- Point out that this and the next two overheads and handouts feature three models of interagency interaction. Collaboration levels across these three models range from low to high.
- Model A: Information Transfer. In this model, organizations focus on the transfer of information about students or clients from one to another. In this model, collaborative transition planning is perceived primarily as a referral process, which includes the exchange of information about the individual who is referred for services. An example would be the release of psychological assessment information by the school district to the vocational rehabilitation agency to whom the student is being referred. This model represents a somewhat low level of collaboration and agency interaction.
- Model B: Responsibility Transfer represents a more moderate level of agency interactions. Organizations work together through the IEP or ITP meeting to identify and supply needed services upon the students' exit from school. This model represents the view that schools provide instruction and services while the student is in school, and the other organizations provide services upon the student's exit from school.
- Model C: Collaborative Exchange represents a high level of cooperation, collaboration, and agency interaction. Agencies combine their resources and share the delivery of services while the student is still in school, and continue the approach after school exit.

2. Transition-Related Instruction and Services

10 minutes

- Share with participants that the quality of success of individual transitions is dependent on the availability and quality of post-school options and related services. In some cases very few options are available for individuals with disabilities. For example, supported employment or supported living services may be either

limited or unavailable. In other cases, services or options may be fragmented or limited, or characterized by long waiting lists.

- Review O-4-4.2 and H-4-4.2: Transition-Related Instruction and Services, which lists services, programs, or options that might be necessary so that all individuals in our community might achieve a high quality of life as adults

—After reading the list, ask participants to identify additional instruction and services areas.

—As participants identify items, add them to the list on the overhead.

3. Case Study Example - Community-Level Transition Planning *10 minutes*

- Refer participants to H-4-4.3: Case Study Example: Community-Level Transition Planning. Tell participants to read the case study and point out that it provides an example of how the organizations in that community worked together to provide an array of instructional services and options for their students with disabilities.
- Lead a brief discussion about the case study, emphasizing particular themes about transition planning as you summarize participants' comments. The following questions can be used to stimulate discussion.

—What are the benefits for students of a community-level transition program like the one described in the case study?

—Which features of the program do you think would have the most benefit?

Summarize key points heard in the discussion, focusing on the various benefits and types of community level interagency collaboration. Possible points include (a) it would be helpful to have a centralized job placement service, (b) it would be helpful to have a formal vehicle for business involvement, and (c) it would be valuable to have involvement from adults with disabilities who live in the community.

4. Activity: A Community Vision and Agency Responsibilities *25 minutes*

- Have participants organize themselves into groups of 3-4 people.
- Refer participants to H-4-4.2: Developing a Community Vision. Ask participants to work together to identify a vision statement for their students or clients and to record it on the handout.

—For example, the vision may be that students with disabilities will lead a self-determined life as adults that includes competitive employment, independent living, and community participation to the fullest extent possible.

—After participants have identified their vision statement, ask them to identify and record organizations who might be involved in implementing the vision and their potential roles.

—Groups have 15 minutes to complete the activity.

- After 15 minutes, call on several groups to present their findings. Ask one group to identify its vision statement and one organization and role. Since vision statements will probably be similar, ask subsequent groups to add to what's already been said.
- Instruct the groups to tape one copy of their completed vision statement handout to a designated area on the wall and invite participants to review them during their break.

5. Break

15 minutes

Action Plan for Interagency Collaboration

.....

PURPOSE:

- To facilitate application of the materials and information presented in this workshop to participants' settings.

MATERIALS:

Overheads:

- None

Handouts:

- H-4-5.1 Action Plan for Interagency Collaboration

EQUIPMENT:

- None

TIME: 40 minutes

CONTENT:

1. Activity: Action Plan for Interagency Collaboration

40 minutes

- Organize participants into groups of 3-4 people. Refer participants to H-4-5.1: Action Plan for Interagency Collaboration. Instruct group participants to count off so that each individual in the group has a number from 1 to n (n =the number of people in the group). Each member should be prepared to act as spokesperson for the group.
- Point out to participants that the items on the Action Plan handout represent the practices in the Interagency Collaboration category of the *Taxonomy* that we discussed earlier. These practices can provide a structure for and can facilitate various disciplines or organizations working together so that transition visions can be realized. In their groups, participants will spend the next 30 minutes to assess where they are with each of these practices and to generate ideas to develop the practices if they are not existent or not working well.
- As participants work through this exercise, complete the following steps
 - Determine if the practice is present, emerging, or not present.
 - If it is not present or emerging, or present but not working, identify at least one step needed to establish the practice.
 - Identify responsibility for implementing or taking each step.
 - Finally, each individual group member should identify the steps they as individuals should take in order to move the Action Plan forward toward accomplishing interagency collaboration.
- When the groups have completed as much of their Action Plans as possible in the time allowed, discuss their findings. Have one group identify a practice and the details they've noted for that practice. Ask individuals to identify steps they will take after the workshop. Summarize the points made.

Note: The workshop facilitator may wish to use this activity to facilitate interagency planning in the region or community. If so, compile the Action Plans and schedule a subsequent working group of key individuals to move forward with the steps identified. Be sure to inform participants that their input will be used in this constructive manner.

Evaluation

.....

PURPOSE:

- To measure the effectiveness of the materials in increasing participants' knowledge and skills.
- To gather feedback about the usability of the workshop materials.

MATERIALS:

Overheads:

- None

Handouts:

- H-4-6.1 Workshop Evaluation

EQUIPMENT:

- None

TIME: 5 minutes

CONTENT:

1. Evaluation

5 minutes

Thank participants for their participation in the workshop and ask them to complete and return the evaluation (H-4-6.1: Workshop Evaluation).

Workshop 4

Agenda

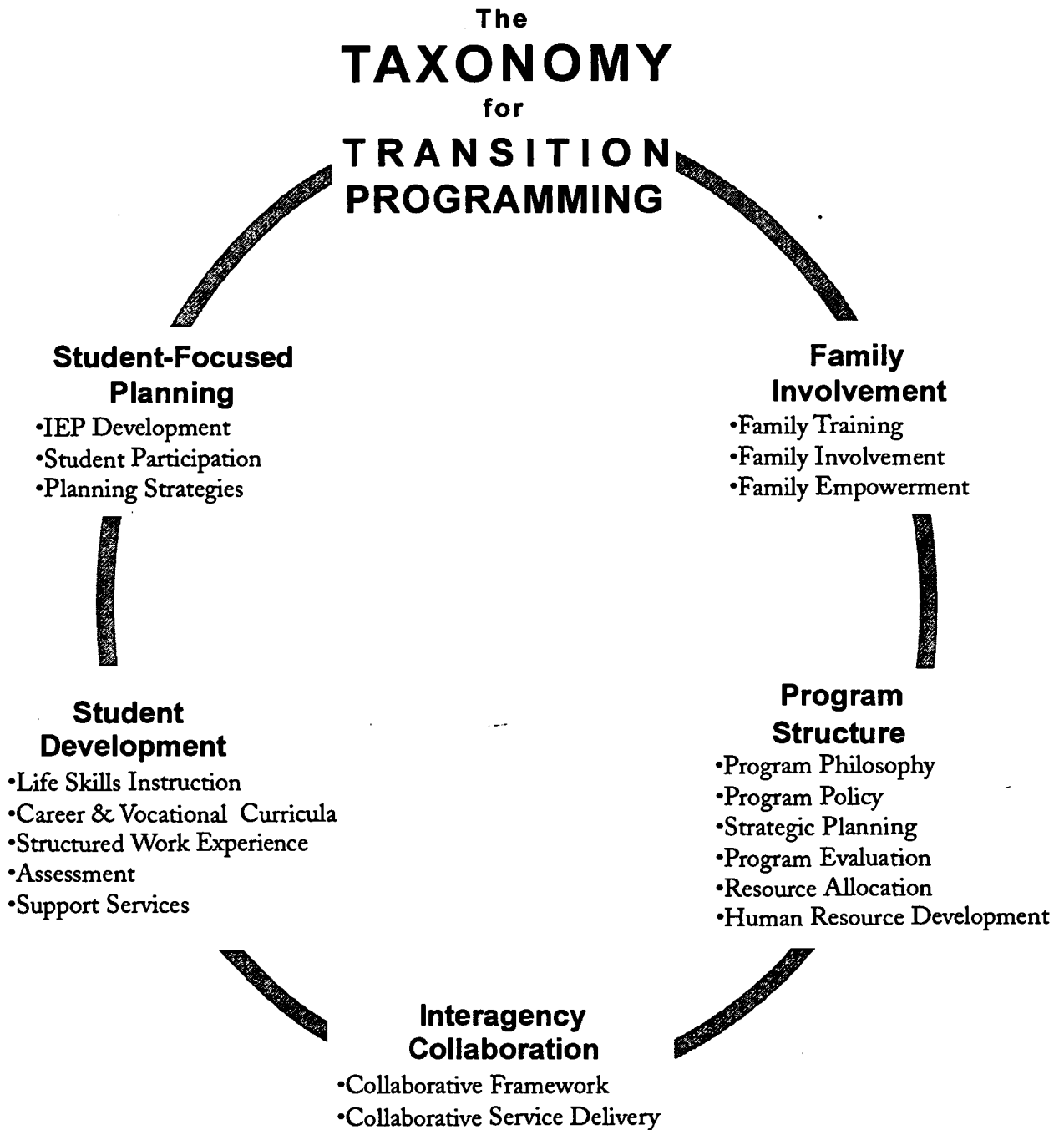
- 8:30 – 9:00 Introduction
- 9:00 – 10:00 Building Collaborative Teams
- 10:00 – 10:15 Break
- 10:15 – 11:00 Building Collaborative Teams (continued)
- 11:00 – 12:00 Collaborative Planning for Individual Students
- 12:00 – 1:00 Lunch
- 1:00 – 2:00 Collaborative Service Delivery
- 2:00 – 2:15 Break
- 2:15 – 2:55 Action Plan for Interagency Collaboration
- 2:55 – 3:00 Evaluation

Network BINGO

On the word "Begin," stand and pair off with another individual. Ask that person if they have a particular characteristic listed on your Bingo card. If so, write their name in that space. Find someone in the room that fits the description in each box. Introduce yourself and ask them to sign your form. When you get all the spaces filled, call "BINGO" and inform the workshop facilitator.

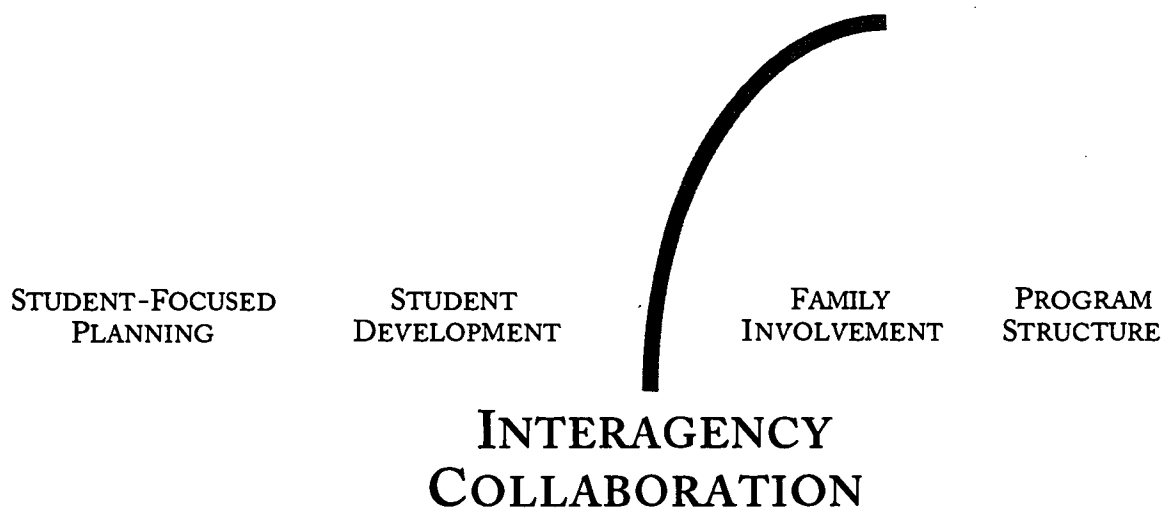
| | | | |
|--|-------------------------------|--|---------------------------|
| Teaches vocational skills | Reads "Peanuts" | Teaches independent living skills | Sings in the shower |
| Loves cats | Attends IEP meetings | Still has tonsils | Plans transition services |
| Works(ed) as a rehab counselor | Made their bed today | "Sponsors" an extracurricular activity (club or sport) | Lies about age |
| Is creative in planning experiences for students | Works(ed) as an administrator | Loves football | Works well on a team |

Taxonomy for Transition Programming



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois. (Reprinted with permission.)

Taxonomy for Transition Programming: Interagency Collaboration



Collaborative Service Delivery

- Coordinated requests for information (e.g., to parents, employers)
- Reduction of system barriers to collaboration
- Collaborative funding and staffing of transition services
- Collaborative development and use of assessment data
- Coordinated and shared delivery of transition-related services
- Systems information disseminated among cooperating agencies
- Collaborative program planning and development, including employer involvement
- Collaborative consultation between special, “regular,” and vocational educators
- Collaboration between post-secondary education institutions and the school district

Collaborative Framework

- Interagency coordinating body that includes consumers, parents, service providers, and employers
- Formal interagency agreement
- Roles of service providers clearly articulated
- Established methods of communication among service providers
- Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Single-case management system
- “Lead” agency identified
- Designated transition contact person for all service providers

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)

Levels of Collaboration

- **Individual student transition teams**

—*Purpose*: assist students and their families by identifying, linking, and ensuring relevant education programs and other services and supports as youths prepare for and move from school to adult life.

- **Local-level interagency teams**

—*Purpose*: address procedural and practice issues that impact on services for youths with disabilities.

- **State-level interagency task force**

—*Purpose*: address policy issues across and within agencies that serve youth and adults with disabilities.

Identifying Barriers and Inhibiting Behaviors: *Recording Sheet*

Reflect on your past experience as a member of a team. Record negative barriers to collaboration or behaviors that you observed or experienced as a member of the team. Negative behaviors are those behaviors that got in the way of—or impeded—the effectiveness of the team.

Barriers to Interagency Collaboration

- Professional rivalries
- Turfmanship
- Theoretical differences
- Administrative barriers
- Too many clients to serve and not enough time
- Lack of knowledge or training to collaborate
- Unclear roles and responsibilities

Barriers to Interagency Collaboration

- Past failures with collaborative efforts
- Reluctance to change from a comfortable role
- Lack of understanding of what others can and cannot do
- Fear of appearing less than competent
- Unwillingness to share
- Fear that others will expect the impossible ... or the unreasonable

Donn Brolin (1985)

Nine Principles of Teaming

1. The Team Reflects and Demonstrates a Shared/Collective Vision

Results in movement toward:

- Collective purpose
- Activities related to mission
- Agreement on agenda
- Collective direction
- Unlimited goals

Results in movement away from:

- Private purpose
- Random activities unrelated to mission
- Hidden agendas
- Unguided direction
- Narrow goals

Nine Principles of Teaming

2. A Team Promotes Empowerment of All Members

Results in movement toward:

- Equity between members
- Integrated training opportunities
- Fluid and interchangeable team roles
- Team tasks assigned on basis of expertise

Results in movement away from:

- Disparity between members
- Segregated training opportunities
- Rigid team roles
- Team tasks assigned on the basis of power or authority

Nine Principles of Teaming

3. A Team Demonstrates Shared Decision Making

Results in movement toward:

- Leader facilitation
- Horizontal influence
- Cooperation
- Flexible decision-making processes
- Broader dialogue

Results in movement away from:

- Leader domination
- Vertical control
- Competition
- Rigid decision-making processes
- Restricted dialogue

Nine Principles of Teaming

4. A Team Demonstrates Synergy

Results in movement toward:

- Well-spent time together
- High goals
- Higher order thinking
- Plans of action
- Strength in the pack

Results in movement away from:

- Time in isolation
- Nonchallenging goals
- Regurgitated thinking
- Plans of reaction
- Strength in the wolf

Nine Principles of Teaming

5. A Team Highly Regards Diversity

Results in movement toward:

- Acceptance of opinions
- Group action
- Fixing the system
- Diverse thinking within group
- Inclusion

Results in movement away from:

- Suppression of dissenting opinions
- Individual actions
- Fixing the blame
- Group think
- Exclusion

Nine Principles of Teaming

6. A Team Fosters Participation of People Impacted by Its Actions

Results in movement toward:

- “Us” mentality
- Supports
- Focus on questions
- Inherent inclusion

Results in movement away from:

- “We-them” mentality
- Barriers
- Focus on problems and solutions
- Focus on tokenism

Nine Principles of Teaming

7. A Team Fosters Self-Determination and Growth Both in itself and in Individual Team Members

Results in movement toward:

- Transformation
- Actualization
- Advocacy organizations
- “We” is better than “me”

Results in movement away from:

- Stagnation
- Frustration
- Bureaucratic organizations
- “Me” is better than “we”

Nine Principles of Teaming

8. A Team Is Responsive to Its Authentic (Ecological) Context

Results in movement toward:

- Interrelated decisions
- Cumulative interactions
- Holistic scanning and interpretation of environment

Results in movement away from:

- Decisions that occur in a vacuum
- Isolated perspective
- Environment does not affect the team

Nine Principles of Teaming

9. A Team Reflects and Demonstrates a Fluid and Dynamic Quality

Results in movement toward:

- Building on strengths
- Improved processes
- Multidimensionality

Results in movement away from:

- Eliminating weaknesses
- Status quo
- Unidimensionality

SOURCE: Stodden, R. A., Smith, G.J., Burchfiel, S., Rhuman, J., James, R., & McDaniel, L. (1996). *Teaming*. Honolulu: Hawaii UAP Multimedia Productions. (Adapted with permission.)

Transition-Related Educational Service Providers

- Special education teachers
 - Self-contained classroom teacher
 - Resource room teacher
 - Consulting teacher
- Itinerant teacher
- Regular education teacher
- Vocational education teacher
- Vocational evaluator
- Vocational or guidance counselor

Transition-Related Educational Service Providers

- Occupational placement specialist
- Work experience or work study coordinator
- Transition specialist or coordinator
- Paraprofessional
- School social worker
- School psychologist
- Speech therapist
- Physical and/or occupational therapist
- Nurse

Transition-Related Community Service Providers

- Vocational Rehabilitation Services
 - Supported employment services
 - Rehabilitation engineering
- Bureau for the Blind
 - Readers for college students
- Developmental Disabilities Councils
 - Supported living programs
 - Social activities
- State Employment Services
 - Targeted jobs tax credit
 - State training inventory
 - Dictionary of occupational titles

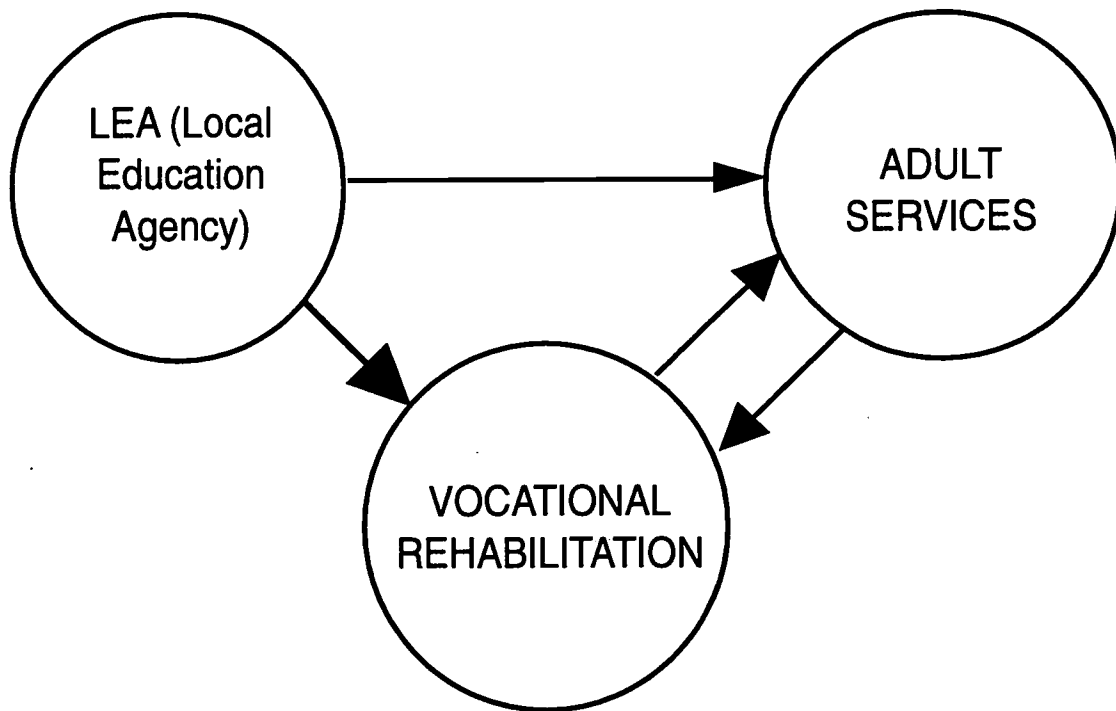
Transition-Related Community Service Providers

- Job Training Partnership Act
 - On-the-job training
 - Summer youth employment
- Independent Living Center
 - Independent living services or training
- Local Sheltered Workshop
 - Supported employment services
- Social Security Administration
 - Plan for Achieving Self Support (PASS) plans
 - Information on SSI work incentives

— Brolin, D. E. (1995). *Career Education: A functional life skills approach* (3rd ed.). Englewood Cliffs, NJ: Merrill.

Models of Agency Interaction

Model A: *Information Transfer*

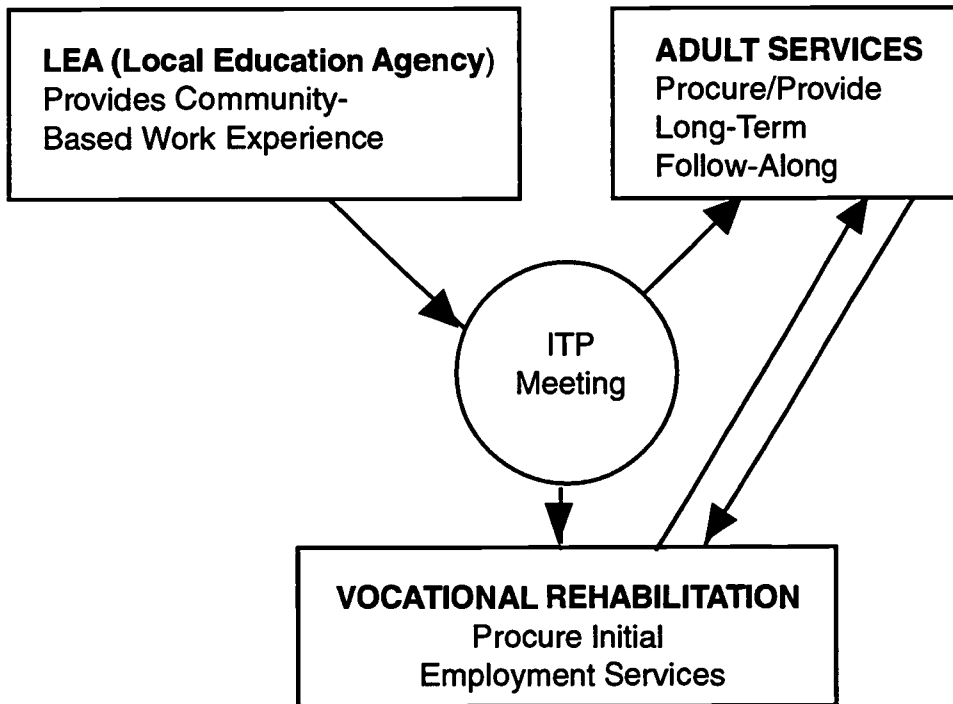


Transfer of records (medical, educational, psychological, vocational, etc.) for individuals referred for services.

Transition from School to Life

Models of Agency Interaction

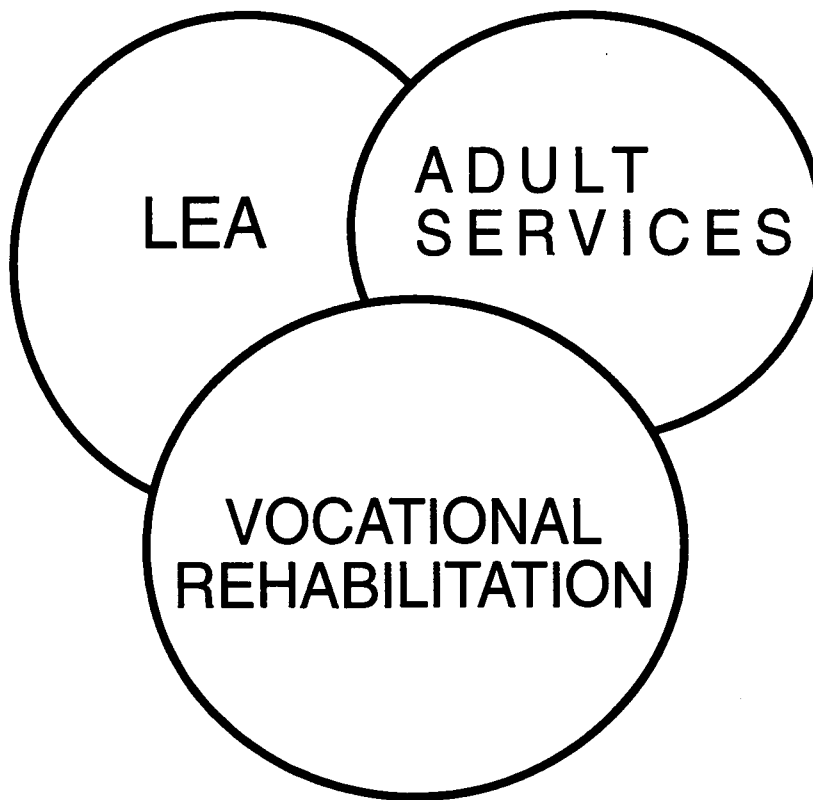
Model B: *Responsibility Transfer*



ITP team decides the sequence of services.

Models of Agency Interaction

Model C: *Collaborative Exchange*



Agencies combine resources to effect the students' transition to employment during the last years of school.

SOURCE: Wehman, P., Moon, S.M., Everson, J.M., Wood, W., & Barcus, M.J. (1988). *Transition from school to work: New challenges for youth with severe disabilities* (p. 114). Baltimore: Paul Brooks. (Reprinted with permission.)

Transition-Related Instruction and Services

- Paid high school work experiences
- Supported living facilities
- Independent living skills training
- Employability skills training
- Job placement prior to high school exit
- Vocational assessment
- Supported employment services
- Others:

Interagency Collaboration

PURPOSE:

The purpose of this workshop is to increase participants' understanding of (a) effective teaming practices, (b) collaboration focused on planning for individual students, and (c) collaboration focused on ensuring that services and options are available within their communities.

OVERVIEW:

Interagency collaboration is a critical component of the transition planning process. Given that no single agency has all the necessary resources to adequately meet the needs of persons with disabilities, it is only through a concerted effort of interagency and interdisciplinary collaboration that a full continuum of services can be ensured. Educational, vocational, residential, and other community services must be coordinated so that youths with disabilities experience a smooth transition to adult life.

This workshop is based upon the Interagency Collaboration component of the *Taxonomy for Transition Programming* (Kohler, 1996), a model for planning, implementing, and evaluating transition-focused education. The workshop presents a collaborative framework for organizing interagency and interdisciplinary collaboration at both the student and the agency level.

OBJECTIVES:

- Participants will gain an understanding of components of effective teams and collaboration.
- Participants will gain specific information about using teams to develop transition-focused individual education programs.
- Participants will become familiar with issues and strategies relevant to planning services and options for youths with disabilities within their communities.

Agenda

| | |
|---------------|--|
| 8:30 – 9:00 | Introduction |
| 9:00 – 10:00 | Building Collaborative Teams |
| 10:00 – 10:15 | Break |
| 10:15 – 11:00 | Building Collaborative Teams (continued) |
| 11:00 – 12:00 | Collaborative Planning for Individual Students |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:00 | Collaborative Service Delivery |
| 2:00 – 2:15 | Break |
| 2:15 – 2:55 | Action Plan for Interagency Collaboration |
| 2:55 – 3:00 | Evaluation |

Network BINGO

On the word "Begin," stand and pair off with another individual. Ask that person if they have a particular characteristic listed on your Bingo card. If so, write their name in that space. Find someone in the room that fits the description in each box. Introduce yourself and ask them to sign your form. When you get all the spaces filled, call "BINGO" and inform the workshop facilitator.

| | | | |
|--|-------------------------------|--|---------------------------|
| Teaches vocational skills | Reads "Peanuts" | Teaches independent living skills | Sings in the shower |
| Loves cats | Attends IEP meetings | Still has tonsils | Plans transition services |
| Works(ed) as a rehab counselor | Made their bed today | "Sponsors" an extracurricular activity (club or sport) | Lies about age |
| Is creative in planning experiences for students | Works(ed) as an administrator | Loves football | Works well on a team |

Levels of Collaboration

- Individual student transition teams
 - The purpose of collaboration focused on individual students is to assist students and their families by identifying, linking, and ensuring relevant education programs and other services and supports as youths prepare for and move from school to adult life. The intent of service coordination at the student level is to plan and implement specific services and supports in a coordinated fashion across agency lines.
- Local-level interagency teams
 - The purpose of collaboration at the local or community level is to address procedural and practice issues that impact on services for youths with disabilities.
- State-level interagency task force
 - The purpose of collaboration at the regional or state level is to address policy issues across and within agencies that serve youth and adults with disabilities.

Identifying Barriers and Inhibiting Behaviors: *Recording Sheet*

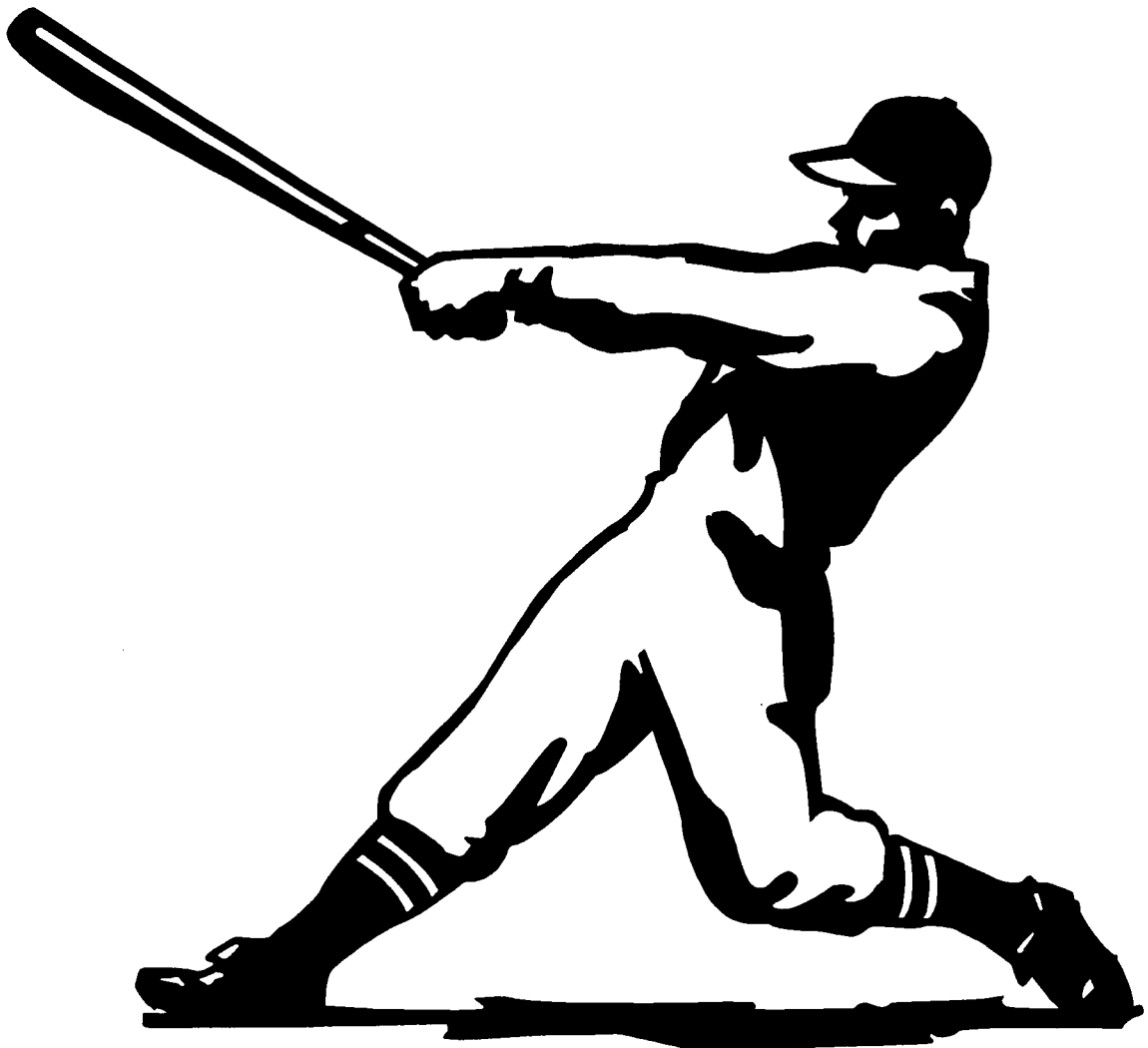
Reflect on your past experience as a member of a team. Record negative barriers to collaboration or behaviors that you observed or experienced as a member of the team. Negative behaviors are those behaviors that got in the way of—or impeded—the effectiveness of the team.

Barriers to Interagency Collaboration

- Professional rivalries
- Turfmanship
- Theoretical differences
- Administrative barriers
- Too many clients to serve and not enough time
- Lack of knowledge or training to collaborate
- Unclear roles and responsibilities
- Past failures with collaborative efforts
- Reluctance to change from a comfortable role
- Lack of understanding of what others can and cannot do
- Fear of appearing less than competent
- Unwillingness to share
- Fear that others will expect the impossible ... or the unreasonable

Donn Brolin (1985)

Teaming



The Nine Principles of Teaming

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handbook for improving special needs programs and practices through Quality Partnerships

Prepared for the Restructuring through Interdisciplinary Team Effort Project (RITE)

foreword

The current interest in improve the quantity and quality of collaborative, "partnership" school improvement programs for students with special needs has increased the demand for useful written materials that support the conversion of external (national) policy into operational (on-site) practice. Creating partnership improvement programs is not an easy task. Collaborative partnerships are unfamiliar entities to most practitioners employed in the public sector. In order to overcome this unfamiliarity a multitude of a typical practice and process variables must be considered. Four years of working with general, vocational, and special education administrators and teachers, parents, agency personnel, and persons with disabilities in the area of collaborative reform has convinced us that no single, expert, "one-size-fits-all" practice or process to special education reform will ever be revealed. However, a number of our HUAP partnership projects have successfully used teaming as a means for working collaboratively with stake-holders occupied in special education reform. We have observed that a concerted team of stakeholders can be a power force for making quality changes in systems and programs for persons with special needs. Teaming creates a forum for invested individuals to share ideas, dreams, and resources which, in turn, improves their decision making. The nine principles described in this handbook have served to guide the RITE Project as well as many other HUAP training projects since 1991. These principles emerged out of the collective, dynamic, and unselfish efforts of a large number persons involved with special needs reform. Even though a number of the principles overlap in terms of definition, we contend that each is unique in its own right.



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Principle I:

A Team Reflects and Demonstrates a Shared/Collective Vision

A

collective vision is the dream which aligns the team in pursuit of its mission. It encourages team members to band together around a common destination.

Although a collective vision may evolve and change slightly as time goes on or as new team members are added it's core intent is to speak to a constant view of a preferred future. The vision reflects a gathering and building of ideas, feelings, and actions. The team revisits the the vision and its related

mission regularly to keep it current and ever present in each team member's mind. The vision provides the team aspiration and hope. It reflects the ideals for which the team stands.

"Two men in a quarry were both doing the same backbreaking work: hewing stone blocs from the quarry wall. A stranger came

along and asked the first man what he was doing. The reply: "I'm breaking rocks out of this damned wall—what does it look like?" The stranger approached the other man with the same question. The second worker's answer: "I

am building a new cathedral." One worker had a job; the other, a vision" (Yate, 1991, p. 41).

A vision statement should be read and remembered. not filed...It's goal is to start a fire in those who read it: it is not complete until it has this effect (Yate, 1991).

"Visions, unlike goals, are never achieved. They are, of necessity, dynamic propositions: they can be adapted to change as circumstances change, but their core ideas are always present as motivating factors" (Yate, 1991, p. 57).

An ideal vision defines the world in which we want our grandchildren to live. It identifies results only: it does not include processes, resources, or methods (Kaufman, 1992)

"Vision provides conceptual glue and momentum, and illuminates shared purpose. It provides meaning" (Cope, 1987, p. 21).

ELEMENTS OF SHARED/COLLECTIVE VISION

Commitment, support, integrated values and confidence to make valued decisions, focus on outcomes, collective visualization, permission to dream.

RESULTS IN MOVEMENT

TOWARD

Collective purpose
Activities related to mission
Agreement on agenda
Collective direction
Unlimited goals

RESULTS IN MOVEMENT

AWAY FROM

Private purpose
Random activities unrelated to mission
Hidden agendas
Unguided direction
Narrow goals

Principle I:

A Team Reflects and Demonstrates a Shared/Collective Vision

SUGGESTED PRACTICES AND ACTIVITIES

- 1• The team develops a shared vision and a shared mission statement.
 - Envisioning Activity- drawing dreams, outcomes, goals and blending as a team
 - Coat-of-Arms, shield to show pride in team and mission
 - Using cards with words or phrases created by team members to elicit visions, determine commonality
- 2• At each meeting, the purpose of that meeting is clearly understood, by all team members.
 - Agenda is followed
 - Overall purpose of meeting is stated
 - Refocusing exercise:
Objective: To sensitize team members to the importance of focus

Materials required: 1 envelope per participant "In the next 5 minutes, briefly list the major non-mission thoughts running through your mind. These might relate to work, family, etc. Then fold up the paper and insert in into the envelope. Seal it, placing you name on the front. Put it away and forget about these thoughts until the meeting is over."

- 3• The team members' support the collective vision/mission statement.
 - Revisit the vision/mission statement regularly to ensure that all members support and own the statement
 - Orient new members on the vision

Principle 2:

A Team Promotes Empowerment of All Members

Empowerment is essential to a highly effective team. The members share power in making decisions and taking action while working towards the vision/mission statement. Individuals within the team feel that power is equalized and they are able to participate fully in the team activities. Each

RESULTS IN MOVEMENT TOWARD

Equity between members
Integrated training opportunities
Fluid and interchangeable team roles
Team tasks assigned on basis of expertise

RESULTS IN MOVEMENT AWAY FROM

Disparity between members
Segregated training opportunities
Rigid team roles
Team tasks assigned on the basis of power or authority

member believes he or she makes a difference. An empowered team focuses on strengths and capabilities; utilizes the contributions and resources of its members and supporters; has a depth of knowledge about central issues; follows effective operational procedures, is aware and competent in diversity issues; creates an effective networking system; communicates openly;

and shares responsibility. The team demonstrates power through, rather than power over attitudes and behavior. An empowered team is a vehicle for making improvements in individual's lives, classrooms, schools, organizations, and communities.

When principals (administration) recognize that their most important resource is their teachers, they establish a two-way dialogue. Principals should be committed to creating a climate that encourages teamwork and accelerates the personal development of each teacher. That's their responsibility. In return they may expect teachers to strive for the superior performance in everything they do. Teachers are expected to learn all they can about their roles, and are encouraged and expected to take an active role in influencing the decisions affecting their teaching performance (Yate, 1991, p. 48).

"Okay, local school, we are going to empower you. You don't have the right tools; you don't have the knowledge or theory; but you can sit around and expand the size of you committees and make your decisions together." is that going to work? Absolutely not" (Brant, 1992, p. 31).

"Reform is badly needed, yet people's experience with change is overwhelmingly negative—imposition is the norm, costs outweigh benefits, the few successes are short-lived. The only way out of this dilemma is for individuals to take responsibility for empowering themselves and others through becoming experts in the change process" (Fullan, 1991, p. 353).

Principle 2:

A Team Promotes Empowerment of All Members

ELEMENTS OF EMPOWERMENT

Depth of knowledge, shared power, equalized power, parity, equity, skill, contribution, feedback, participation, training, shared responsibility, self-enhancing medium, personal development issues.

SUGGESTED PRACTICES AND ACTIVITIES

- 1 • The team rotates and/or shares leadership roles.
 - Leadership roles are delineated by the group such as: facilitator, recorder, timekeeper, spokesperson, and process observer. Team decides on rotation schedule and shared roles.
 - During a meeting the facilitator invites others to facilitate an activity. [This gives others an opportunity to practice, it gives the group a chance to become familiar and comfortable with a variety of facilitation styles, and it gives the facilitator a chance to participate in the discussion.]
- Situational leadership is taught and used
- 2 • Information is provided to team members on content, processes, best practices, resources, etc.
 - Courses, seminars, inservices, speakers at meetings
 - Networking with other teams
 - Communication support within team (e.g. e-mail, phone)
- 3 • Opportunities are created or shared by the team to increase skills in its members.
 - Public speaking
 - Resource sharing
 - Presentations
 - Train the trainers
 - Independence and interdependence fostered, not dependence
- 4 • Existing paradigms are questioned when they create barriers to growth.
 - Paradigm Dilemmas (Barker, 1992)
 - Accessing power structure

Principle 3:

A Team Demonstrates Shared Decision Making

Each individual on the team demonstrates shared participation and responsibility in the decision making process. This can occur in a variety of ways such as a consensus, agreements, or other collaborative processes. It is essential that team members feel a shared ownership for decisions and assume responsibility for their results. This does not

mean that each member possesses the same degree of knowledge about a decision to be made or plays an equal role in the process. Members bring different skills, interests and knowledge to situations. By getting to know and recognize each member, the team can determine equitable ways to make decisions while maintaining the integrity of individual members, as

well as their right to agree or disagree.

"Power in special education, and perhaps in schools generally, is clearly not only, or not even primarily, the ability to enforce policies or even to 'get results.' Rather, it is the ability to

to help a group of professionals integrate their respective expertise to resolve an iterative (repeating) series of complex, often intractable, problems... The different paradigms by which special and regular education teachers may have been trained argues for [shared-decision] rather than authoritative leadership... [shared-decision] leadership that puts student assignments, team composition, program delivery, and budget allocation into teachers' and other stakeholders' hands so that they may use their collective expertise to empower one another" (Dunlap & Goldman, 1991, p. 19).

"'Building bridges not walls' is a symbolic phrase. It envisions a [shared-decision] relationship between an institution, its education stakeholders, and the external environment. It is both an idea and a commitment to how institutions ought to deal with change" (Schmidt, 1987, p. 31).

ELEMENTS OF SHARED DECISION MAKING

Parity, collaboration, consensus, ownership in process and products, constructive conformity, influence, supportive environment, facilitation, shared leadership, clearly understood decision-making process.

RESULTS IN MOVEMENT TOWARD

Leader facilitation
Horizontal influence
Cooperation
Flexible decision-making processes
Broader dialogue

RESULTS IN MOVEMENT AWAY FROM

Leader domination
Vertical control
Competition
Rigid decision-making processes
Restricted dialogue

Principle 3:

A Team Demonstrates Shared Decision Making

SUGGESTED PRACTICES AND ACTIVITIES

- 1 • The team develops written ground rules/operational procedures for decision making.
 - During the initial stages of team development, all members discuss and generate ground rules for making decisions
 - Ground rules are adhered to at meetings
 - Agenda setting activities held before or at the beginning of a meeting can include identifying the appropriate decision making process for each agenda item
- 2 • The team utilizes a consensus process when possible.
 - Consensus building activities
 - Brainstorm (no discussion and no judgment) ideas on how to build consensus
 - Identify steps in reaching consensus, such as: 1). Decide on time allocated for discussion 2). If agreement not reached during that time, what is back-up plan? Examples: Postpone decision, break into small groups for consensus building, take a 2/3's agreement with minority opinions noted.
- Routine check-out procedures to give information on whether or not participants felt included in the decision making process
- 3 • The team fosters member participation through utilizing pre-decision making, nonjudgmental structured activities.
 - Brainstorming
 - Small group discussion
 - Free writing on subject
 - Problem solving is facilitated: define the problem, generate possible solutions, evaluate these solutions, create an action plan
- 4 • The team develops operational procedures in order to produce "constructive conformity" regarding mechanical and administrative matters.
 - The team first identifies which matters can be dealt with in this way in order to save time and facilitate activities
 - Team members develop procedures on how to deal with these matters
 - Team members agree to consistently follow these procedures

Principle 4: A Team Demonstrates Synergy

A team demonstrates synergy; that is it reveals that the whole is more than the sum of its parts. We see the team as a growth enhancing medium which serves as a vehicle and catalyst for constructive disturbance that leads to creative action. The members of the team collectively create visions, ideas, and solutions not likely to occur in isolation.

RESULTS IN MOVEMENT

TOWARD

Well-spent time together
High goals
Higher order thinking
Plans of action
Strength in the pack

RESULTS IN MOVEMENT

AWAY FROM

Time in isolation
Non-challenging goals
Regurgitation thinking
Plans of reaction
Strength in the wolf

The ingredients of synergy are often hard to identify. Ideas can start as seeds and then like magic, bloom into creative action plans addressing current issues effecting the team. Synergy emerges out of collective thoughts and ideas. It emerges out of group discussion, where a feeling of trust has developed and

people are free to think creatively and not feel criticized. Synergy can manifest itself as high energy, enthusiasm and the motivation to tackle the "impossible".

Teams are characterized by synergy—the whole (system) is greater than the sum of its parts (elements) because the relationship among the elements adds value to the system" (Betts, 1992, p. 38).

"There has been a tremendous release of energy and creativity. It's true what they say about this sense of ownership [synergy], it's very powerful. When people really believe that what they think, what they say, and what they do will make a difference, they take hold, they make things happen, they look for what needs changing and they change it, be it in the system or in themselves. The result here has been a very noticeable feeling of professional pride and investment in 'this school is my school'" (Lewis, 1989, p. 177).

Synergistic organizations, provide the expectations and organizational conditions that foster and sustain genuine, well-supported, and long-lasting innovation; high standards for team accomplishment and an active learning/adventurous personal development approach (well matched by newly designed assessments and accountability systems) define both purpose and direction for the innovations; with technical assistants who act as both supports and catalysts for the programmatic redesign of learning and teaching. (Sheingold, 1991, p. 22).

Synergy, "a genuine belief that stakeholders as a group can develop better solutions than any individual can alone" (Leithwood, 1992, p. 11).

Principle 4:

A Team Demonstrates Synergy

ELEMENTS OF SYNERGY

High performance, element of uncertainty, linking, horizontal power, personal and group essence, high energy, importance placed on relationships, shared resources, sense of accomplishment, stimulating, transforming.

SUGGESTED PRACTICE AND ACTIVITIES

- 1• The team manifests Higher-Order Thinking (HOT).
 - Take time for "Think Tank" activities such a 1 to 5 day retreats away from the work setting
 - Participate in planning work sessions to create collective action plans to address pertinent issues
 - Regularly schedule support groups for listening to each other's ideas and concerns
- 2• The team feels a sense of accomplishment.
 - Celebrate accomplishments with parties, awards, certificates
 - Regularly give appreciation and recognition to each other through verbal praise, written correspondence, newsletter
- 3• The team believes that it can accomplish the "impossible."
 - Create times to be supportive of each other and build trust to take risks
 - Participate in brain teasers and creativity exercises
 - Revisit mission and vision periodically to see if they are big enough
- 4• The team members feel they can influence other members and the team.
 - Take time to really "listen" to each other
 - Seek out people as mentors and resources
 - Share talents and interests within the group
- 5• The team is futuristic in its thinking.
 - Bring in futuristic speakers
 - Share futuristic articles and media.
 - Engage in discussions on the future
- 6• The team takes risks.
 - Create an environment for appropriate risk taking
 - Reward risk-taking
- 7• The team exhibits optimistic behavior.
 - Support and encourage optimistic thinking and behavior
 - Use language that is positive and optimistic

Principle 5: A Team Highly Regards Diversity

Maintaining diversity within a team requires the creation of an environment where it is safe to share important aspects of oneself - beliefs, wishes, ideas, strengths, weaknesses, curiosities, and uncertainties. Along with this sharing, there is a respectful acceptance of differences and differing perspectives. The essence of teaming is to encourage the

RESULTS IN MOVEMENT TOWARD

Acceptance of opinions
Group action
Fixing the system
Diverse thinking within group
Inclusion

RESULTS IN MOVEMENT AWAY FROM

Suppression of dissent opinions
Individual actions
Fixing the blame
Groupthink
Exclusion

participation of a diverse group of individuals with a common cause.

Within the team,

practices reflect respect

for cultural, ethnic,

gender, and economic

status of members. As

processes of the team and

content areas are dealt

with, these diverse

perspectives become

infused.

"Those closest to the point of implementation must be involved in designing the plans and strategies that will propel the organization closer to its vision" (Scarr, 1992, p. 68).

"If we want to set out to define where we are going, we are well advised to concerns of the people who are going to be asked to get us there.

"Because if they lose interest, we lose, period" (Yate, 1991, p. 42).

"Research indicates that [stakeholders] are more productive when they are respected, not disdained, when their knowledge is used, not ignored, when they have some discretion over the pace and order of work instead of being forced to keep pace with the line, when they see the relationship between the part to the whole instead of being relegated to isolated activities, and when they have a change to join together with others instead of working alone" (Lipsky & Gartner, 1992, p. 5).

ELEMENTS OF DIVERSITY

Dignity, comfort in sharing dissenting points of view, celebration of differences and different perspectives, trust, gender and economic status respected, safety, freedom to say what you think and feel what you feel.

SUGGESTED PRACTICES AND ACTIVITIES

- Teams are structured so that they invite diversity.
- Activities to incorporate new members. Bonding preliminary to other team activities
- Multicultural Activities
- History share incorporated in team meetings

Principle 5:

A Team Highly Regards Diversity

- 2• The team encourages sharing and acceptance of differing perspectives and expertise.
- The team recognizes the diversity within and sets up mechanisms so that each perspective can "really" be heard and addressed
- Facilitation is content neutral
- Teach process observation
- Meeting management skills
- Create a "human machine" that reflects your agency, department, or job
- Get Acquainted Exercise: need blank name tags for each member Each person gets a name tag, writes first name and 5 words or phrases that tell something about themselves that other team members are not likely to know. Group gathers in groups of 2 or 3, then changes groups after 3 or 4 minutes.
- Hidden Squares Activity: Need visual - large square divided into 16 equal squares. To encourage participants to dig deeper into problems, visualize them from a different perspective, see not only the whole, but various combinations of parts. Direct participants to quickly count the total number of squares and report it. The correct total is 30, 1 whole, 16 individual, 9 of 4 each, and 4 of 9. Like the problems we face - many parts (and combinations of parts) comprise the whole.
- 3• The team demonstrates respect for different economic, cultural, and personal needs.
 - Child care is provided when possible and necessary
 - Food is shared at meetings
 - Meetings and trainings are scheduled at convenient times for all members
 - Setting and furniture are "user friendly"

Principle 6:

A Team Fosters the Participation of People Impacted by its Actions

Teams must be provided opportunities to engage in thoughtful, provocative conversations with large numbers of participants and persons that have a stake in the teams outputs. Inclusion in the teaming effort is a given and the team process reflects how full participation is to be achieved. Major stakeholders are involved to the degree most beneficial to their needs. An

RESULTS IN MOVEMENT

TOWARD

Us mentality
Supports
Focus on questions
Inherent inclusion

RESULTS IN MOVEMENT

AWAY FROM

We-them mentality
Barriers
Focus on problems and solutions
Tokenism

environment is created to ensure that people are included who are invested in the team's vision and impacted by its actions. Not only do team members believe in full participation, but they act to achieve it. This requires the creation of neutral and accessible environments, and

provision of supports and accommodations for team members who have historically been overlooked. This principle fosters open communication where everybody has a voice and can influence team decisions.

"To standardize everything would be one of the worse things we could do. We could reduce variation by eliminating people that do not fit the perfect profile, but that is not what we need.

We must provide for the whole broad range of people and find ways to make them all successful, to experience joy in learning" (Brant, 1992, p. 29).

"Excellence or improvement cannot be installed or mandated from outside; it must be developed from within. It must arise from collective [and diverse] conversations, behaviors, and spirit among teachers, administrators, students, and parents within a local school community (Deal, 1986).

"The team partnership is not one of junior [members] or senior [members] or even one of likes. Rather, parents, school professionals [and other stakeholders] bring the strength of their diversity to the joint task of the child's education" (Lipsky & Gartner, 1992, p. 9).

ELEMENTS OF PARTICIPATION

Inherent inclusion, right to be on the team or not on the team, accessibility, supports, natural environments.

SUGGESTED PRACTICES AND ACTIVITIES

- 1 • The team make-up reflects a representative sample of persons impacted or implementing changes.
- Practice writing full participation concepts in policies, grants, laws, and

Principle 6:

A Team Fosters the Participation of People who are Impacted by its Actions

- other documents
- Points of View exercise
Choose an area of strong interest to your team related to your mission.
Divide into small groups with each group representing an assigned stakeholder position. Discuss in small groups from assigned position. Return to large group and share perspectives
- 3• Accessibility and awareness-activities and inservices are held.
- Barrier Awareness day, with stations to teach members what barriers exist for those with challenges regarding access (such as visual and mobility)
- Speakers who can share their viewpoints
- Activities related to community and home accessibility
- Life dreams activity: 1). List all the dreams your audience has. 2). Now list all the dreams a disabled person has. 3). Compare the lists. (Should be very similar!)

Principle 7:

A Team Fosters Self-Determination and Growth Both in Itself and in Individual Team Members

Individual team members receive personal benefit from participation on the team. The team inspires individual expression and development as well as collective actions. Although ownership regarding the team is strong, each team member feels that he or she is a unique entity within the team process. Increasingly, members can effectively seek, find, and utilize the personalized services they need for personal

growth and progress.

Teams and individuals change and grow as they acquire new attitudes, information, skills, and experiences. There is a shift from dependence on outside sources for meeting needs to sharing expertise with others.

"Outside experts can show you models, teach you useful tools, and offer encouragement, but they cannot and should not do the work of transforming for you. A 'yearning for learning' comes, ultimately, from within the individual and within the organization" (Bonstingl, 1992, p. 9).

"For our schools to do better than they do we have to give up the belief that it is possible to create the conditions for productive learning

when those conditions do not exist for education personal" (Sarason, 1990, p. 13).

Individual Growth

"Today's scholarship tells us that in order to promote true growth in any individual, we must be conscious of what drives us to become the best we can be. Deci and Ryan tell us we are motivated through a sense of competence, control, and connection. Learning theory tells us that we grow as we extend knowledge by experimenting and creating new meanings. Critical theory suggests we can advance community growth by promoting critical dialogue. Feminine theory suggests that growth happens in conjunction with others to whom we feel connected and whom we care" (Poplin, 1992, p. 11).

Collective Growth

"A strong ethic of collective study can provide for the commonalities and differences in the way humans grow and counter the intellectual starvation many teachers feel. Through initiating research and study groups, we can also promote the critical dialogue around important topics that lead to collective action" (Poplin, 1992, p. 11).

"Contributing ideas to others and seeking better ideas is the cornerstone of [self-determination] cultures. This need not be on a district-wide or

**RESULTS IN MOVEMENT
TOWARD**
Transformation
Actualization
Adhocracy organizations
"We" is better than "me"

**RESULTS IN MOVEMENT
AWAY FROM**
Stagnation
Frustration
Bureaucratic organizations
"Me" is better than "we"

Principle 7:

A Team Fosters Self-Determination and Growth Both in Itself and in Individual Team Members

school-wide basis; small-scale, focused, ongoing exchange and experimentation with a small number of colleagues to obtain better results with students are perfectly fine" (Fullan, 1991, p. 138).

ELEMENTS OF SELF-DETERMINATION

Individual gets personal benefit (what's in it for me? WIIFM), individuals are unique entities within the process, ownership, self-determination of both individual and team, right to choose, on-going learning.

SUGGESTED PRACTICES AND ACTIVITIES

- 1 • The team receives recognition.
 - Local, state, and national
 - Development and sharing of resources
- 2 • Individual team members exhibit professional growth.
 - Certification
 - Increased responsibilities
- 3 • The team as a whole and members individually show increased skill development.
 - Content
 - Process skills
 - Leadership skills
 - Team process skills
 - Action planning that is reviewed after the meeting
 - Strategies for change - attempt to be future focused
- 4 • The team as a whole and individually exhibits increased motivation.
 - Expanded vision and mission
 - Increased participation

Principle 8:

A Team is Responsive to its Authentic (Ecological) Context

A team is a complex, living system that both impacts and is impacted by the local environment in which it finds itself. Education reformers have often viewed the context of the local school to be irrelevant, and thus viewed school reform solely within the context of national policy or national mandate. Real-world on-site issues and

RESULTS IN MOVEMENT TOWARD

Interrelated decisions
Cumulative interactions
Holistic scanning and interpretation of environment

RESULTS IN MOVEMENT AWAY FROM

Decisions that occur in a vacuum
Isolated perspective
Environment does not affect the team

problems of team stakeholders must be addressed, and stakeholders must be able to relate and use personal experiences as the context from which to address these problems. The team operates in an interdependent and reciprocal fashion with full consideration given to and the local system in

which those agendas appear. There is a web of connectedness to actual on-site problems and solutions.

"Many schools work hard at internal development but fail to keep a proactive learning stance toward the environment [ecological context]. To prosper, schools must be actively plugged into their environments; schools must respond to the issues of the day—and contribute

to them. Schools must engage state policies (not necessarily implement them literally), if they are to protect themselves from wrongheaded imposition" (Fullan, 1993, p. 129).

"Everybody works within a system, governed by conditions over which the individual has little control" (Walton, 1990, p. 20).

If planning is to be understood in an ecological context then certain significant concepts need to be emphasized... "This collection includes ideology, beliefs, and values—power, political influence, and empowerment—consensus, conflict, negotiation, and will" (Hamilton, 1991, p. 32).

"An ecological framework of planning promotes the link between understanding (knowledge) and improving (subsequent action). Understanding is achieved through a clarification of the multiple frames of reference that stakeholders must use in thinking about present actions and future consequences...As a result, you can be led to a better appreciation of the perspectives and baggage you place upon the decisions you make" (Hamilton, 1991, p. 42).

ELEMENTS OF ECOLOGY

Interaction within a system, value-added, naturalistic, complex community where all living systems support or react to each other, holistic, pulse, rhythm, web.

Principle 8:

A Team is Responsive to its Authentic (Ecological) Context

SUGGESTED PRACTICES AND ACTIVITIES

- 1 • **Appropriate partnerships are formed.**
 - Individual team members are assigned to appropriate related teams and serve as bridges
 - Team participates in "sharing activities" - (job fairs, institutes, seminars, etc.)
 - The team participates in interagency networking
- 2 • **The team conducts meetings using local protocol and observes cultural contexts.**
 - Meetings are held on-site (where action plan occurs)
 - Local customs, such as the sharing of food and talking story, are followed
- 3 • **Team members recognize that each member is part of a larger picture.**
 - The team stays up-to-date on the progress of other teams
 - Part of team responsibilities include researching developments related to team mission and vision
 - Current decisions are related to past decisions
- 4 • **Team Answers to Questions**
 - What assumptions and beliefs support bureaucratic frameworks in your school?
 - Discuss this in terms of:
 - control
 - management
 - equity
 - fairness
 - accountability
 - performance standards

Principle 9:

A Team Reflects and Demonstrates a Fluid and Dynamic Quality

Teaming is a dynamic process in which content is produced and transformed continuously. A team is flexible, adaptable, accommodating and evolving. It is conscious about its own operations and has a process for training and re-focusing. Its leadership is situational and roles within the group are not static. It can be characterized as being

RESULTS IN MOVEMENT

TOWARD

Building on strengths
Improved processes
Multidimensionality

RESULTS IN MOVEMENT

AWAY FROM

Eliminating weaknesses
Status Quo
Unidimensionality

engaged in a conscious, dynamic journey to a set destination, but adjusting effectively to "adventures" along the way.

Effective teams and organizations actively monitor their own processes (internal) and actively scan their

environments (external). Teams cannot remain static. Either they respond positively to internal and external changes or they decay.

"You have to have something worthwhile to connect; and even if it is worthwhile it must be evident in the day-to-day skilled practice of teachers" (Fullan, 1993, p. 131).

"Even well-developed innovations represent new meaning and new learning for those who encounter them initially and require time to

assimilate them" (Fullan & Miles, 1992, p. 479).

The teams share a common approach. They are pledged to the notion of continual improvement. The top management of each school or organization is committed to quality transformation. The stakeholders in these organizations understand who their outcomes are for. They recognize the need to base decisions on data. And they are beginning to understand that there is variation in every process and program. The quality journey never ends, and people are at different points along the way (Walton, 1990, p. 14)

The Cook's Tour (linear) defines a precise schedule on a well-defined route: it moves in an orderly progression past known landmarks. Its aim is to avoid contingencies and the unknown and to structure planning in a scheduled, ordered, and routine manner. On the other hand the Lewis and Clark (dynamic) model incorporates a sense of adventure in the exploration of new planning frontiers. Lewis and Clark had a clear sense of context, direction, and what to look for, but their actual course was unknown (Enarson 1975, quoted in Cope 1987).

Principle 9:

A Team Reflects and Demonstrates a Fluid and Dynamic Quality

PRACTICES AND ACTIVITIES

- 1 • Membership and types of membership are fluid.
 - The team has a process for orienting new members and follows it
 - Re-admittance (dynamic membership)
 - Task forces for limited purposes
 - Core, advisory, planning, ad hoc committees
- 2 • The team is aware of its own processes.
 - Team monitors and modifies according to formative evaluation processes.
 - The team keeps up-to-date regarding team processes
 - Teams physically transform (go through a metamorphosis)
- Common issues are resolved around group dynamics
- 3 • Fluid and dynamic planning
 - Ask teams to produce retrospective and introspective descriptions of their collective work
 - Teams produce communication devices that "advertise" what the team is about
 - Exact scenarios that debate and critique the work and direction of the team
 - Ask the team to draw tentative maps depicting where the team members see themselves now, and also where they see themselves going

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Transition-Related Educational Service Providers

- Special education teachers
 - Self-contained classroom teacher
 - Resource room teacher
 - Consulting teacher
- Itinerant teacher
- Regular education teacher
- Vocational education teacher
- Vocational evaluator
- Vocational or guidance counselor
- Occupational placement specialist
- Work experience or work study coordinator
- Transition specialist or coordinator
- Paraprofessional
- School social worker
- School psychologist
- Speech therapist
- Physical and/or occupational therapist
- Nurse

Transition-Related Community Service Providers

- Vocational Rehabilitation Services
 - Supported employment services
 - Rehabilitation engineering
- Bureau for the Blind
 - Readers for college students
- Developmental Disabilities Councils
 - Supported living programs
 - Social activities
- State Employment Services
 - Targeted jobs tax credit
 - State training inventory
 - Dictionary of occupational titles
- Job Training Partnership Act
 - On-the-job training
 - Summer youth employment
- Independent Living Center
 - Independent living services or training
- Local Sheltered Workshop
 - Supported employment services
- Social Security Administration
 - Plan for Achieving Self Support (PASS) plans
 - Information on SSI work incentives

— Brolin, D. E. (1995). *Career Education: A functional life skills approach* (3rd ed.). Englewood Cliffs, NJ: Merrill.

Case Study Example: Sarah

Sarah is a junior at East Side High School. She was in an accident in 3rd grade that left her with a learning disability and without the use of her legs; she uses a wheelchair for mobility. Sarah has use of both arms and hands, although she experiences weakness in them after prolonged use. Sarah is interested in a career in the retail fashion industry, both in sales and clothing design. She plans to live independently and wants to work with youth programs in her spare time.

Her IEP team this year is headed by one of the school's guidance counselors. It consists of Sarah, her parents, her LD teacher, a vocational rehabilitation counselor, the OT/PT, her marketing and distributive education teacher and the district's transition specialist. Based on an assessment of Sarah's needs, goals, and preferences, her educational program for 11th grade will consist of the following courses: art (drawing), computers (graphic design); marketing and distribution (two class periods), English, math, and physical education.

The guidance counselor and the LD teacher are working with the general academic teachers to assist Sarah in applying strategies to facilitate her learning in these classes. Through her marketing and distributive education (DE) class (a regular vocational education cooperative program), Sarah will begin working at the Gap store in the local mall. She will leave school at the end of 6th period and will work 20 hours per week. She will ride the transit system bus from school to work. Her parents will provide transportation home, although Sarah expects to arrange rides with coworkers in the mall once she gets to know them.

The DE teacher has worked with Sarah and her new supervisor to develop a training plan that identifies her work tasks and the competencies she is to develop through the work experience. The DE teacher has also invited and encouraged Sarah to join the DE club that meets every Wednesday after school. The VR counselor is helping the employer modify the cashiering station to accommodate Sarah's wheelchair, as well as the storage areas and store aisles. In the future, the VR counselor will also assist Sarah in developing a PASS plan (Plan to Achieve Self-Support) to purchase a computer needed for the graphic art program at the community college—her immediate post-school training goal.

Through the help of her parents and the district transition specialist, Sarah worked half days during the previous summer, and will do so next year, in the summer youth program doing arts and crafts activities with elementary-school children. To help Sarah gain strength in her hands and arms, the OT/PT is working with Sarah and her PE teacher to develop a weight lifting program. She's helped to identify strategies that Sarah can use when drawing and working on the computer so that her arms and hands become less fatigued.

At home Sarah has specific chores and responsibilities with respect to cleaning, cooking, laundry, and helping to care for the family pet. With her parents' assistance and cooperation, Sarah has developed a schedule that fits together school, work, and home responsibilities as well as provides time to just hang out with her friends.

SOURCE: From *Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services* (p. 185), by P.D. Kohler, 1998, in *Beyond high school: Transition from school to work* by F. Rusch & J. G. Chadsey (Eds.). © 1998. Reprinted with permission of Wadsworth Publishing, a division of International Thomson Publishing. Fax 800-730-2215.

Case Study: *Alice*

Alice is a 16 year old 10th grade student with learning disabilities in the areas of written language, arithmetic, reasoning, and organization skills. She attends Lincoln High School and participates in a special academic curriculum for students with learning disabilities. She lives with her mother and younger brother. Alice is very attractive and outgoing, but does not have a large social group. Recently, Alice has been talking about quitting school and getting a job. She complains that the other students make fun of her as stupid, and that a group of boys have started rumors that she is “easy.” She is frustrated by her poor academic performance and “just wants to get away from school where no one knows she is in special education.” She has not participated in any vocational training, other than an exploratory course in 9th grade, and her IEP has reflected only a vague reference to any post-school goals.

Her mother is adamant that she stay in school and has called the principal to see if there is any way they can force her to attend. He has referred the matter to a guidance counselor.

INSTRUCTIONS:

Identify at least three educators or community service providers and the instruction, services, or supports they might provide to Alice.

| EDUCATOR OR SERVICE PROVIDER | INSTRUCTION, SERVICES, OR SUPPORTS |
|------------------------------|------------------------------------|
| | |
| | |
| | |
| | |

Self-Assessment: *Knowledge of Transition-Related Services*

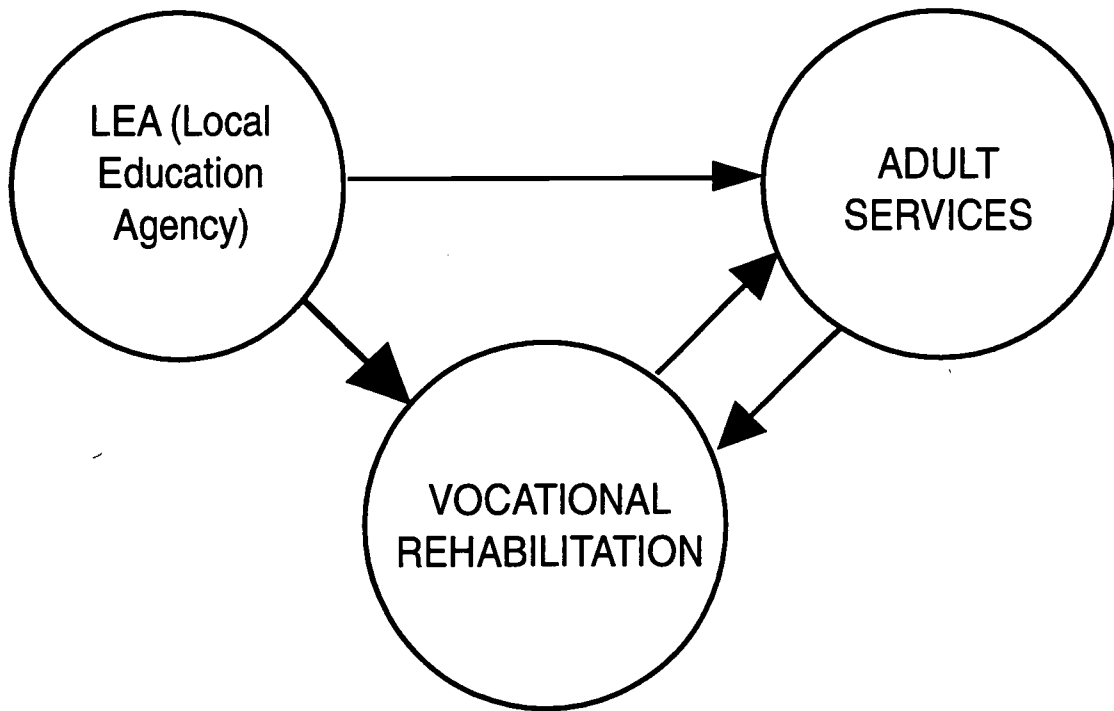
Reflect on the case study activity focused on identifying providers and services. Using the knowledge-level scale provided, rate your knowledge of each item.

| ITEM | KNOWLEDGE RATING SCALE | | |
|---|------------------------|----------------|--------------|
| | Extensive Knowledge | Some Knowledge | No Knowledge |
| Vocational rehabilitation services available to students | 3 | 2 | 1 |
| Vocational rehabilitation criteria for eligibility | 3 | 2 | 1 |
| Availability of vocational rehabilitation representatives to attend IEP meetings | 3 | 2 | 1 |
| Independent living services available | 3 | 2 | 1 |
| Supported employment service providers | 3 | 2 | 1 |
| Types of supported employment services available | 3 | 2 | 1 |
| Targeted jobs tax credits | 3 | 2 | 1 |
| Plan for Achieving Self Support (PASS) | 3 | 2 | 1 |
| SSI work incentives | 3 | 2 | 1 |
| Postsecondary education institutions with programs for students with disabilities | 3 | 2 | 1 |
| Postsecondary educational services available for students with disabilities | 3 | 2 | 1 |
| Transition-related IEP requirements | 3 | 2 | 1 |
| Transportation services for student work experiences | 3 | 2 | 1 |
| Graduation credit requirements | 3 | 2 | 1 |
| Related educational services available to students | 3 | 2 | 1 |
| School rules for student work experiences | 3 | 2 | 1 |
| Residential options available in the community | 3 | 2 | 1 |

Transition from School to Life

Models of Agency Interaction

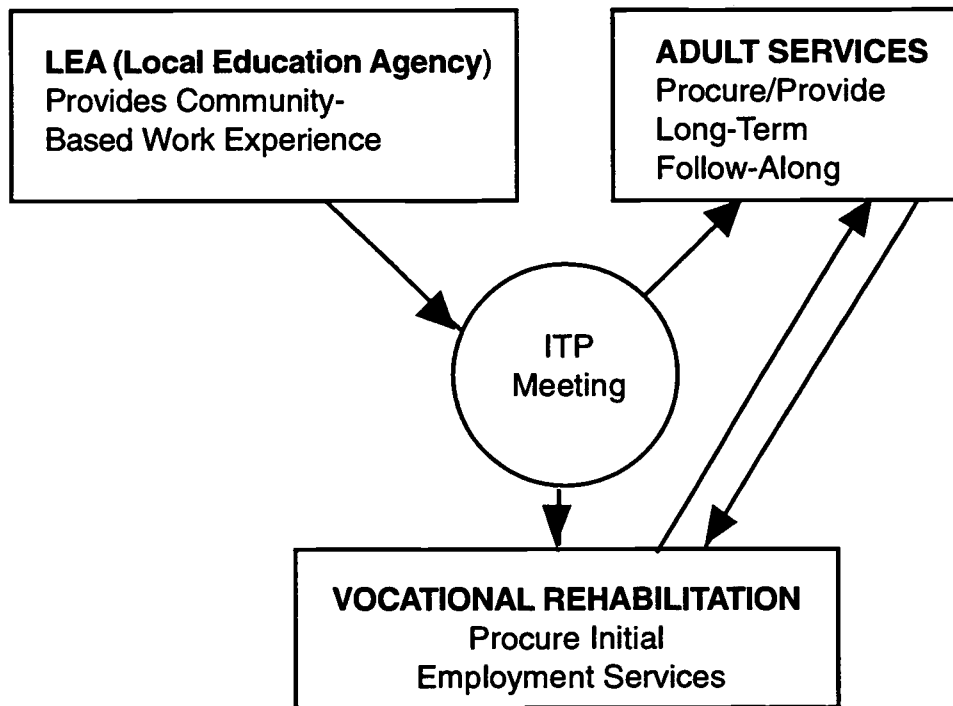
Model A: *Information Transfer*



Transfer of records (medical, educational, psychological, vocational, etc.) for individuals referred for services.

Models of Agency Interaction

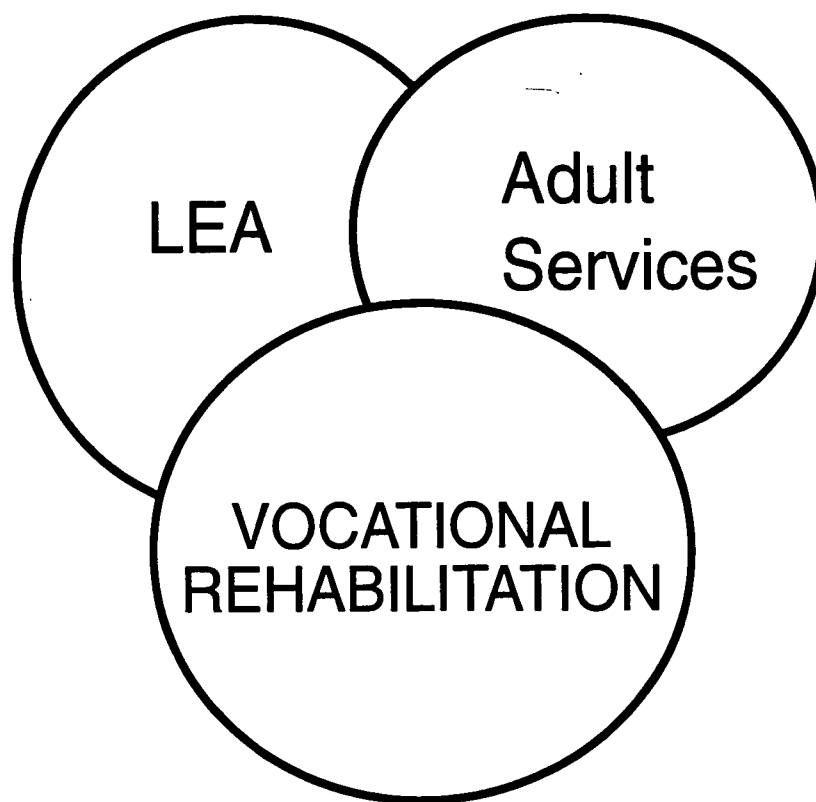
Model B: *Responsibility Transfer*



ITP team decides the sequence of services.

Models of Agency Interaction

Model C: Collaborative Exchange



Agencies combine resources to effect the students' transition to employment during the last years of school.

SOURCE: Wehman, P., Moon, S.M., Everson, J.M., Wood, W., & Barcus, M.J. (1988). *Transition from school to work: New challenges for youth with severe disabilities* (p. 114). Baltimore: Paul Brooks. (Reprinted with permission.)

Transition-Related Instruction and Services

- Paid high school work experiences
- Supported living facilities
- Independent living skills training
- Employability skills training
- Job placement prior to high school exit
- Vocational assessment
- Supported employment services
- Others:

Case Study Example: *Community-Level Transition Planning*

The XYZ school district, in collaboration with other community organizations, established curricula and services to provide both school-based and community-based vocational training and paid work experiences to secondary education students. These curricula and experiences are educational options that are considered during the individual program planning and development for each student.

To provide the services needed to enable a wide range of students to participate in these experiences, the school district developed partnerships with a number of community organizations and employers through the district's Transition Planning Council. Using the Council as a platform for collaboration, the organizations joined in a formal interagency agreement that specifies the Council's mission, philosophy, and operating procedures, as well as each organization's agreed-upon responsibilities. The Chair of the Council is an individual with a disability, and members include parents of and youths with disabilities.

Community- and school-based vocational exploration and skill training was developed by teams representing business and industry, the school district, and the community college. Business involvement was established through the Chamber of Commerce Business-Education Committee and tied to their work focused on developing industry skill standards. Through the vocational exploration and skill training curricula and experiences, student assessment information is collected relevant to interests, preferences, and support needs. This information is subsequently used to identify and develop paid work experiences that coincide with student-identified career goals.

A variety of services are available to facilitate student participation in the paid work experiences, depending on their abilities and support requirements. For many students, either the student or the teacher makes the primary contact with an employer. In other cases, a vocational rehabilitation counselor works with the student, teacher, and employer to identify and develop work site accommodations or to provide an on-the-job training subsidy during the initial training period. Employment specialists, employed by an adult services agency and funded through the local Private Industry Council, join the team to work with students with moderate and severe disabilities to provide on-site training and more intensive support.

Through collaboration, community service organizations, schools, employers, parents, and students have developed this working model that includes both individual-level student-focused planning and community-level planning and service delivery. Individual-level planning is characterized by student- and parent-identified planning teams; career exploration and vocational skill development; identification of student abilities, interests, and preferences; and individualized work experiences that include both school-based and community-based learning. Results of the community-level planning include programs that reflect diverse, yet equally important perspectives; shared use of relevant and meaningful student assessment information; shared service delivery and resource allocation; ongoing interdisciplinary and interagency staff development; and program evaluation and long-term planning that includes projected service needs.

SOURCE: From *Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services* (p. 187), by P.D. Kohler, 1998, in *Beyond high school: Transition from school to work* by F. Rusch & J. G. Chadsey (Eds.). © 1998. Reprinted with permission of Wadsworth Publishing, a division of International Thomson Publishing. Fax 800-730-2215.

Action Plan for Interagency Collaboration

Action Plan for Interagency Collaboration

| Collaborative Service Delivery | | This Practice Is | | | Plan for Action | | |
|--|---------|------------------|-------------|---------------|------------------------|---------------|--|
| Practices | Present | Emerging | Not Present | Steps to Take | Who Should Be Involved | My First Step | |
| Coordinated requests for information (e.g., to parents, employers) | | | | | | | |
| Reduction of system barriers to collaboration | | | | | | | |
| Collaborative funding and staffing of transition services | | | | | | | |
| Collaborative development and use of assessment data | | | | | | | |
| Coordinated and shared delivery of transition-related services | | | | | | | |
| Systems information disseminated among cooperating agencies | | | | | | | |
| Collaborative program planning and development, including employer involvement | | | | | | | |
| Collaborative consultation between special, "regular," and vocational educators | | | | | | | |
| Collaboration between postsecondary education institutions and the school district | | | | | | | |

Action Plan for Interagency Collaboration

| Collaborative Framework | | | | | | |
|---|------------------|----------|-------------|-----------------|------------------------|---------------|
| Practices | This Practice Is | | | Plan for Action | | |
| | Present | Emerging | Not Present | Steps to Take | Who Should Be Involved | My First Step |
| Interagency coordinating body that includes consumers, parents, service providers, and employers | | | | | | |
| Formal interagency agreement | | | | | | |
| Roles of service providers clearly articulated | | | | | | |
| Established methods of communication among service providers | | | | | | |
| Student information shared among agencies via established procedures (with information and confidentiality) | | | | | | |
| Single-case management system | | | | | | |
| "Lead" agency identified | | | | | | |
| Designated transition contact person for all service providers | | | | | | |

Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|--|
| a. _____ Special educator | g. _____ Community service provider (specify) _____ |
| b. _____ Vocational educator | h. _____ Community agency administrator |
| c. _____ General educator | i. _____ Parent |
| d. _____ Paraeducator | j. _____ Advocate |
| e. _____ School administrator | k. _____ Other (specify) _____ |
| f. _____ Other education service provider (e.g., OT, PT, counselor) | _____ |
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

| | | | | |
|-------------------|----------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

| | Circle One | | | | |
|--|------------|---|---|---|---|
| 10. The material covered was relevant to the identified objectives. | 1 | 2 | 3 | 4 | 5 |
| 11. The activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 16. The overheads were easy to read. | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 18. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

19. What were the strengths of this workshop? _____

20. What changes would you recommend in the workshop? _____

21. List the 3 most important things you learned during this workshop.

22. List 3 things that you plan to implement as a result of this workshop.

Workshop 5

Family Involvement

PURPOSE: Active family involvement is essential to creating successful transitions for students with disabilities. Research has demonstrated that students achieve more successful outcomes when their parents are actively involved in their educational programs. Family members have a great deal to contribute to the planning and implementation of transition programs. They also have a great deal to learn from the transition process. That is, of all the persons involved in the transition process, with the exception of the student, family members have the most to gain or lose. Although other members of the transition team may change, students and their family members are consistent participants at each meeting and event for that student. Family members have a wealth of information about the student and his/her environment to contribute to transition assessment and planning. They can also make a significant contribution by providing opportunities for learning experiences or specific types of support for transition activities. Finally, any change brought about in the student will have an impact on the entire family. If the change is going to be successful for the student, it is important that family members are able to adapt to and support the change. This workshop will help participants identify why family involvement is important in successful transition programs and will help participants become familiar with strategies for promoting family involvement and support.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart
- Oversized paper
- Handouts and overheads included with this module

ADVANCE PREPARATION

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametag as they enter.

OTHER PREPARATION: An important component of this session is a guest speaker. One or two parent(s) of a child with a disability who have gone through or are currently in the transition process should be invited to talk with the group about their experience during the transition process. One hour (11:00-12:00) is allotted for this activity.

OBJECTIVES:

After participating in this session, participants will be able to:

- Provide a rationale for the importance of family involvement in transition programs.
- Define possible roles for family members in the transition process.
- Describe legislation related to parent involvement in transition programs.
- Describe the types of training and support for family members that are provided in successful transition programs.
- Discuss the types of support or "family-friendly" policies that can be provided by schools to empower families.
- Identify needs in their own programs to enhance family involvement.

REFERENCE SOURCES:

Flaxman, E., & Inger, M. (1991). Parents and schooling in the 1990's. *The ERIC Review*, 1(3), 2-6.

IMPACT-Feature issue on family empowerment, 5(2), 12-13. (Available from the Institute on Community Integration at the University of Minnesota.)

Turnbull, A.P., & Turnbull, H.R. (1996). Self-determination with a culturally responsive family systems perspective: Balancing the family mobile. In L.E. Powers, G.H.S. Singer, & J. Sowers (Eds.), *On the road to autonomy: Promoting self-competence in children and youth with disabilities* (pp. 195-220). Baltimore: Paul H. Brookes.

Wehmeyer, M., & Davis, S. (1995). Family involvement. In D.E. Brolin (Ed.), *Career education: A functional life skills approach* (pp. 91-116). Engelwood Cliffs, NJ: Prentice-Hall.

Winton, P.J. (1994). Families of exceptional children. In N. Haring, L. McCormick & T. Haring (Eds.), *Exceptional children and youth, sixth edition* (pp. 502-525). Columbus, OH: MacMillan Publishing Co.

WEB SITES:

Beach Center on Families and Disabilities: <http://www.lsi.ukans.edu/beach>

Pacer Center: <http://www.pacer.org/>

NICHCY: <http://www.nichcy.org/>

AGENDA:

- 8:30 - 10:30 Active Family Involvement
- Introduction
 - Participant Perspectives of Family Involvement
 - Importance of Family Involvement: Findings From the Literature
 - Reflection on Family Involvement
 - Taxonomy for Transition Programming
 - Quality Indicators of Family-Centered Programs
 - Tools and Strategies for Promoting Family Involvement
- 10:45 - 11:00 Break
- 11:00 - 12:00 Family Members' Perspectives
- Parent Perspectives
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Family-Friendly Programs
- Family-Friendly Policies
 - Eli Lilly Work and Personal Life Program
- 2:00 - 2:15 Break
- 2:15 - 3:00 Reflecting Local Needs
- Creating a Family-Friendly Transition Program
 - Summary

Active Family Involvement

.....

PURPOSE:

- Introduce participants to the session and to each other.
- Acquaint participants with the importance of active family involvement in transition programs.
- Assist participants in defining possible roles of family members in transition programs.
- Develop awareness of quality indicators of family involvement programs.
- Familiarize participants with tools and strategies for increasing parent involvement.

MATERIALS:

Overheads:

- O-5-1.1 Agenda
- O-5-1.2 Findings From the Literature
- O-5-1.3 *Taxonomy for Transition Programming*
- O-5-1.4 Quality Indicators of Exemplary Family-Centered Programs
- O-5-1.5 Strategies to Encourage Active Parent Involvement

Handouts:

- H-5-1.1 Agenda
- H-5-1.2 Overview
- H-5-1.3 Findings From the Literature
- H-5-1.4 Conclusions About Family Involvement
- H-5-1.5 Quality Indicators of Exemplary Family-Centered Programs
- H-5-1.6 Strategies to Encourage Active Parent Involvement
- H-5-1.7 Preassessment Planning Inventory
- H-5-1.8 Inventory of Family Preferences
- Master *Taxonomy* Handout

EQUIPMENT:

- Overhead projector and screen

TIME: 2 hours

CONTENT:

1. Introduction *10 minutes*

- Review the purpose, objectives and agenda with participants (O-5-1.1: Agenda; H-5-1.1: Agenda; H-5-1.2: Overview).
- If appropriate and desired, ask participants to introduce themselves to each other.
- Review logistical information (e.g., refreshments, restrooms, etc.).

2. Activity: Participant Perspectives of Family Involvement *20 minutes*

Ask participants to form small groups of 6-8 participants each. Ask them to go around the group, with each person identifying one reason why family involvement is important to successful transition programs. As they state their reasons, participants should also write them down on a piece of paper that is being circulated around the table. After they have completed this activity in their small groups (approximately 10 minutes), ask a representative from each group to share the list of ideas they generated with the larger group.

- Lead a large group discussion (for about 10 minutes) about the reasons why family involvement is important. Reinforce the themes that are apparent in the group's responses. Possible themes include:
 - Learning occurs across many environments; parents and family members often have the greatest opportunity to be involved with the student across several different environments.
 - Parents and family members have known the individual over time and have learned a great deal about his/her strengths/weaknesses and needs or preferences. They often have valuable information to contribute to the assessment and planning process.
 - Parents and family members usually have a significant emotional investment in the individual. Family relationships will usually have a significant impact on the student's transition experience, just as changes in the student's life will have an important effect on family members.
 - Parents and family members are usually the only consistent members of the educational planning/transition planning team over time.
 - Parents and family members can often make an important contribution to the implementation of the student's transition plan (e.g., by assisting with community-based instruction, helping the student to find a job, assisting with homework).

3. Importance of Family Involvement: Findings From the Literature *20 minutes*

- Display O-5-1.2: Findings From the Literature and refer to the corresponding handout (H-5-1.3).
- Review information on the overheads with the group, soliciting participant questions and comments as the information is reviewed.
- Lead a discussion with the group about any differences or similarities they observed in the reasons they listed for the importance of family involvement based on their experiences and the reasons cited for the importance of family involvement in the literature.

Participant's responses will depend on the experiences and observations of the group.

- Participants' experiences may have had a stronger emphasis on emotional relationships while the literature focused more on the effect of parent involvement on outcomes.
- Participants' experiences may not have led them to think about how influential family members are in helping students find jobs.
- Participants may not be familiar with the family systems approach described in the mobile analogy in the quote from the chapter by Turnbull and Turnbull.
- Participants may have been surprised to learn how many students with disabilities continue to live at home after graduation from high school.

4. Activity: Reflection on Family Involvement *20 minutes*

- Refer participants to H-5-1.4: Conclusions About Family Involvement
- Ask participants to individually reflect for a few moments about the experiences they shared this morning, what they reviewed from the literature, and what they heard in group discussion about family involvement. Ask them to write down conclusions they would draw about family involvement in transition programs on their handout. Allow participants about 10 minutes to record their thoughts.
- Ask participants to share their conclusions with the large group. Take about 10 minutes to summarize major themes. Themes will vary depending on the experiences and perspectives of the participants. Possible themes include:
 - Parents are affected by any changes in the student and need to adapt to those changes. It is more difficult for students to maintain lasting change if parents

do not adapt in ways to support it. Therefore, supporting parents to adapt to student change is critical.

—Parent support can help facilitate student generalization of new skills to different environments.

—Parents are the only people who will be constant in the lives of students during transition. Therefore, it is essential for them to have the knowledge and skills that will enable them to help their sons and daughters to negotiate systems during transition.

5. *Taxonomy for Transition Programming*

25 minutes

- Introduce participants to the Family Involvement category of the *Taxonomy for Transition Programming* (O-5-1.3: *Taxonomy for Transition Programming*) and refer participants to their Master Taxonomy Handout.
- Review the *Taxonomy* with participants, explaining that this figure describes the activities identified by research that need to take place to appropriately involve families during the transition process.
- Ask participants to put a star by each item on the Family Involvement diagram that would describe a strength of their program. Next, ask them to place a check mark by those items which they would describe as weaknesses in their program.
- Ask volunteers to share which areas they see in their programs as strengths and which areas they perceive as weaknesses. Summarize participants' comments pointing out any major themes that become apparent. Themes will depend on the participants' experience. Possible themes include:
 - Programs may be emphasizing one of the major family involvement areas (e.g., family involvement, family empowerment, or family training) and not addressing the other two areas.
 - The types of family involvement provided for in a program may be linked to the types of involvement provided for in the general education program or by districtwide special education policies.
 - Parent advocacy programs may have had an important influence on creating the types of parent supports available in the program.
 - Family involvement components may be affected by the types of student empowerment program elements that are in place in a district.

- Share with participants that for the remainder of the day we will look at how we can best include family involvement practices in our transition education programs.

6. Activity: Quality Indicators of Family-Centered Programs *30 minutes*

- Display O-5-1.4: Quality Indicators of Exemplary Family-Centered Programs and refer participants to the corresponding handout (H-5-1.5). Indicate that the items represent family involvement quality indicators.
- Ask participants to break into groups of 4-5 people. Their task is to develop some “real life examples” of the indicators listed. In other words ask participants to develop ideas about how they could actually “do” the concepts listed.
- Allow participants about 20 minutes to work in their groups.
- After participants have completed the activity in small groups, ask them to share their findings with the large group, summarizing themes and highlighting the most interesting examples provided by participants (10 minutes). Sample themes might include:
 - It is important to focus on the positive aspects of the family rather than the negative.
 - Developing family-centered programs requires service providers to be flexible.

7. Tools and Strategies for Promoting Family Involvement *10 minutes*

- Review O-5-1.6: Strategies to Encourage Active Parent Involvement. As you review these strategies, ask participants to provide additional examples and ideas to encourage family involvement. Note additional ideas on the overhead.
- Refer to handouts H-5-1.7: Preassessment Planning Inventory and H-5-1.8: Inventory of Family Preferences as specific tools during this discussion.

8. Break *15 minutes*

Family Member Perspectives

.....

PURPOSE:

- To acquaint participants with the importance of including family members in the planning and development of family involvement efforts.
- To help participants develop an awareness of strategies for obtaining family involvement in program planning.
- To provide an opportunity for participants to listen to family members discuss their experiences with schools.

MATERIALS:

- None

EQUIPMENT:

- None

TIME: 1 hour

CONTENT:

1. Parent Presentation and Discussion

50 minutes

- Introduce parent (s) invited to speak to the group. Share a brief overview of the parents and their experiences with the schools. Encourage participants to ask questions.

Note: In preparation for this portion of the workshop, you may want to provide the parents with an outline of the topics you would like them to address. A list of questions you would like parents to answer would also be an effective technique to help them prepare and structure their “presentation.”

2. Summary

10 minutes

- Reinforce any points from the presentation you think are noteworthy. These points will depend on the speaker’s presentation and the trainer’s perspective. However, some possible examples include:

— Sometimes we don’t know what parents want from the school until we ask.

— Sometimes, as professionals, we lose sight of the difference in emotion and investment in the relationship between parent and child.

- Thank parent(s) for their participation.

Family-Friendly Programs

.....

PURPOSE:

- To acquaint participants with the concept of family-friendly policies.
- To help participants understand the link between family friendly polices and components of the Family Involvement category.
- To help participants develop an awareness of how they can make their own programs more family-friendly.

MATERIALS:

Overheads

- O-5-3.1 Work and Family: The Business Case
- O-5-3.2 Family Policies Discussion Questions

Handouts

- H-5-3.1 Managing Your Work and Personal Life
- H-5-3.2 Work and Family: The Business Case
- H-5-3.3 Family Policies Discussion Questions

EQUIPMENT:

- Overhead projector and screen
- Flip chart and markers

TIME: 1 hour

CONTENT:

1. Family-Friendly Policies

10 minutes

- Ask participants what the term “family-friendly” brings to mind. List responses on flip chart paper. Responses will likely include words like “supportive,” “nonthreatening,” “open,” and “flexible.” Examples of specific policies include “flexible meeting times,” “child care provided for meetings,” or “help with transportation.”
- Summarize from participant responses a meaning for the term family-friendly.
- Share with participants that we will be looking at
 - some efforts in private industry to create family-friendly policies for their employees
 - the relationship between those business practices and how we deal with families in schools.
- Tell participants that our emphasis will be on how we can develop practices to promote effective involvement of our students’ parents and family members during the transition years. Many participants may also start thinking of ways in which their district could be more supportive of their roles as employees and family members. Encourage participants to use their personal perspective as family members and employees to put themselves “in the shoes” of their students’ family members.

2. Eli Lilly Work and Personal Life program.

50 minutes

- Introduction (15 minutes)
 - Tell participants that Eli Lilly is one corporation that has been a leader in work and family issues. Review H-5-3.1: “Managing Your Work & Personal Life,” an outline of Eli Lilly family policy benefits. Describe major categories in which benefits are provided (e.g., dependent care resources, food services, flexibility). Highlight some of your favorite examples of specific benefits (e.g., take-home store for ready-to-serve foods, backup child care). Ask participants to browse the list and provide some of their reactions and comment on some of the benefits they think are most positive.
 - Lead a discussion identifying and summarizing themes from participant’s reactions. Possible themes might include:
 - Why would any company do this?
 - This looks like a wonderful set of employee services.

—Support services like those described could really help employees to be more productive.

- Activity: Exploring Corporate Policy on Family and Work (35 minutes)

— Display O-5-3.1: Work and Family: The Business Case and refer participants to the corresponding handout (H-5-3.2).

— Ask participants to break into groups of 4-5 people.

— Once in their groups, ask participants to individually read through the material in the handout (H-5-3.2).

— Ask each small group to take one of the four points from the handout and discuss the questions on H-5-3.3. Make sure each of the four points is addressed by at least one group.

— Allow participants about 20 minutes in their groups.

- After they have discussed the questions in small groups, discuss each of the points in the large group, asking small groups to report back on their discussions.

3. Break

15 minutes

Reflecting Local Needs

.....

PURPOSE:

- To help participants apply information learned about family involvement to their local programs.
- To evaluate the effectiveness of the workshop.

MATERIALS:

Overheads

- None

Handouts

- Master *Taxonomy* Handout
- H-5-4.1 Evaluation

EQUIPMENT:

- Flip chart pages
- Markers

TIME: 45 minutes

CONTENT:

1. Activity: Creating a Family-Friendly Transition Program *35 minutes*
 - Ask participants to break into groups of 4-5 people. Give each group flip chart pages and markers.
 - Ask them to draft a family-friendly policy-practices guide or brochure for their program, using the Lilly materials as a model. They may refer to the Family Involvement category in the *Taxonomy* for additional ideas. Encourage participants to brainstorm ideas for their guide or brochure with others in their group and to have fun with this activity. They should feel free to think expansively and to design what they would like to ideally have in their program.
 - Ask volunteers to share their guides with the large group. If parent(s) who served as guest speakers earlier are still with the group, ask them to comment on the ideas presented. Summarize common themes (e.g., several people may have chosen to provide child care for younger children of parents during school conferences or may have arranged for flexible meeting times for parent conferences).
 - Ask participants to compare the guides they created with the Family Involvement practices in the *Taxonomy*, paying special attention to those aspects they would consider current strengths of their programs and those areas that need further development. Ask participants to identify two strengths and two needs in their program related to family involvement.

2. Summary: *10 minutes*
 - Refer participants to H-5-4.1: Workshop Evaluation.
 - Ask participants to complete the evaluation form and return it to you. Thank them for their participation.

O-5-1.1

Workshop 5

Agenda

- | | |
|---------------|----------------------------|
| 8:30 – 10:30 | Active family involvement |
| 10:45 – 11:00 | Break |
| 11:00 – 12:00 | Family member perspectives |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:00 | Family friendly programs |
| 2:00 – 2:15 | Break |
| 2:15 – 3:00 | Reflecting local needs |

Findings From the Literature

- Parental participation in educational programs results in more positive educational outcomes for students, including:
 - better school attendance
 - reduced dropout rates
 - enhanced student self-esteem and confidence
 - improved educational achievement scores

— Flaxman, E., & Inger, M. (1991). Parents and schooling in the 1990's. *The ERIC Review*, 1(3), 2-6.

Findings From the Literature

- “Children learn, grow and develop both at home and at school. There is no clear cut boundary between home and school experiences for children and youth. Rather, there is a mutually influencing quality between experiences in these two settings.”

(p. 12)

— Sinclair, M.F., & Christenson, S.L. (1992). Home-school collaboration: A building block of empowerment. *IMPACT-Feature Issue on Family Empowerment*, *5*(2), 12-13.

Transition from School to Life

Findings From the Literature

- “Learning and education occur each moment of the day and cannot be confined only to educational classrooms during school hours. The role of education is to prepare children and youth to succeed as adults. It is evident that to accomplish this professionals in education must actively involve families and collaborate with parents to ensure learning opportunities throughout the student’s day.” (p. 96)
- “Only two participants in any given IEP or transition planning meeting will be members of every meeting for the student: the student and the family member.” (p. 97)

—Wehmeyer, M., & Davis, S. (1995). Family involvement. In D.E. Brolin (Ed.), *Career education: A functional life skills approach* (pp. 91-116). Engelwood Cliffs, NJ: Prentice-Hall.

Findings From the Literature

- “In a mobile, all the pieces, no matter what size or shape, can be grouped together and balanced by shortening or lengthening the strings attached, or rearranging the distance between the pieces. So it is with a family. None of the family members is identical to any other, they are all different and at different levels of growth. As in a mobile, you can’t arrange one without thinking of the other.” (Satir, 1972, pp. 119-120).

—Cited by Turnbull, A.P. & Turnbull, H.R. (1996). Self-determination with a culturally responsive family systems perspective: Balancing the family mobile. In L.E. Powers, G.H.S. Singer, & J. Sowers (Eds.), *On the road to autonomy: Promoting self-competence in children and youth with disabilities* (pp 195-220). Baltimore: Paul H. Brookes.

Taxonomy for Transition Programming: Family Involvement

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

PROGRAM
STRUCTURE



FAMILY
INVOLVEMENT

Family Involvement

- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

Family Empowerment

- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

Taxonomy for Transition Programming: Family Involvement

Family Training

- Training about promoting self-determination
- Training about advocacy
- Training about natural supports
- Training focused on their own empowerment
- Training on transition-related planning process (e.g., IEP, ITP)
- Training about agencies and services
- Training on legal issues

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)

Quality Indicators of Exemplary Family-Centered Programs

- The focus is on the family as the unit of attention.
- Assistance is organized collaboratively (e.g., ensuring equal, mutual respect and teamwork between team workers and clients).
- Assistance is organized in accordance with each family's wishes so that the family ultimately directs decision making.
- Family strengths are considered (versus dwelling on family deficiencies).

Quality Indicators of Exemplary Family-Centered Programs

- Family needs are addressed holistically (rather than focusing on the member with a “presenting problem”).
- Services are individualized for each family.
- Families are given complete information in a supportive manner.
- Perspectives are normalized (i.e., recognizing that much of what those receiving services are experiencing is normal).
- Service delivery is structured to ensure accessibility, minimal disruption of family integrity and routine.

SOURCE: Allen, R.I., & Petr, C.G. (1995). *Family-centered service delivery: A cross-disciplinary literature review and conceptualization*. Lawrence: University of Kansas, Beach Center on Families and Disability. (Reprinted with permission.)

Strategies to Encourage Active Parent Involvement

1. Provide informal opportunities for involvement.

- Capitalize on informal, frequent opportunities for involvement with parents (e.g., drop-off or pick-up times, notes or logbooks sent home).

2. Make positive phone calls. A brief phone call to let parents know when their child did something especially well can help build a positive, collaborative relationship.

Strategies to Encourage Active Parent Involvement

3. Enlist parents' assistance in planning for assessment or transition planning meetings.

Examples:

- Preassessment Planning Inventory (H-5-1.7)
- Inventory of Family Preferences (H-5-1.8)

4. Be flexible in meeting parents' needs. For example, it may be difficult for many working parents to meet during regular school hours. If conference times can be arranged at a variety of times, parent participation will likely increase.

Work and Family: The Business Case

Excerpts from: *Keynote Address to The Conference Board 1996 Work and Family Conference*—Randall L. Tobias, Chairman of the Board and Chief Executive Officer, Eli Lilly and Company

1. “One of our six critical capabilities is preeminent organizational effectiveness. This capability involves all the things our company and its people must do to ensure that Lilly employees work together more creatively, more effectively, and more productively than our competitors’ employees.

It acknowledges that every element of our strategy boils down to people and that our most important resources walk out of our facilities every day and head for home.

This means that I need to know all I can about the people on whom the implementation of our strategy depends. And a major part of any decision I make has to be, ‘What does this mean for our people? Will this make it easier for them to contribute? Will it help them do their best?’”

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2. “When we took a close look at our employees, we discovered our people live different lives and have different needs than the Lilly employees of 20 or 30 years ago. What we learned dramatized the fact that many managers of my generation have an outdated view of American lifestyles, a view, I might add, that parallels many corporate policies that have survived over the years.

For instance, only 18 percent of our 14,500 employees in the U.S. are part of a traditional nuclear family of a married couple in which the father goes to work in the morning and the mother works at home and raises the children.

Eighty-two percent of our employees’ families are in some other model with large numbers of single parents and dual wage earners, as well as singles, childless couples, and so on.

And therefore, 82 percent of our people have needs that were not anticipated, and often cannot be met, by personnel policies and programs created in the era of Ozzie and Harriet.”

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3. “And why are we doing all this? Because preeminent organizational effectiveness is one of our critical capabilities. We’re addressing work-family concerns because to the people on whom we depend, these issues are as important as ensuring that our facilities have lights that enable them to see.... You can ask people to leave their personal lives at the factory fence—in the old days that was the culture of most corporations—but you’re just kidding yourself if you think they can comply.”

4. “The bottom line is that our efforts to support employees’ work-family priorities are good business..... I believe our work-family efforts generate excellent returns on investment.”

Family Policies Discussion Questions

1. What is your general reaction to Mr. Tobias' statements?
2. Do these statements apply to schools? If not, why not? Are there any changes that could be made to these statements that make them more relevant to schools?
3. Can you think of some specific practices that would either support or operationalize these statements in school settings?

Agenda

| | |
|---------------|----------------------------|
| 8:30 – 10:30 | Active family involvement |
| 10:45 – 11:00 | Break |
| 11:00 – 12:00 | Family member perspectives |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:00 | Family friendly programs |
| 2:00 – 2:15 | Break |
| 2:15 – 3:00 | Reflecting local needs |

Overview

PURPOSE:

Active parent involvement is essential to creating successful transitions for students with disabilities. Research has demonstrated that students achieve more successful outcomes when their parents have been actively involved in their educational programs. Family members have a great deal to contribute to the planning and implementation of transition programs. They also have a great deal to learn from the transition process. That is, all the persons involved in the transition process, with the exception of the student, family members have the most to gain or lose. Although other members of the transition team may change, students and their family members are consistent participants at each meeting for that student. Family members have a wealth of information about the student and his/her environment to contribute to the transition assessment and planning process. They can also make a significant contribution by providing opportunities for learning experiences or specific types of support for transition activities. Finally, any change brought about in the student will have an impact on the entire family. If the change is going to be successful for the student, it is important that family members are able to adapt to and support the change. This workshop will help participants identify why family involvement is important in successful transition programs and will help participants become familiar with strategies for promoting family involvement and support.

OBJECTIVES:

After participating in this session, participants will be able to:

- Provide a rationale for the importance of family involvement in transition programs
- Define possible roles for family members in the transition process
- Describe legislation related to parent involvement in transition programs
- Describe the types of training and support for family members that are provided in successful transition programs
- Discuss the types of support or “family-friendly” policies that can be provided by schools to empower families
- Identify needs in their own programs to enhance family involvement

Findings From the Literature

1. Parental participation in educational programs results in more positive educational outcomes for students, including:
 - better school attendance
 - reduced dropout rates
 - enhanced student self-esteem and confidence
 - improved educational achievement scores

— Flaxman, E., & Inger, M. (1991). Parents and schooling in the 1990's. *The ERIC Review*, 1(3), 2-6.

2. "Children learn, grow and develop both at home and at school. There is no clear cut boundary between home and school experiences for children and youth. Rather, there is a mutually influencing quality between experiences in these two settings." (p. 12)

— Sinclair, M.F., & Christenson, S.L. (1992). Home-school collaboration: A building block of empowerment. *IMPACT-Feature Issue on Family Empowerment*, 5(2), 12-13.

3. "Learning and education occur each moment of the day and cannot be confined only to educational classrooms during school hours. The role of education is to prepare children and youth to succeed as adults. It is evident that to accomplish this professionals in education must actively involve families and collaborate with parents to ensure learning opportunities throughout the student's day." (p. 96)

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Conclusions About Family Involvement

Take a few moments to think about your own experiences and what you have heard from the literature and discussions this morning about parent involvement. What conclusions can you draw from this information about family involvement in transition programs?

Quality Indicators of Exemplary Family-Centered Programs

- The focus is on the family as the unit of attention.
Real Life Examples:
- Assistance is organized collaboratively (e.g., ensuring equal, mutual respect and teamwork between team workers and clients).
Real Life Examples:
- Assistance is organized in accordance with each family's wishes so that the family ultimately directs decision making.
Real Life Examples:
- Family strengths are considered (versus dwelling on family deficiencies).
Real Life Examples:
- Family needs are addressed holistically (rather than focusing on the member with a "presenting problem").
Real Life Examples:
- Services are individualized for each family.
Real Life Examples:
- Families are given complete information in a supportive manner.
Real Life Examples:
- Perspectives are normalized (i.e., recognizing that much of what those receiving services are experiencing is normal).
Real Life Examples:
- Service delivery is structured to ensure accessibility, minimal disruption of family integrity and routine.
Real Life Examples:

SOURCE: Allen, R.I., & Petr, C.G. (1995). *Family-centered service delivery: A cross-disciplinary literature review and conceptualization*. Lawrence: University of Kansas, Beach Center on Families and Disability. (Reprinted with permission.)

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 - Capitalize on informal, frequent opportunities for involvement with parents (e.g., drop-off or pick-up times, notes or logbooks sent home)
2. Make positive phone calls. A brief phone call to let parents know when their child did something especially well can help to build a positive, collaborative relationship.
3. Enlist parents assistance in planning for assessment or transition planning meetings.

Examples:

 - Preassessment Planning Inventory (H-5-1.7)
 - Inventory of Family Preferences (H-5-1.8)
4. Be flexible in meeting parents' needs. For example, it may be difficult for many working parents to meet during regular school hours. If conference times can be arranged at a variety of times, parent participation will likely increase.

Preassessment Planning Inventory

1. What questions or concerns do others have (e.g., baby-sitter, clinic, preschool)?
2. Are there other places where we should observe your child?
Place:
Contact Person:
What to Observe:
3. How does your child do around other children?
4. Where would you like the assessment to take place?
5. What time of day? (The best time is when your child is alert and when working parents can be present.)
6. Are there others who should be there in addition to parents and staff?
7. What are your child's favorite toys or activities that help him or her become focused, motivated, and comfortable?
8. Which roles would you find comfortable during assessment?
 - ___ a. sit beside your child
 - ___ b. help with activities to explore his or her abilities
 - ___ c. offer comfort and support to your child
 - ___ d. exchange ideas with the facilitator
 - ___ e. carry out activities to explore your child's abilities
 - ___ f. prefer facilitator to handle and carry out activities with your child
 - ___ g. other

— Project Dakota Outreach, Dakota, Inc., Eagan, MN

Transition from School to Life

Inventory of Family Preferences

1. Who would you like to have attend the meeting? (Suggest as possibilities both parents, stepparents, grandparents, the student with the exceptionality, brothers and sisters, other family members, friends, and/or other parental and student advocates. Remind parents to choose people who are close to the student and who can help develop the IEP.)

NAME

POSITION

2. What school personnel do you want to attend? (Ask if they would feel more comfortable if a small number of professionals would attend or whether they want to have feedback from several different professionals. Tell them that by law one teacher and a person responsible for providing special education services must attend. Suggest as possibilities current teachers, paraprofessionals, next year's teachers, psychologist, school social worker, counselor, occupational therapist, speech therapist, physical therapist, adaptive physical education teacher, principal, director of special education, or staff from adult programs.)

NAME

POSITION

3. What day of the week would be most convenient for you (and your spouse)?

4. What time of day should we meet?

5. Where would be the best place for us to have the conference? (Suggest as possibilities the school, their home, or a community building.)

6. How can we help with transportation and child care or is our assistance needed?

Inventory of Family Preferences

7. Some people like to have information about their child's educational program before the conference. Others prefer to wait until the conference to receive information. What is your preference?

(If parents say they want information before the conference, ask the following; if not, go on to Number 8.)

Which of the following types of information would you like to have? (Read list.)

- Evaluation reports or performance on formal tests
 - Checklist that you can fill out to describe for the other participants your son or daughter's strengths and needs
 - List of subjects the school personnel plan to cover on the IEP
 - Summary of your child's strengths and weaknesses in each subject area
 - List of the goals and objectives school personnel plan to suggest at the meeting
 - Information on your legal rights
 - Information on placement options
 - Information on available related services
 - Other: _____
-
-

How would you like to receive this information?

8. Do you have some information that might be helpful to share with school personnel? _____
(If they say yes, ask the following; if not, go to Number 9.)

What information do you have and how would you like to share it?

9. Close by expressing your appreciation to the family, assuring them of your support and interest, and telling them that you look forward to their participation in the conference.)

SOURCE: Turnbull, A.P., & Turnbull, R. (1990). *Families, professionals, and exceptionality: A special partnership* (2nd ed.). NY: Merrill/MacMillan. (Reprinted with permission.)

Transition from School to Life

Managing Your Work and Personal Life

Eli Lilly and Company resources to help employees manage their work and personal life include:

Employee Health Services

- Employee Assistance Program for confidential problem assessment, referral, and counseling services
- Nursing Mother Stations and Lactation Consultation
- Wellness Services
 - Mammography, colonoscopy, laboratory testing, StEP program, flu vaccine program, walking club
- Health and Wellness Seminars
- Safe Sitter Program for babysitters ages 11 through 14 on how to handle emergency situations that might occur while caring for young children

Employee Benefits

- Flexible Insurance Options
 - Employee paid health and dental options, disability, long-term care, and life
- Fitness Centers
- Outdoor Recreational Park
- Employee Activities

Flexibility

- Flexible Vacation Options
- Flexible Work Arrangements
 - Flextime, part time, job share, work-at-home

Dependent Care Resources

- Time Off After Childbirth
- Personal Leaves
- Adoption Assistance
- Resource/Consultation and Referral Services for Child Care, Elder Care or Adoption
- Child Development Centers
- Back-up Child Care
- Single Parent and Elder Care Resource Groups
- Work/Life Information Centers

Managing Your Work and Personal Life

Opportunities for Your Children

- Summer Science Camp
- School Vacation Programs
- Latchkey Program
 - A workshop for parents and their children focusing on self-care readiness and after-school programs
- Summer Replacement Program
 - Summer employment for college-age children of employees

Eli Lilly Federal Credit Union

- Savings and Loan Products
 - Including college loans
- 24-hour Rate Lines
- Payroll Deductions
- Checking
- Cash Card (ATM)
- Auto Advantage
 - Leasing and buying service
- CU Direct
 - Account information service

Additional Resources

- 401K Savings Plan
- Global Shares
 - Lilly stock options for employees
- Reimbursement Accounts (tax-free)
 - Dependent care and health care
- Volunteer Recognition Program
- Work/Life Hotline
- Corporate Training and Development Training Opportunities

Career Center

- Education Leave
- Tuition Reimbursement
- Career Center Library
- Work/Life Resource Library
- Career Planning Tools and Workshops

Managing Your Work and Personal Life

Food Services

- South Commons Express
 - Take-home store for ready-to-serve foods
- Convenience Store
- Shoe Repair
- Dry cleaning

SOURCE: Eli Lilly and Company. (ND) *Managing your work and personal life*. Indianapolis, IN: Eli Lilly and Company (Author) (Reference No. 09D19376). (Adapted with permission.)

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For instance, only 18 percent of our 14,500 employees in the U.S. are part of a traditional nuclear family of a married couple in which the father goes to work in the morning and the mother works at home and raises the children.
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Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|---|
| a. _____ Special educator | g. _____ Community service provider (specify) _____ |
| b. _____ Vocational educator | h. _____ Community agency administrator |
| c. _____ General educator | i. _____ Parent |
| d. _____ Paraeducator | j. _____ Advocate |
| e. _____ School administrator | k. _____ Other (specify) _____ |
| f. _____ Other education service provider (e.g., OT, PT, counselor) | |
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
 If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

1 2 3 4 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

| | Circle One | | | | |
|--|------------|---|---|---|---|
| 10. The material covered was relevant to the identified objectives. | 1 | 2 | 3 | 4 | 5 |
| 11. The activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 16. The overheads were easy to read. | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 18. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

19. What were the strengths of this workshop? _____

20. What changes would you recommend in the workshop? _____

21. List the 3 most important things you learned during this workshop.

22. List 3 things that you plan to implement as a result of this workshop.

Workshop 6

Program Structure and Attributes

.....

PURPOSE: The purpose of this workshop is to provide participants with (a) a broad overview of the characteristics of successful transition programs and (b) an understanding of the administrative activities needed to establish those characteristics in educational settings. The support and involvement of administrators is frequently cited as a key element of successful transition programs. This workshop will focus specifically on those aspects of transition programs for which administrators are typically most responsible—program structure and attributes. It is recognized that administrators generally have a broad range of responsibilities and that they are seldom able to focus solely on transition. Therefore, this workshop will provide an overview of key transition concepts as well as identifying administrative activities that must be undertaken to create successful transition programs. An emphasis is placed on helping participants identify structural strengths and needs in their own programs related to transition.

TIME: 6.5 hours (includes one hour for lunch and two 15-minute breaks)

MATERIALS OR EQUIPMENT:

- Overhead projector and screen
- Flip chart and markers
- Handouts and overheads included with these materials
- Video, *Transition Services - Managing Your Future*, developed by the Washington State Office of Public Instruction (included with these materials)
- Video playback unit
- Highlighter markers, in two colors, for each participant

ADVANCE PREPARATION:

- Look closely at the times listed for each topic on the workshop agenda. If the times do not match those scheduled for your workshop (e.g., you start at 8:00 instead of 8:30), develop a new agenda reflecting the correct times. Please note, however, that the same amount of time should be scheduled for each topic.
- In advance of the workshop, make handout packets for each participant. Use the handout masters provided for this workshop and add a cover page that includes the workshop name, your organization, and the date. *Don't forget to include copies of the Master Taxonomy Handout (found in the Overview section of this series) if participants do not already have one. If participants have previously received a copy, remind them to bring it with them to this workshop.*
- Prepare presentation overheads using the overhead masters provided.
- If you know the names of the workshop participants in advance, prepare a nametag for each person. Otherwise, provide blank nametags and markers and have participants prepare their own nametag as they enter.

OBJECTIVES:

After participating in this session, participants will be able to:

- Define the concept of transition
- State student needs related to negotiating transitions
- Identify essential components of effective transition programs
- Describe the roles of key staff in developing and implementing effective transition programs
- View their program from a global perspective and identify strengths and needs of their programs related to transition

REFERENCE SOURCES:

Brolin, D.E. (1995). *Career education: A functional life skills approach*. Englewood Cliffs, NJ: Merrill.

Clark, G.M., & Kolstoe, O.P. (1995). *Career development and transition education for adolescents with disabilities*. Needham Heights, MA: Allyn & Bacon.

Elliott, S., Brown, P., Nourse, S., Price, L., Walls, L., Bilyeu, B., Johnson, C., Tyson, P., Rich, J., VanNoy, J., & Edgar, E. (no date). *Transition guide for Washington*. Olympia, WA: Office of Superintendent of Public Instruction.

Field, S. & Hoffman, A. (1996). Increasing the ability of educators to support youth self-determination. In L.E. Powers, G.H.S. Singer, & J. Sowers (Eds.) *Promoting self-competence in children and youth with disabilities* (pp. 171-187). Baltimore: Paul H. Brookes.

Gajar, A., Goodman, L., & McAfee, J. (1993). *Secondary schools and beyond*. New York: MacMillan.

Halpern, A.S., Benz, M.R., & Lindstrom, L.E. (1992). A systems change approach to improving secondary special education and transition programs at the community level. *Career Development for Exceptional Individuals*, 15, 109-120.

Kohler, P. D. (1998). Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services. In F.R. Rusch, & J. Chadsey-Rusch (Eds.), *Beyond high school: Transition from school to work* (pp. 179-205). Belmont, CA: Wadsworth Publishing Co.

McAlonan, S.J. (no date). *Colorado transition manual*. Denver: Colorado Department of Education.

AGENDA:

- 8:30 - 9:30 Moving Toward a Transition Perspective
- Introduction
 - Transition Emphasis in Education
 - Video: *Transition Services - Managing Your Future*
- 9:30 - 10:30 Key Elements of Successful Transition Programs
- *Taxonomy for Transition Programming*
 - Change in Educational Programs
- 10:30 - 10:45 Break
- 10:45 - 12:00 Figuring Out Who Does What
- Job Descriptions
- 12:00 - 1:00 Lunch
- 1:00 - 1:45 Empowered Staff Support Empowered Students
- Concepts of Self-Determination
 - Schools That Encourage Self-Determination
- 1:45 - 2:00 Break
- 2:00 - 3:00 Self-Assessment, Organization, and Planning
- Individual Assessment
 - Local Action Plan
 - Evaluation

Moving Toward a Transition Perspective

.....

PURPOSE:

- To introduce participants to the workshop session and to each other.
- To acquaint participants with an overview of transition programming.

MATERIALS:

Overheads:

- O-6-1.1 Agenda
- O-6-1.2 First Special Education Definition of Transition
- O-6-1.3 OSERS Bridges Model
- O-6-1.4 Adult Adjustment and Followup Studies
- O-6-1.5 Transition Services Requirements: Individuals With Disabilities Education Act
- O-6-1.6 Transition Services Defined
- O-6-1.7 Transition Definitions
- O-6-1.8 The Transition Perspective

Handouts:

- H-6-1.1 Agenda
- H-6-1.2 Program Structure and Attributes—Overview
- H-6-1.3 First Special Education Definition of Transition
- H-6-1.4 OSERS Bridges Model
- H-6-1.5 Adult Adjustment and Followup Studies
- H-6-1.6 Transition Services Requirements: Individuals With Disabilities Education Act
- H-6-1.7 Transition Services Defined
- H-6-1.8 Transition Definitions
- H-6-1.9 The Transition Perspective

Video:

Transition Services - Managing Your Future (included with these materials)

EQUIPMENT:

- Overhead projector and screen
- Video playback unit

TIME: 1 hour

CONTENT:

1. Introduction

15 minutes

- Review the purpose, objectives and agenda with participants (O-6-1.1: Agenda; H-6-1.1: Agenda; H-6-1.2: Program Structure and Attributes—Overview).
- If appropriate and desired, ask participants to introduce themselves to each other.
- Review logistical information (e.g., refreshments, restrooms, etc.).

2. Transition emphasis in education

20 minutes

The purpose of this section is to describe how the transition emphasis came about and to highlight key aspects of transition for persons who have administrative responsibility for programs and who may not be familiar with these concepts. As material on the overheads is being reviewed, the discussion should focus on how those developments have contributed to transition programming as we know it today.

- Display overheads O-6-1.2 through O-6-1.6.
- Use each overhead to provide specific information about
 - Transition definitions
 - Transition models
 - Outcomes identified through adult adjustment and follow-up studies
 - Legislation
- Use the following questions to structure the discussion:
 - The transition emphasis began formally with Madeline Wills' Bridges model, approximately one school generation after the enactment of Public Law 94-142. Can you think of reasons why this timing may have been critical?
 - Although transition services were not mandated until the passage of the Individuals with Disabilities Education Act of 1990, several programs, including federally funded model demonstration projects, were providing transition services prior to the passage of the legislation. Are there any projects you are familiar with that are particularly successful?
 - What common themes do you see in the definitions of transition provided? How would you compare the definition of transition services included in the Individuals with Disabilities Education Act (1990) legislation with the definitions taken from the adult psychology literature?

3. Video: *Transition Services - Managing Your Future* (length 12:40 minutes) *20 minutes*
- Introduce the video; share with participants that this video depicts one state's efforts to implement quality transition programming.
 - After showing the video, lead a discussion with the group about concepts in the video. Use the following questions to structure the discussion:
 - What do you see as the key differences between a transition-oriented educational program and one that is more traditionally oriented?
 - What is the role of the student in effective transition programming?
 - What changes are required of staff to develop and implement transition programs?
 - What is the role of the parent in effective transition programming?
 - Are there other educational initiatives in your districts (in general or special education) that are similar or related to transition programming?
4. Summarize the essential focus of transition programming. *5 minutes*
- Display overhead O-6-1.8: The Transition Perspective and refer to the corresponding handout (H-6-1.9)
 - Tell participants that the essential focus of transition programming is represented by a “transition perspective” of education.

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Key Elements of Successful Transition Programs

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PURPOSE:

- To provide participants with an overview of key elements identified in the research associated with quality transition programming.

MATERIALS:

Overheads:

- O-6-2.1 Taxonomy for Transition Programming
- O-6-2.2 Program Structure and Attributes

Handouts:

- Master Taxonomy Handout: Taxonomy for Transition Programming: A Model for Planning, Organizing, and Evaluating Transition Services and Programs.

EQUIPMENT:

- Overhead projector and screen
- Flip chart and markers

TIME: 1 hour

CONTENT:

1. Taxonomy for Transition Programming

15 minutes

- Display O-6-2.1: Taxonomy for Transition Programming and refer participants to their Master Taxonomy Handout.

(Note: The complete *Taxonomy for Transition Programming* model should be provided to participants as a handout. It is identified and included as the "Master Taxonomy Handout" in the Overview section of this notebook. The overheads used in this section and the discussion focus on specific pages of the Master Handout. The entire model is provided to illustrate how the taxonomy is organized and the relationship of each component as part of the whole. The trainer will need to draw participants' attention to the specific pages in the taxonomy that match the overheads.)

This diagram provides an overview of the major elements that need to be in place to provide high-quality transition programs for youths with disabilities. It is based on research conducted by Dr. Paula Kohler at the Transition Research Institute at the University of Illinois at Urbana-Champaign. The framework was developed through a series of studies that examined practices and outcomes. The process also included surveying transition project directors, researchers, teachers, other educators, and service providers and asking them to identify and rank the importance of practices that contribute to successful transition programming. The framework presents a comprehensive, conceptual organization of practices that represent a transition perspective of secondary education. Detailed frameworks for each of the five major program elements (i.e., Student-Focused Planning, Student Development, Interagency Collaboration, Family Involvement, and Program Structures) are included in your handout.

- Use the following questions to structure the discussion:
 - Do you see the five categories as discrete elements or are they overlapping?
 - Are there any major elements needed for effective transition programming that you do not see represented in the diagram?
 - Which of the elements identified in the workshop are you currently addressing in your program? Which elements need to be further developed in your program?

2. Program Structure and Attributes

15 minutes

- Review overhead O-6-2.2: Program Structure and Attributes and refer participants to the corresponding section in the Master Taxonomy Handout.
- Share with participants that during today's session we are going to focus on the administrative elements in the Program Structure and Attributes category and

on how we can help to ensure that those structural elements are in place in our programs. It is important to note that the purpose of the activities included in the Program Structure and Attributes category is to facilitate the implementation of the other *Taxonomy* components.

3. The Process of Change in Educational Programs

30 minutes

- Ask participants to think back to a time when a program within which they were working was going through a major change (e.g., a new curriculum emphasis, moving to a new building, a change in scheduling, a change in structure [e.g., from a junior high to a middle school structure], a new principal or superintendent). Ask them to vividly recall that experience and to consider the following questions:
 - What were the reactions of students to the change? Parents? Staff?
 - What were the most positive aspects of the change?
 - What were the biggest challenges or barriers you faced in implementing the change?
 - What strategies were, or would have been, most effective in helping to make the change progress most smoothly?
 - As you consider your own experience with program change, are there any elements in the Program Structure and Attributes framework you think should be emphasized?
 - As we consider how to support students as they go through major transitions, we are also looking at creating major changes in our educational programs. What are the similarities and differences between personal and organizational transitions?
- Similarities and differences identified will depend on the experiences of the group. Possible similarities and differences may include the following:
 - Similarities:
 - Both personal and organizational change involve uncertainty.
 - Both personal and organizational change require personal adaptations.
 - Both personal and organizational change evoke anxiety and excitement.
 - Differences:
 - Personal changes may evoke stronger emotions than organizational changes.
 - Organizational changes may require more complex changes in relationships.
 - A greater number of differing perceptions about what change really is, or should be, may occur in an organizational change than in personal change.

- Drawing on group input develop a list of guidelines for managing the change process in a school or school district. Record these on the flip chart.

4. Break

15 minutes

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Figuring Out Who Does What

.....

PURPOSE:

- To acquaint participants with the appropriate roles of various personnel in the development and implementation of an effective transition program.
- To encourage participants to think about appropriate roles related to transition planning for key individuals in their settings.

MATERIALS:

Overheads

- O-6-3.1 Job Descriptions

Handouts

- H-6-3.1 Job Descriptions
- H-6-3.2 Planning, Instruction, and Service Responsibilities for Transition Stakeholders

Highlighters for each participant in two colors

EQUIPMENT:

- None

TIME: 1 hour, 15 minutes

CONTENT:

1. Activity: Job descriptions and transition stakeholders *60 minutes*
 - The purpose of this activity is to:
 - acquaint participants with suggested staff roles in transition planning
 - assist them in considering current staff roles in their program
 - identify discrepancies between the roles staff are currently fulfilling and suggested roles
 - This activity also helps participants to consider how important transition functions might be appropriately assigned in their programs.
 - Job Descriptions
 - Display O-6-3.1: Job Descriptions.
 - Using H-6-3.1, ask each participant to complete the Job Descriptions for staff roles in their program. If appropriate, have participants work in pairs or small groups. Allow 30 minutes to complete the job descriptions.
 - Transition Stakeholders
 - Next, refer participants to H-6-3.2: Planning, Instruction, and Service Responsibilities for Transition Stakeholders
 - Ask participants to highlight with a marker the practices identified on the handout that are currently being fulfilled by the stakeholder assigned that responsibility in the handout.
 - Next, ask participants to highlight in a different color the responsibilities they think *could* be appropriately assumed by each individual.
 - Finally, ask participants to consider the practices that have not been highlighted and by whom they should be completed.
 - Allow participants 30 minutes to consider stakeholder roles.
 - Remind participants that while we are generating ideas about how responsibilities could be assigned in different settings, tasks need to be negotiated with and between staff and should not be arbitrarily assigned.

2. Group Discussion

15 minutes

- After participants have completed this activity, lead a large group discussion about their findings in this exercise, summarizing common themes and key points from the discussion.
- Use the following questions to structure the discussion:
 - Approximately what percentage of the tasks did you find are currently being completed by existing staff?
 - Did you find that you had many “holes,” that is, tasks that are not being completed at all or that are only partially being completed? Where are the major needs?
 - Can you think of ways that current staff responsibilities could be reconsidered so that more of the transition responsibilities could be completed?

Empowered Staff Support Empowered Students

.....

PURPOSE:

- To help participants become aware of the importance of self-determination for staff members.
- To familiarize participants with features of organizations which support self-determination and empowerment at all levels.

MATERIALS:

Overheads

- O-6-4.1 Self-Determination Model

Handouts

- H-6-4.1 Self-Determination Model
- H-6-4.2 Schools That Support Self-Determination

EQUIPMENT:

- Overhead projector and screen
- Flip chart pages and markers for each group of 4-6 people

TIME: 45 minutes

CONTENT:

1. Self-Determination

20 minutes

- Indicate to participants that if we expect staff to be effective, we will not only need clear expectations of responsibilities, but also ongoing support for staff. One of the key features emphasized in transition programs for students is self-determination and many of the administrative decisions we make when implementing transition programs affect self-determination. Part of the rationale for students' self-determination is that it leads to more positive educational outcomes. Research has demonstrated that students who are involved in establishing educational goals are more successful in their efforts to achieve those goals. The same reasoning holds true for staff. If staff have greater involvement and ownership in their work, they are more likely to be successful in that work. Furthermore, if we want to promote self-determination for students, it is critical that the staff who are working with them are also modeling self-determination.
- Display O-6-4.1: Self-Determination and refer participants to the corresponding handout (H-6-4.1).

—Point out that self-determination is affected by characteristics and actions of the individual and factors in the environment. Use the model of self-determination provided in O-6-4.1 to explain the concept of self-determination, emphasizing the interrelationship between individual and environmental factors affecting self-determination. As we address program structure, we need to consider how we can create school environments that foster self-determination for staff and students.

2. Activity: Schools That Encourage Self-Determination

25 minutes

- Refer to H-6-4.2: Schools that Encourage Self-Determination.
 - Ask participants to complete the activity in small groups of 4-6.
 - They should complete the activity in brainstorming fashion (i.e., participants offer ideas without making judgments as to whether they are good or bad; they simply make as many suggestions as possible). Allot approximately 5-7 minutes for this brainstorming.
 - Ask participants to list their ideas on a piece of flip chart paper.
 - Ask half of the groups to generate ideas for how schools can promote self-determination for staff and the other half of the groups to identify how they can encourage self-determination for students.
- After the groups have brainstormed ideas that promote self-determination throughout the school, ask them to take a look at the list and put a star by each of the strategies that includes administrative involvement. Ask participants to develop

a brief description of the administrator's role in promoting self-determination in transition programs.

- Ask small groups to post their lists on the wall and to provide a brief summary to the large group about the most interesting ideas they generated.

Self-Assessment, Organization, and Planning

.....

PURPOSE:

- To provide participants with an understanding of the ongoing processes needed for continual program improvement and renewal.
- To help participants synthesize information from the day's workshop and apply it to their own settings.
- To help participants determine how they want to use the information from today's workshop to improve programs in their settings.

MATERIALS:

Handouts:

- Master Taxonomy Handout: Program Structure and Attributes
- H-6-5.1 Local Action Plan
- H-6-5.2 Workshop evaluation

EQUIPMENT:

- None

TIME: 1 hour

CONTENT:

1. Introduction *5 minutes*
 - Share with participants that we have covered a great deal of information today and that the purpose of this last segment is to synthesize the information and apply it to the participants' own settings. It is important to remember that planning for transition programs needs to occur in a team setting and, most likely, not all members of the team are present today. However, it is important for participants to organize the information for themselves and to determine how they want to use it when they return to their schools.

2. Activity: Individual Assessment of Program Structure and Attributes *15 minutes*
 - Ask each participant to make an individual inventory of his or her program related to the Program Structure and Attributes, using their Master Taxonomy Handout. For each program characteristic, ask participants to designate on the *Taxonomy* one of the following marks:
 - + this characteristic is a strength of our program
 - this characteristic is not evident in our program
 - ✓ this characteristic is in place, but needs further development
 - dk I don't know the status of this characteristic in our program
 - Remind participants that this is usually conducted as a group process and that others in their program may have different perspectives on the status of each of these characteristics in their programs.
 - After participants have completed this task individually, ask volunteers to share their findings in the large group. Summarize key points from the discussion (e.g., similarities across programs as to strengths or needs for improvement, common concerns).

3. Activity: Local Action Plan *30 minutes*
 - Ask each participant to complete handout H-6-5.1: Local Action Plan for his or her setting. Participants should work in small groups so they can get feedback or suggestions from others as they develop their plans. Allow 20 minutes to develop action plans.
 - After participants have completed their local action plans, ask volunteers to share their plans in the group. Encourage feedback from the larger group, focusing on additional ideas/suggestions and support for the local plans.

4. Workshop Evaluation

10 minutes

Thank participants for their participation in the workshop and ask them to complete and return H-6-5.2: Workshop Evaluation.

Workshop 6

Agenda

- 8:30 – 9:30 Moving Toward a Transition Perspective
- 9:30 – 10:30 Key Elements of Successful Transition Programs
- 10:30 - 10:45 Break
- 10:45 - 12:00 Figuring Out Who Does What
- 12:00 - 1:00 Lunch
- 1:00 - 1:45 Empowered Staff Support Empowered Students
- 1:45 - 2:00 Break
- 2:00 - 2:45 Self-Assessment, Organization, and Planning
- 2:45 - 3:00 Evaluation

First Special Education Definition of Transition

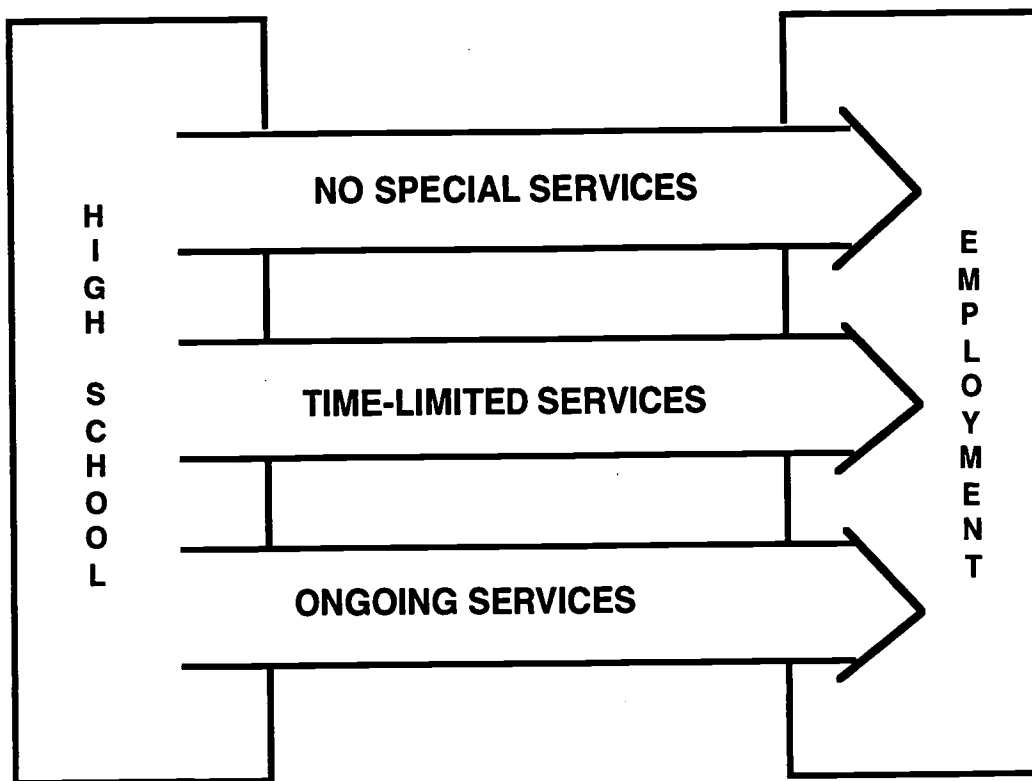
The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations.

—Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.

Transition from School to Life

OSERS Bridges Model

Major Components of the Transition Process



SOURCE: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Transition from School to Life

Adult Adjustment and Followup Studies

- Unemployment estimates for individuals with disabilities range between 50-80%
 - A 1987 Harris poll found that 60% of individuals with disabilities were unemployed. The authors of the study concluded that no other demographic group in the U.S. has such a high rate of unemployment.

Adult Adjustment and Followup Studies

- Special education followup studies
 - Edgar (1987) found that 30% of students in special education drop out of school between grades 10-12.
 - An SRI longitudinal study found that 1-2 years after graduation, fewer than 30% of the students with disabilities in their study were working full time. The average hourly wage was \$4.35 (Wagner, 1993).
 - Followup studies conducted in Colorado (Mithaug, Horiuchi, & Fanning, 1985), Vermont (Hasazi, Gordon, & Roe, 1985) and Washington (Edgar, 1987) found that approximately 60% of special education graduates were working full- or part-time.

Adult Adjustment and Followup Studies

- Michigan Developmental Disabilities Council Consumer Survey (1989)
 - Nineteen percent of the adults with developmental disabilities surveyed had full-time jobs and 26% had part-time jobs.
 - Forty percent of the respondents had never used a bank and 48% had never gone to a movie.

Transition Services Requirements: Individuals with Disabilities Education Act

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).

Transition Services Requirements: Individuals with Disabilities Education Act

2. The IEP for each student, beginning at age 16 (or younger, if determined appropriate by the IEP Team), must include a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or needed linkages.

3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

Transition Services Defined

The Individuals with Disabilities Education Act of 1990 and the Rehabilitation Act Amendments of 1992 defined transition services:

“Transition services” means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:

- postsecondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation

Transition Definitions

“Adults continuously experience transitions, although these transitions do not occur in any sequential order, nor does everyone experience the various transitions in like manner. All we know for certain is that all adults experience change and that often these changes require a new network of relationships and a new way of seeing oneself.”

Schlossberg (1991)

“That difficult process of letting go of an old situation, suffering the confusing nowhere of in-betweenness, and launching forth again in a new situation.”

Bridges (1980)

Transition from School to Life

Transition Definitions

“The abandonment of one set of assumptions and the development of a fresh set to enable the individual to cope with the new altered life space.”

Parkes (1971)

“A turning point or boundary between two periods of greater stability.”

Levinson et al. (1977)

The Transition Perspective

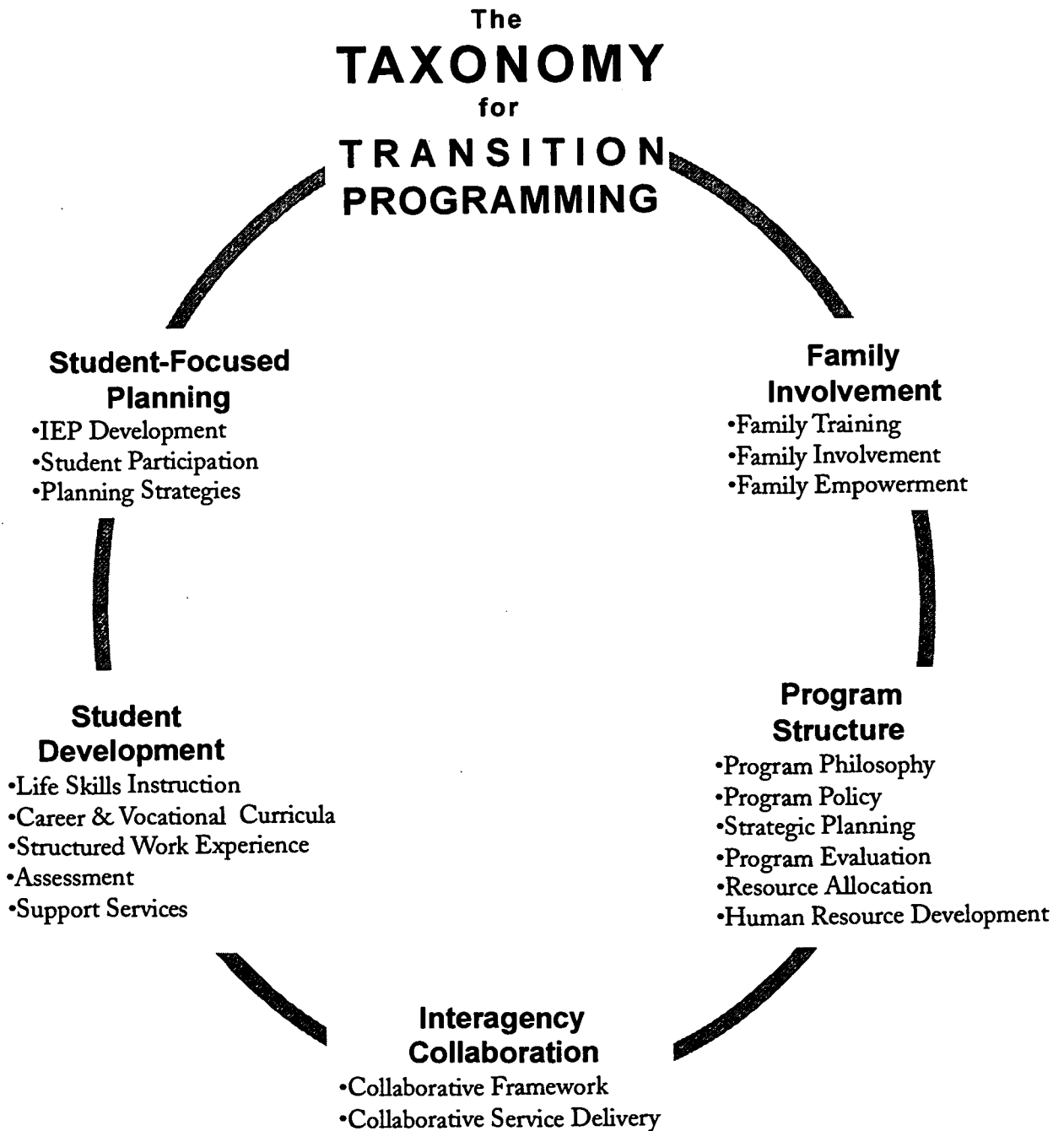
- A transition perspective of education does not view “transition planning” as an add-on activity for students with disabilities once they reach age 16; instead, it is a fundamental basis of education that guides the development of all educational programs.
- Educational planning consists of the following steps:
 - Post-school goals are identified based upon student abilities, needs, interests, and preferences;
 - Instructional activities and educational experiences are developed to prepare students for their post-school goals; and
 - A variety of individuals, including the student, work together to identify and develop goals and activities.

The Transition Perspective

- Represents a shift from disability-focused, deficit-driven programs to a new education and service delivery approach based upon abilities, options, and self-determination.

Kohler, P.D. (1998). Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services. In F.R. Rusch, & J. G. Chadsey (Eds.), *Beyond high school: Transition from school to work* (pp. 179-205). Belmont, CA: Wadsworth Publishing Co.

Taxonomy for Transition Programming



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
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Taxonomy for Transition Programming: Program Structure and Attributes

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT



**PROGRAM
STRUCTURE**

Program Philosophy

- Curricula are community-referenced
- Curricula are outcome-based
- Education provided in least restrictive environment
- Education provided in integrated settings
- Student has access to all educational options (secondary and post-secondary)
- Cultural and ethnic sensitivity in programs and planning
- Flexible programming to meet student needs
- Program planning is outcome-based
- Longitudinal approach to transition (early childhood to adult)

Program Evaluation

- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment
- Annual evaluation of interdisciplinary policy and procedures

Taxonomy for Transition Programming: Program Structure and Attributes

Strategic Planning

- Community-level strategic planning focused on local issues and services
- Regional-level strategic planning
- State-level strategic planning
- Community-level transition body focused on local issues and services
- Regional-level transition body focused on regional/state issues
- State-level transition body focused on regional/state issues

Program Policy

- Adult service systems restructured to include transition-related planning and services as integral components
- Education system restructured to include transition-related planning and services as integral components
- Administrative, school board, and community support for the program
- Program values, principles, and mission are clearly articulated
- Specific and consistent transition-related policies and procedures between and within agency and education participants
- Transition planning program structure and process clearly articulated

Human Resource Development

- Transition practices resource materials available to personnel, families, and employers
- Assigned staff are qualified
- Preservice training on transition practices
- Sufficient allocation of personnel
- Transition-related technical assistance
- Establishment of transition-related personnel competencies
- Ongoing transdisciplinary staff development

Resource Allocation

- Creative use of resources
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings

Job Descriptions

Write a brief job description that identifies *existing* expectations for each of the following positions in your secondary program.

Special Education Teacher:

Vocational Teacher:

General Education Teacher:

Transition Specialist:

School Counselor:

Vocational Rehabilitation Counselor:

Community Service Agency Personnel:

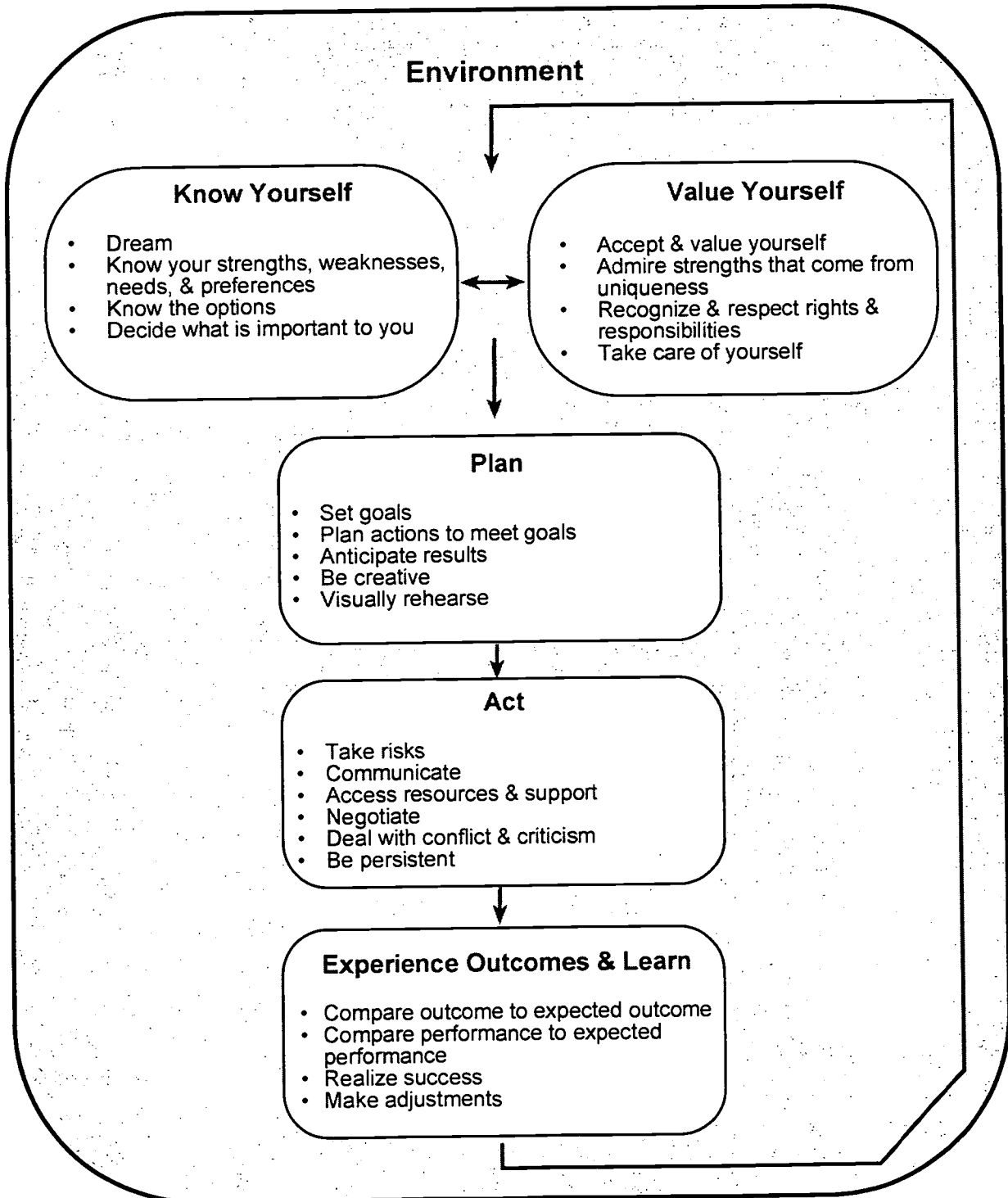
School or District Administrator:

Parent or Guardian:

Student:

Self-Determination

Self-Determination



From: Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169. (Reprinted with permission.)

Workshop 6

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- | | |
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| 2:00 – 2:45 | Self-Assessment, Organization, and Planning |
| 2:45 – 3:00 | Evaluation |

Program Structure and Attributes: Overview

PURPOSE:

The purpose of this workshop is to provide participants with (a) a broad overview of the characteristics of successful transition programs and (b) an understanding of the administrative components needed to establish those characteristics in educational settings. The support and involvement of administrators is frequently cited as a key element of successful transition programs. This workshop will focus specifically on those aspects of transition programs for which administrators are typically most responsible—program structure and attributes. It is recognized that administrators generally have a broad range of responsibilities and that they are seldom able to focus solely on transition. Therefore, this workshop will provide an overview of key transition concepts as well as identifying administrative activities which must be undertaken to create successful transition programs. An emphasis is placed on helping participants identify structural strengths and needs in their own programs related to transition.

OBJECTIVES:

Following participation in this session, participants will be able to:

- Define the concept of transition
- State student needs related to negotiating transitions
- Identify essential components of effective transition programs
- Describe the roles of key staff in developing and implementing effective transition programs
- Identify strengths and needs of their programs related to transition

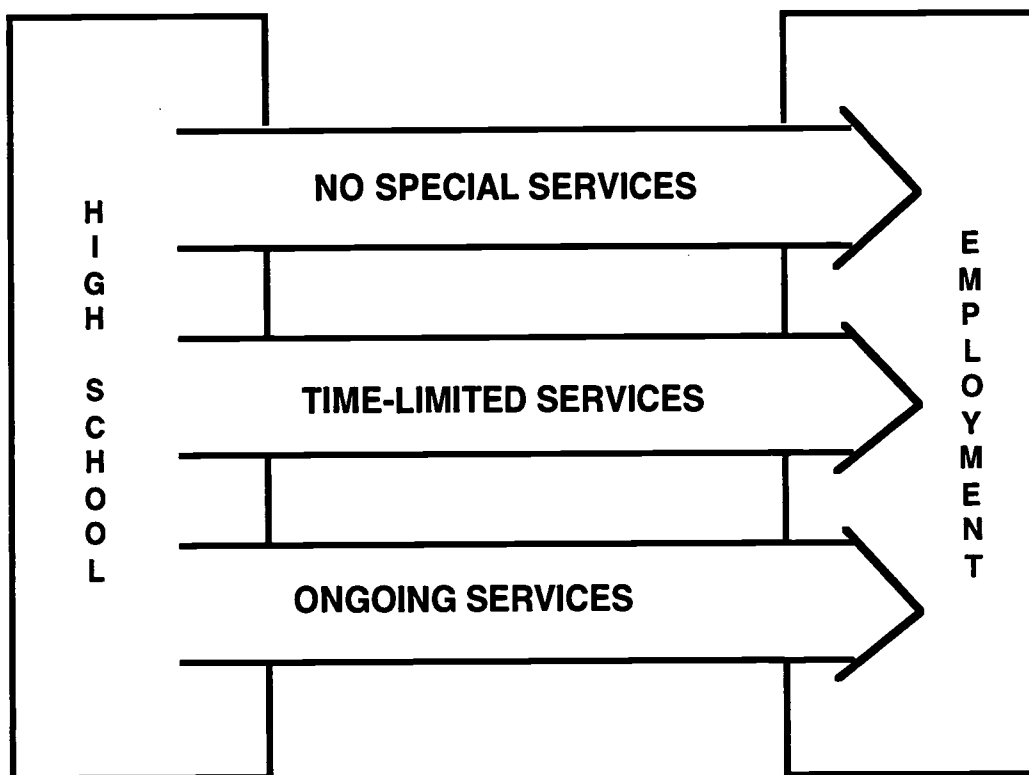
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Transition Services Requirements: Individuals with Disabilities Education Act

A student's Individualized Education Plan (IEP) must include:

1. The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).
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Community Service Agency Personnel:

School or District Administrator:

Parent or Guardian:

Student:

Planning, Instruction, and Service Responsibilities for Transition Stakeholders

| Taxonomy Practices Category | | | | | |
|-----------------------------|--|--|---|--|--|
| Stakeholders | Student Development | Student Focused Planning | Collaboration | Family Involvement | Program Structure and Attributes |
| Special Education Teacher | <ul style="list-style-type: none"> • Teach self-determination • Teach social skills • Teach learning strategies • Identify and develop accommodations | <ul style="list-style-type: none"> • Identify measurable transition-related goals and objectives • Develop educational experience that corresponds with goals and objectives • Document student preferences • Train students to participate in planning activities | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Collaboratively consult with regular and vocational educators • Provide information about upcoming service needs • Provide student assessment information | <ul style="list-style-type: none"> • Provide pre-IEP planning activities for parents • Identify and present information about program options • Facilitate parent attendance at IEP/ITP meetings • Actively include parents and family members in planning and decision-making | <ul style="list-style-type: none"> • Develop outcome-based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated settings |
| Vocational Teacher | <ul style="list-style-type: none"> • Teach vocational skills • Provide apprenticeships and other work-based training • Teach work-related behaviors • Provide career information | <ul style="list-style-type: none"> • Participate on student planning team • Identify measurable vocational goals and objectives • Develop educational experiences that correspond with goals and objectives • Provide career counseling | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Collaboratively consult with regular and special educators • Provide student assessment information | <ul style="list-style-type: none"> • Identify and present information about program options • Participate in parent/family training • Involve parents in student assessment | <ul style="list-style-type: none"> • Develop outcome-based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated settings |

From Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services (p. 192-196), by P.D. Kohler, 1998, in *Beyond high school: Transition from school to work* by F. Rusch & J. G. Chadsey (Eds.). © 1998. Reprinted with permission of Wadsworth Publishing, a division of International Thomson Publishing. Fax 800-730-2215.

Planning, Instruction, and Service Responsibilities for Transition Stakeholders

| Taxonomy Practices Category | | | | | |
|-----------------------------|--|--|---|--|--|
| Stakeholders | Student Development | Student Focused Planning | Collaboration | Family Involvement | Program Structure and Attributes |
| Regular Education Teacher | <ul style="list-style-type: none"> • Teach academic skills • Provide career awareness activities • Teach self-determination skills • Teach social skills | <ul style="list-style-type: none"> • Participate on student planning team • Train students to participate in planning activities • Document student interests • Provide assessment information | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Collaboratively consult with special and vocational educators • Provide student assessment information | <ul style="list-style-type: none"> • Identify and present information about program options • Participate in parent/family training • Involve parents in student assessment | <ul style="list-style-type: none"> • Develop outcome-based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated settings |
| Transition Specialist | <ul style="list-style-type: none"> • Identify community work sites • Coordinate transportation services • Assess job opportunities and requirements • Develop work experience programs | <ul style="list-style-type: none"> • Schedule adequate meeting time • Coordinate referral to adult service providers • Monitor fulfillment of responsibilities identified in IEP • Identify financial issues to be addressed in planning | <ul style="list-style-type: none"> • Chair and/or participate on interagency coordinating body • Coordinate collaborative program planning and development • Coordinate shared delivery of transition-related services • Coordinate development and use of student assessment data among agencies | <ul style="list-style-type: none"> • Develop parent/family training activities • Develop and implement structured method to identify parent/family needs • Develop and provide a directory of transition-related services • Identify and facilitate specific parent/family roles | <ul style="list-style-type: none"> • Develop and provide transition-related resource materials and technical assistance to educators, service providers, parents/families, and employers • Evaluate student outcomes • Identify post-school services or program needs • Implement longitudinal approach to transition (early childhood to adult) |

Planning, Instruction, and Service Responsibilities for Transition Stakeholders

| Taxonomy Practices Category | | | | | |
|-----------------------------|--|---|--|--|---|
| Stakeholders | Student Development | Student Focused Planning | Collaboration | Family Involvement | Program Structure and Attributes |
| School Counselor | <ul style="list-style-type: none"> • Provide career education experiences • Teach self-advocacy • Conduct assessment • Teach self-determination | <ul style="list-style-type: none"> • Identify and communicate information on postsecondary education institutions and services • Provide career counseling • Facilitate student self-determination in planning process • Identify student interests and preferences | <ul style="list-style-type: none"> • Develop and provide student assessment data relevant to other service providers • Coordinate contact with postsecondary education institutions • Provide information about community resources • Coordinate requests for information with other service providers | <ul style="list-style-type: none"> • Participate in parent/family training activities • Include parents/family members in student assessment • Collect information about parent/family needs • Provide information about parent/family support network | <ul style="list-style-type: none"> • Provide information for program evaluation • Participate in student followup and follow along • Identify post-school service and program needs |
| VR Counselor | <ul style="list-style-type: none"> • Conduct job placement • Conduct assessment for assistive technology • Provide assistive technology devices • Conduct assessment | <ul style="list-style-type: none"> • Initiate student contact prior to student's exit from school • Complete referral process prior to student's exit from school • Provide career counseling • Identify postschool goals and objectives | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Establish methods of communication • Identify and fund specific services • Establish collaborative procedures for collecting assessment data and sharing student information | <ul style="list-style-type: none"> • Participate in parent/family training activities • Collect information about parent/family needs • Utilize parents/family members in specific roles • Involve parents in student assessment | <ul style="list-style-type: none"> • Restructure system to include transition planning and services as integral components • Provide information for program evaluation • Participate in student followup and follow along • Identify post-school service and program needs |

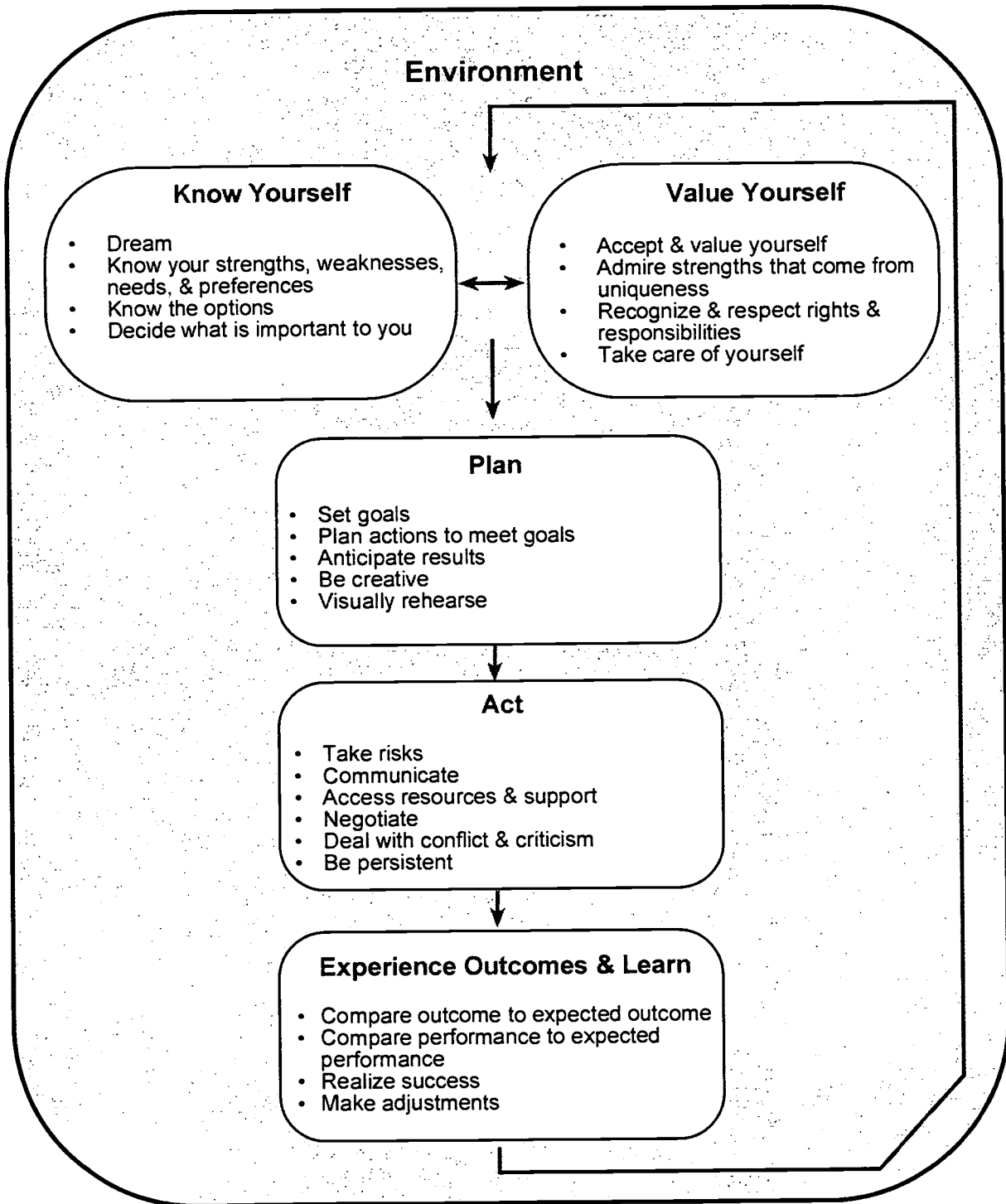
Planning, Instruction, and Service Responsibilities for Transition Stakeholders

| Taxonomy Practices Category | | | | | |
|------------------------------------|---|--|---|--|--|
| Stakeholders | Student Development | Student Focused Planning | Collaboration | Family Involvement | Program Structure and Attributes |
| Community Service Agency Personnel | <ul style="list-style-type: none"> • Provide assistive technology devices • Provide or fund transportation • Develop environmental adaptations • Teach independent living skills | <ul style="list-style-type: none"> • Participate on student planning team • Identify post-school goals and objectives • Provide support services to individual students as identified | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Establish methods of communication • Identify and fund specific services • Establish collaborative procedures for collecting assessment data and sharing student information | <ul style="list-style-type: none"> • Participate in parent/family training activities • Collect information about parent/family needs • Utilize parents/family members in specific roles • Involve parents in student assessment | <ul style="list-style-type: none"> • Restructure system to include transition planning and services as integral components • Transfer resources from sheltered and/or segregated facilities to community-based and/or integrated facilities • Participate in community-level strategic planning • Identify post-school service and program needs |
| School/District Administrator | <ul style="list-style-type: none"> • Facilitate curriculum development • Facilitate community-based structured work experience • Provide career education • Facilitate provision of related services (e.g., OT, PT, speech therapy) | <ul style="list-style-type: none"> • Establish accountability for identification and fulfillment of participant responsibilities • Establish assessment-based planning • Establish annual review of student progress • Establish student-centered planning framework | <ul style="list-style-type: none"> • Establish formal interagency agreement • Participate on interagency coordinating body • Develop specific funding and staffing patterns in collaboration with other service providers • Reduce system barriers to collaboration | <ul style="list-style-type: none"> • Include parents/families in policy development • Facilitate parents/family members as the decision-makers • Participate in parent/family training activities • Provide services that facilitate family involvement (interpreters, child care) | <ul style="list-style-type: none"> • Provide ongoing staff development • Allocate sufficient resources and personnel • Restructure education system to include transition-related planning and services as integral components • Clearly articulate a transition perspective and mission |

| Taxonomy Practices Category | | | | | |
|-----------------------------|---|---|--|---|--|
| Stakeholders | Student Development | Student Focused Planning | Collaboration | Family Involvement | Program Structure and Attributes |
| Parent or Guardian | <ul style="list-style-type: none"> • Teach rights and responsibilities • Teach leisure skills • Teach independent living skills • Teach self-determination | <ul style="list-style-type: none"> • Take initiative in the planning process • Address medical issues during planning process • Address guardianship during planning process • Provide assessment information | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Participate in development of policies and procedures to release and share student information | <ul style="list-style-type: none"> • Participate in family support network • Participate in and/or attend parent/family training • Exercise decision-making • Identify and participate in specific roles or activities (e.g., mentors, trainers, program development, student assessment) | <ul style="list-style-type: none"> • Participate in decisions regarding resource allocation • Participate in strategic planning • Participate in program evaluation • Provide information for student followup |
| Student | <ul style="list-style-type: none"> • Participate in extracurricular activities • Take responsibility for learning • Seek assistance • Identify necessary supports | <ul style="list-style-type: none"> • Identify goals • Indicate interest and preferences • Evaluate progress • Participate in decision-making | <ul style="list-style-type: none"> • Participate on interagency coordinating body • Provide input for information release and sharing procedures | <ul style="list-style-type: none"> • Provide information to parents • Identify parent/family roles • Participate in parent/family training • Identify parent/family needs | <ul style="list-style-type: none"> • Participate in program evaluation • Participate in human resource development • Participate in resource allocation decisions • Participate in program planning |

Self-Determination

Self-Determination



From: Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169. (Reprinted with permission.)

Local Action Plan

1. Identify the steps that you think need to be taken to develop or improve the transition program in your school.

2. Who needs to be involved in the program planning process?

3. What is your responsibility for the program development/improvement process?

4. Identify the first step that you need to take to begin the program development/improvement process.

Workshop Evaluation

1. Name of workshop: _____
2. Date: _____ 3. Location (city, state): _____
4. Identify the title which *best* describes your current position:

| | |
|---|--|
| a. _____ Special educator | g. _____ Community service provider (specify) _____ |
| b. _____ Vocational educator | h. _____ Community agency administrator |
| c. _____ General educator | i. _____ Parent |
| d. _____ Paraeducator | j. _____ Advocate |
| e. _____ School administrator | k. _____ Other (specify) _____ |
| f. _____ Other education service provider (e.g., OT, PT, counselor) | _____ |
5. How many years have you been in your current position? _____
6. How many years of experience do you have working with individuals with disabilities? _____
7. How many years of experience do you have specifically in the area of transition? _____
8. Attendance at this workshop was (check one): a. _____ Voluntary b. _____ Mandatory
9. I was paid to attend this workshop a. _____ Yes b. _____ No
If yes, through (check one): c. _____ regular salary d. _____ supplement

Please use the scale below to indicate your degree of agreement with the following statements:

1 2 3 4 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

| | Circle One | | | | |
|--|------------|---|---|---|---|
| 10. The material covered was relevant to the identified objectives. | 1 | 2 | 3 | 4 | 5 |
| 11. The activities facilitated my understanding of the concepts presented. | 1 | 2 | 3 | 4 | 5 |
| 12. The workshop helped increase my knowledge of transition. | 1 | 2 | 3 | 4 | 5 |
| 13. I remained interested in the workshop throughout the day. | 1 | 2 | 3 | 4 | 5 |
| 14. The workshop presenter appeared knowledgeable about the materials. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. The time allowed for the workshop was appropriate for the amount of material covered. | 1 | 2 | 3 | 4 | 5 |
| 16. The overheads were easy to read. | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this workshop to others. | 1 | 2 | 3 | 4 | 5 |
| 18. Information I learned will be useful in my job. | 1 | 2 | 3 | 4 | 5 |

19. What were the strengths of this workshop? _____

20. What changes would you recommend in the workshop? _____

21. List the 3 most important things you learned during this workshop.

22. List 3 things that you plan to implement as a result of this workshop.



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