TRANSITION TEAM LEADER SUSTAINABILITY TOOLKIT

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Overview of NSTTAC's *Transition Team Leader Sustainability Toolkit*

The National Secondary Transition Technical Assistance Center (NSTTAC) developed this *Transition Team Leader Sustainability Toolkit* to assist state and local transition planning team leaders in effectively building teams and implementing their yearly transition team plans. Many transition teams are faced with high rates of turnover, and often new team leaders must start over as documents and team history are lost. The *Transition Team Leader Sustainability Toolkit* is a collaborative effort to assist in sustaining team effort.

Importance of Teaming

Historically, special education mandates have included the concept that working on or within a collaborative school team to build an individualized education program (IEP) for a student with disabilities is seen as best practice. Starting 2004, with the latest reauthorization of the Individuals with Disabilities Education Act (IDEA), schools are now required to invite agency representatives, family members, general and special educators, and the student to the education planning meetings. The Rehabilitation Act amendments require that linkages between schools and agency or community providers are made. In addition, research shows collaboration between schools, agencies, and other community partners lead to increased post-school outcomes for students with disabilities (Finn & Kohler, 2009; Noonan, Morningstar, & Erickson, 2008).

The needs of students with disabilities from school to adult life are complex, and no single agency has all the knowledge or resources to provide comprehensive transition services (Robic, 2009). Often students and their families are overwhelmed and confused as they leave school, and many times eligible students do not receive needed adult services. While there are federal regulations mandating linkages and comprehensive planning for students with disabilities who are transitioning from secondary to postsecondary settings, there is not a mandate for adult disability services. This can lead to gaps in

services as students as leave the comfort of their high school programming. Having a collaborative team that includes members of the community, business leaders, school personnel, and agency representatives can assist with the changes a student may face in the postsecondary setting.

Seamless transitions for students with disabilities require partnership and shared responsibility from a variety of stakeholders. With heightened federal emphasis on post-school success for students, it is becoming necessary to have multiple perspectives at the planning table. Transition planning teams have the potential to assist youth with disabilities in successfully navigating this transition by joining schools, agencies, and their communities. Kohler and Field (2006) noted that in collaborative settings, educational and adult service providers can address opportunities for individual students, as well as community issues that influence opportunities and services, in general, for students. Research shows that interagency collaboration is needed for successful transition from youth to adult outcomes, but challenges are often encountered in creating and maintaining effective collaborations (Noonan et al., 2008; Robic, 2009). Employing sustainable transition planning team practices is essential to this process (Sundstrom, DeMeuse, & Futrell, 1990).

Building a Sustainable Transition Team

Mattessich (2005) identified six factors that support collaboration: purpose, membership, process and structure, communications, environment, and resources. It is critical for teams to identify a purpose and to adhere to that purpose as the team changes over time. At NSTTAC, we have worked with hundreds of teams who are in various stages of forming, storming, norming, or performing (Tuckman & Jensen, 1977). Our experience shows that the teams with an intentional purpose tend to make it to the performing level. These teams withstand staff and programmatic turnover, loss of resources, and membership challenges. The mission may be different or may change depending on the goals of the team, but it is frequently discussed and used as a road map for future decisions. The role of a transition planning team may determine student outcomes for the state or community in which it is involved. Interagency teams usually initiate a planning process to identify and agree

upon goals, outcomes, timelines, strategies, roles, responsibilities, policies, and accountability mechanisms, such as performance measures and an evaluation plan (Blalock, 1996; Blalock & Benz, 1999; Stodden, Brown, Galloway, Mrazek, & Noy, 2005).

Building an effective team with essential members can be a powerful catalyst for change. Traditionally, we see teams that include special educators, ancillary and agency service providers, and the occasional administrator or parent. However, teams who also include a student or students with disabilities tap into an often overlooked wealth of information. Students know what is working in the school or community and often have different experiences than anyone else on the team. Bringing in community or local business members can also provide a richer picture of what policies or structures may need to be changed to facilitate successful transitions for students. Families have intimate knowledge of challenges faced by their sons or daughters, either at school or in their neighborhoods. Transition teams can also benefit from higher education personnel, who can dialogue about postsecondary issues for students with disabilities.

A unique result of effective transition teams is that they create beneficial information for all involved. For example, a university professor who is on the team may learn about legislation changes that his/her college students need to know as they enter the teaching profession. Employers may discover a niche in their business that could be filled with a student with a disability. Having a transition planning team that consists of multiple perspectives provides the richest set of options and possibilities for the student, school, community, and local stakeholders.

Maintaining a Transition Team

Staff turnover or personnel changes are some of the biggest hurdles that teams face. For example, a team is making incredible progress on it's goal of increasing student involvement in IEP meetings. The team has developed a procedure for educating students before their meeting with the help of a general educator. Then, when school starts back up in the fall, the general

education teacher who was helping students prepare for their transition planning meeting has taken a job in another district. Suddenly, there is a hole on the team, as well as in the process that worked so successfully the year before. This void not only creates confusion for the team, but also for the students who were directly and positively affected by this process.

We are often asked how to maintain the momentum of a successful team or how to ensure that teams continue to function at a level that is beneficial for all involved. These questions were the impetus for the development of this toolkit. In our experience with different levels of teams (e.g., state, regional, district), having deliberate membership and goals, intentional collaborative meetings, and continuous assessment or evaluation of progress are factors that are not only critical for withstanding system turnover and change in staff, but are factors that also contribute to the everyday success of the team.

Intentional collaborative meetings look different in different areas. Many teams are spread out over a vast area, and trying to find the time to meet can seem overwhelming. Using technology (e.g., Skype, conference calls, webinars) to "hold" meetings can help to overcome these barriers. Another method for encouraging people to attend planning meetings is to provide brief snippets of professional development. For example, the vocational rehabilitation service provider can present for 30 minutes on the new rules for qualifying a student with a disability or the methods they use to track referrals. Parents can provide information on the work they are doing to improve school -family relations. A panel of students can provide information about their transition to college and what they needed to know to be successful. When professional development is offered, team members can be kept up to date, as well as provide rationale to their administrator about the benefits of belonging and traveling to the team or council meeting.

Collaboration is seen as a prerequisite for sustaining interagency initiatives, particularly those funded with time-limited federal, state, or local funds (Hogue, 1993; Perkins, 2002; Peterson, 1991). Transition or interagency teams often have to prove that their mission or purpose is successful and beneficial to the students, families, and local stakeholders. Evaluating the

progress towards goals lays the groundwork for team longevity (Kohler, Gothberg, & Coyle, 2009). When data are being collected that prove the efficacy and accomplishments of the team, it becomes difficult to find a reason to discontinue the work. Section 8 in this toolkit provides several tools for assessing progress, as well as maintaining records of accomplishments.

Key Elements of the NSTTAC *Transition Team Leader Sustainability Toolkit*

This toolkit is a practical guide for transition team leaders to build and manage transition teams. Section 2 provides transition team leaders with proven strategies to assemble and manage a transition planning team. You will also find practical guidelines to support team members throughout the year, as well as the basic elements for conducting team meetings. In addition to assisting novice team leaders, we explain what to expect at a transition planning institute (Kohler & Coyle, 2009).

Section 3 provides transition team leaders with transition team needs assessments. These tools guide teams linearly through the process of assessing knowledge, ability, and planning. Assessments are provided to determine team strengths and needs (*knowledge*), resources available to the team for providing professional development (*ability*), and the target audience, topic, and context for providing professional development (*planning*).

Team leaders are also given tools to document team activities (section 4), resources (section 5), contacts (section 6), and history (section 7). In NSTTAC's work, we often find these four areas to be critical information for new team leaders. This information helps teams smoothly transition in spite of member turnover. Team leaders will have immediate access to education, agency, and other team member data sources, local resources, and online resources, as well as a yearly calendar of events.

Section 6 offers space to document local agency and business contacts, as well as other contacts with a history of helping your team. These additional contacts may include peers met through networking opportunities, content

resource professionals, contacts from state and national organizations, or faculty from higher education institutes. Space is also provided in this section to record transition planning team history. Section 7 allows the documenting of team member professional development, integrity of implementation, history of team member involvement on the transition planning team, and, if applicable, history of involvement with the transition council.

Section 8 may prove the most informative to new team leaders. In this section you will store copies of each yearly transition planning team plan, tools used to evaluate that plan, and summaries of results. We suggest that these plans be filed with the most current materials first, followed by each preceding year. Finally, the last section affords space for materials not mentioned that the team leader feels will be helpful to the success of the team. Items may include, but are not limited to: team mission and vision statements, policy and procedures, interagency agreements, evidence-based practice information, and relevant materials and handouts.

The *Transition Team Leader Sustainability Toolkit* is designed to provide you with descriptions of essential components to lead a team as well as detailed reference and resource lists to help sustain your team. Our suggestions are based on a decade of experience working with hundreds of transition teams and evaluations of their outcomes. The materials are presented in a notebook format to enable you to copy resources as you need them and add updates as they become available.

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Transition Planning Team Leader Strategies

9

Title: First Steps for the Transition Planning Team Leader

Context for use: Transition planning team leaders may use these steps to guide their work for the year. This tool begins with basic first steps of setting up a team and moves forward into team planning and implementation. Important steps to sustain teams throughout the year during the implementation process are also provided.

NSTTAC suggestions: The transition planning team leader may want to add steps to address local team context. It may also prove useful to evaluate team member participation and contributions.

First Steps for the Transition Planning Team Leader

- **Assemble your transition team. Think of including critical team members:**
  - ☐ Student with a disability
  - ☐ Family member of a student with a disability
  - ☐ Administrators: Special education, general education, service agency
  - ☐ Educators: Special educator, general educator, career and technical educator, transition specialist, work-study or work-based education coordinator, dropout prevention coordinator
  - ☐ Education service providers: School counselor, social worker, school psychologist, paraprofessional, occupational or physical therapist, assistive technology provider
  - ☐ Transition service agency representatives: Vocational rehabilitation, community mental health, employment services, transportation, disability advocate, school-to-career coordinator

- **Attend the state planning institute as a team**

- **Create a yearly plan:**
  - ☐ Goals
  - ☐ Activities
  - ☐ Responsible parties
  - ☐ Timeframe
  - ☐ Outputs and products
  - ☐ Expected outcomes
  - ☐ Evaluation plan with potential indicators
  - ☐ Data sources

- **Provide leadership and assistance for plan implementation:**
  - ☐ Provide early for needed professional development
  - ☐ Generate transition planning team member monthly updates to plan implementation
  - ☐ Provide guidance and assistance as problems arise
  - ☐ Provide direction for evaluation of goals and activities
  - ☐ Provide feedback to transition planning team members
  - ☐ Conclude year with report of outcomes

Title: Steps for Inducting New Transition Planning Team Members

Context for use: This section is provided to assist transition planning team leaders as they induct new members into the team. The following list is what transition planning team leaders and team members have reported to NSTTAC as being the most important components for successful induction of new team members. Along with this practical knowledge, NSTTAC has included best practices from the field.

NSTTAC suggestions: Interview current and past transition planning team members to generate more ideas for how to assist new team members to become comfortable and productive contributors to the team.

Steps for Inducting New Transition Planning Team Member

- **Assess new transition planning team member knowledge of transition education and services with Team Needs Assessments in Section 3**
  - ☐ Administer *Knowledge of Transition Practices Content*
  - ☐ Administer *Knowledge of Transition-Related Services*

- **Address gaps by providing learning opportunities of basic transition knowledge with Team Needs Assessments in Section 3**
  - ☐ Administer *Ability to Implement Professional Development Activities*
  - ☐ Administer *Determining Professional Development for Target Audiences*
  - ☐ Administer *Planning Transition-Related Professional Development*

- **Provide introductory knowledge and history of the transition team**
  - ☐ When the transition planning team was created
  - ☐ Where and when the planning team meets
  - ☐ Transition planning team-created goals and activities for the current year
  - ☐ Provide time for introduction of current team members, including names, titles, link to transition, and why they chose to be on the team

- **Share highlights and successes of tools and plans**

- **Share current planning goals and activities**

- **Provide a mentor, if needed**

Title: How to Manage a Successful Transition Planning Team

Context for use: This tool is provided to assist transition planning team leaders with the task of running a successful transition team. The following list is what NSTTAC has found to be the most important components of successful team management. Especially important is the monthly connection between team members and consistent reminders of and accountability to the transition planning team goals.

NSTTAC suggestions: This list is a start; it is not comprehensive. Please add to this list as you implement successful components of team management.

How to Manage a Successful Transition Planning Team

- **Meet regularly at least once a month**
  - Face-to-face
  - Conference calls
  - Web connect (e.g., Skype, Elluminate, Adobe Connect, iVisit)
- **Expect and allow all four phases of team building**
  - Forming: Team members meet and begin explaining roles
  - Storming: Team members encounter divergent ideas
  - Norming: Team members begin to recognize common goals
  - Performing: Team members work productively to achieve their goals
- **Be respectful**
- **Be open to new ideas**
- **Make sure all transition planning team members understand their roles and responsibilities**
- **Make sure all transition planning team members are accountable for a part of the plan**
- **Have brief monthly progress reports**
- **Help team members to see and recognize their role in results and outcomes**

Title: Critical Elements of Transition Planning Team Leader Support

Context for use: Based on the results from NSTTAC's Team Plan Implementation Assessment, the most significant indicator of transition planning team plan implementation is leader support. The following is a list of suggestions for supporting your team members.

NSTTAC suggestions: Give the Transition Team Plan Implementation Assessment yearly to generate results that outline future support needs.

Critical Elements of Transition Planning Team Leader Support

- **Support transition planning team member ideas**
- **Be available**
- **Be timely in responses**
- **Provide creative problem solving**
- **Follow through**
- **Make meetings worthwhile**
- **Provide timely feedback**
- **Recognize achievements (personally and publicly)**
- **Celebrate successes**

Title: Transition Team Plan Implementation Assessment

Context for use: Every member of the transition planning team should complete this assessment whether or not they attended the state transition institute. Please note you will need to edit this tool to include your own transition planning team yearly goals. Through this assessment, team members identify facilitators and barriers to implementation of the plan. Additionally, stories of the positive effects of implementation are also collected. This evaluation tool may inform the transition planning team leader of the reasons for achieving or not achieving yearly team goals.

NSTTAC suggestions: This tool is to be used as a transition planning team yearly summative assessment. The results may be used to improve plan implementation in future goals.

National Secondary Transition Technical Assistance Center

Transition Team Plan Implementation Assessment

Please spend a few minutes to complete this assessment and return it to _____. Your feedback will help us understand and improve our future capacity building technical assistance.

I. Please tell us about you:

1. Check the description/affiliation that best describes your role as an attendee of this meeting.

- ☐ Special education teacher
- ☐ General education teacher
- ☐ Parent
- ☐ Student
- ☐ Speech/language therapist
- ☐ Transition coordinator
- ☐ School psychologist
- ☐ School social worker
- ☐ Data personnel
- ☐ Principal/vice principal
- ☐ Transition specialist or coordinator
- ☐ Special education supervisor
- ☐ Special education director
- ☐ Department of Vocational Rehabilitation
- ☐ School to Work Alliance Program
- ☐ Higher education
- ☐ State department of education
- ☐ Other:_____

2. How many years have you served on your current transition team? _____

3. How many years have you been involved in transition education and services? _____

4. How many years have you been in your current position? _____

II. Experience implementing the goal-related activities created at the Transition Institute - Please indicate your participation level:

Activities	1 Person Responsible	2 Assisted in Implementation	3 Did not Participate
5. Activity 1 (insert created activity here)	1	2	3
6. Activity 2	1	2	3
7. Activity 3	1	2	3
8. Activity 4	1	2	3
9. Activity 5	1	2	3
10. Activity 6	1	2	3
11. Activity 7	1	2	3
12. Activity 8	1	2	3
13. Activity 9	1	2	3
14. Activity 10	1	2	3

III. Experience implementing the goal-related activities created at the Transition Institute - Please indicate your agreement with each of the following statements:

Topic	1 Strongly Agree	2 Generally Agree	3 Neither	4 Generally Disagree	5 Strongly Disagree
15. I had the resources I needed to implement the activities	1	2	3	4	5
16. I had adequate training to implement the activities	1	2	3	4	5
17. I had adequate technical assistance to implement the activities	1	2	3	4	5
18. I had the time I needed to plan for implementation	1	2	3	4	5
19. I had the time I needed to implement the activities	1	2	3	4	5
20. I had the support I needed from my administration	1	2	3	4	5
21. The activities fit nicely within the school year	1	2	3	4	5
22. The activities were appropriate for my students' level and abilities	1	2	3	4	5
23. My students benefited from participating in the activities	1	2	3	4	5
24. My students reacted positively to the activities	1	2	3	4	5

IV. Implementation of Activities: Please use the scale to rate each item as either a helper or a barrier to implementation:

Topic	1 Major Helper	2 Helped Somewhat	3 Not a Factor	4 Somewhat a Barrier	5 Major Barrier
25. Professional development	1	2	3	4	5
26. Technical assistance for planning and implementation	1	2	3	4	5
27. Administrative support	1	2	3	4	5
28. Appropriateness of activities for students' level	1	2	3	4	5
29. Students' response to the activities	1	2	3	4	5
30.The "fit" between activities and content of classes	1	2	3	4	5
31. Collaboration with co-workers	1	2	3	4	5
32. My prior knowledge (if any) of transition	1	2	3	4	5
33. My prior experience (if any) of transition	1	2	3	4	5
34. Time needed to implement the activities	1	2	3	4	5
35. Encouragement for trying new things	1	2	3	4	5
36. Recognition for trying new things	1	2	3	4	5
37. Availability of supplies and materials needed to implement the activities	1	2	3	4	5
38. Response of my students' families to the concepts	1	2	3	4	5
39. Evaluation and reporting requirements	1	2	3	4	5

V. Comments

40. Please add further explanation or list additional barriers and helpers you believe are important:

_____

_____

_____

_____

_____

41. Please tell us how being a part of this transition team has positively affected your teaching, your school, and/or your students: _____

_____

_____

_____

_____

Thank you for completing this survey.

The information will be used to inform and assist in future work.

Please contact _____@_____ if you have any questions regarding this survey.

Title: How to Run a Successful Transition Planning Team Meeting

Context for use: The following is a list of elements NSTTAC has identified as being critical to successful transition planning team meetings. NSTTAC has found for plan implementation that includes positive student outcomes, best practice involves conducting monthly meetings that occur between institutes or summits.

NSTTAC suggestions: Add any additional elements that you find to improve your transition planning team meeting time or that help move your team forward.

How to Run a Successful Transition Planning Team Meeting

- **Agree on a date in advance**
- **In general, meetings last one hour and occur once a month**
- **Give two weeks' notice**
- **Create an agenda**
  - Set specific times for each topic
  - Identify person(s) responsible for each topic
- **Send reminder 48 hours in advance**
  - Attach agenda and ask for any additions or corrections
  - Include time and date
  - Include meeting location and directions if meeting face-to-face
  - Include login/password information if meeting via telephone or online
- **Start on time**
- **Assign a note taker**
- **Allow time for discussion but stick to the timeframe given**
- **Provide time for:**
  - Content
  - Progress reports
  - Planning
- **End on time**

Title: What to Expect at a Transition Planning Institute or Summit

Context for use: This section is provided to help transition planning team leaders gain an understanding of the state transition planning institute.

NSTTAC suggestions: Be familiar with the previous transition team plans and evaluation results. Be prepared with relevant data, revisit the *Taxonomy for Transition Programming* (see Section 10), and have a transition planning team member bring a laptop.

What to Expect at the Transition Planning Institute or Summit

- **A hybrid model of content acquisition and transition team planning time**
- **Opportunities to learn about evidence-based practices in transition education and services**
- **Keynote speaker**
- **Breakout sessions**
- **A three-part team planning tool to:**
  - Assess current practice
  - Conduct a needs assessment
  - Create a yearly plan
- **Facilitated transition team planning**
- **Content resources**
- **Networking**
- **Two to three days of hard work!**

Transition Planning Team Needs Assessments

24

Title: Knowledge of Transition Practices Content

Context for use: This assessment may be used with a variety of educational professionals and transition service providers.

NSTTAC suggestions: This assessment may be used to identify transition professional development needs, or as a measure of participant transition knowledge prior to planning content for a professional development event.

KNOWLEDGE OF TRANSITION PRACTICES CONTENT

Use the scale provided to rate your knowledge of each item.

ITEM	KNOWLEDGE RATING SCALE			
	Extensive Knowledge	Moderate Knowledge	Limited Knowledge	No Knowledge
IDEA transition requirements	4	3	2	1
Career Pathways options	4	3	2	1
Student-centered planning approaches	4	3	2	1
Strategies for facilitating active student involvement in their IEP development	4	3	2	1
Approaches to developing students' self-determination	4	3	2	1
Postsecondary educational services available for students with disabilities	4	3	2	1
Effective occupational skill training strategies	4	3	2	1
Methods for providing work-based education	4	3	2	1
School rules for student work experiences	4	3	2	1
Transition-related community service providers in my location	4	3	2	1
Agency eligibility requirements and referral procedures	4	3	2	1
Strategies for developing community-level transition teams	4	3	2	1
Parent involvement strategies	4	3	2	1
Parent roles in transition planning	4	3	2	1
Family-friendly policies	4	3	2	1
Strategies for conducting and using transition-related assessments	4	3	2	1
Strategies for evaluating transition outcomes	4	3	2	1

Adapted from Kohler, P. D., Field, S., Izzo, M., & Johnson, J. R. (1999). *Transition From School to Life: A Workshop Series for Educators and Transition Service Providers*. Reston, VA: Council for Exceptional Children. Used with permission.

Title: Knowledge of Transition-Related Services

Context for use: This assessment may be used with a variety of educational professionals and transition service providers.

NSTTAC suggestions: This assessment may be used to identify transition professional development needs, or as a measure of participant transition knowledge before planning content for a professional development event.

Knowledge of Transition-Related 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

Adapted from Kohler, P. D., Field, S., Izzo, M., & Johnson, J. R. (1999). *Transition From School to Life: A Workshop Series for Educators and Transition Service Providers*. Reston, VA: Council for Exceptional Children. Used with permission.

Title: Ability to Implement Professional Development Activities

Context for use: This assessment may be used with a variety of educational professionals, particularly those responsible for providing transition-related professional development.

NSTTAC suggestions: This assessment should be used when planning transition professional development as a measure of strengths and potential issues to be addressed.

ABILITY TO IMPLEMENT PROFESSIONAL DEVELOPMENT ACTIVITIES

A. Use the scale provided to rate your ability to do each item.

ITEM	ABILITY RATING SCALE		
	Good	So-So	Limited
Identify target audiences	3	2	1
Determine training needs and topics	3	2	1
Develop an agenda and schedule	3	2	1
Make facilities arrangements	3	2	1
Prepare and disseminate information	3	2	1
Identify and coordinate with administrative protocols	3	2	1
Identify people and material resources	3	2	1
Secure funding for expenses (e.g., subs, refreshments, copying)	3	2	1
Present to specific audiences (teachers, parents, service providers, administrators)	3	2	1
Set up and use equipment	3	2	1
Develop handouts	3	2	1
Present to large groups	3	2	1
Use visual aids, such as PowerPoint slides	3	2	1
Use flip charts to record information	3	2	1
Use small group instruction	3	2	1
Develop and use participant activities	3	2	1
Try new activities or approaches	3	2	1
Field questions	3	2	1
Take time to practice	3	2	1
Develop an evaluation	3	2	1
Analyze and use results of evaluation	3	2	1

B. Based on your self-assessment, identify your strengths and limitations regarding professional development activities and the supports you might need to provide transition-related professional development.

My Strengths	My Limitations

My Support Needs

Title: Determining Professional Development for Target Audiences

Context for use: This assessment may be used to determine target audiences for transition professional development opportunities.

NSTTAC suggestions: This assessment should be used prior to planning transition professional development as a measure of specific needs.

DETERMINING PROFESSIONAL DEVELOPMENT NEEDS OF TARGET AUDIENCES

For each item, check (✓) the target audience(s) for whom you think there is a need for professional/parent development. If appropriate, in the space provided with each item, note specific topics you think might be important for specific audiences. To help determine the needs of various transition stakeholders, you may want to conduct a brief survey to identify their knowledge of specific transition education and service practices. Then compile the information from the survey in this table.

ITEM	TARGET AUDIENCES				
	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
IDEA transition requirements					
Career Pathways options					
Student-centered planning approaches					
Strategies for facilitating active student involvement in their IEP development					
Approaches to developing students' self-determination					

ITEM	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
Postsecondary educational services available for students with disabilities					
Effective occupational skill training strategies					
Methods for providing work-based education					
School rules for student work experiences					
Transition-related community service providers in my location					
Agency eligibility requirements and referral procedures					

ITEM	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
Strategies for developing community-level transition teams					
Parent involvement strategies					
Parent roles in transition planning					
Family-friendly policies					
Strategies for conducting and using transition-related assessments					
Strategies for evaluating transition outcomes					

Title: Planning Transition-Related Professional Development

Context for use: At this point, you will have assessed your transition planning team professional development needs. This document will assist you in planning professional development at the individual and group level for your transition team.

NSTTAC suggestions: Once you have provided the professional development and your team has accessed it, don't forget to log it in the resource section under Documentation of Professional Development. You may also want to use these tools again to validate the learning of your team members.

PLANNING TRANSITION-RELATED PROFESSIONAL DEVELOPMENT

Consider the professional development needs you identified earlier and the resources available for providing professional development. Also consider your strengths, limitations, and support needs. Using this information, identify the target audiences for whom you want to plan and/or provide professional/parent development, the topic, the context (such as when and where), and the strategies and resources you might use. Where appropriate, identify your support needs.

Target Audience	Topic	Context	Strategy/Resources	Support Needs

Target Audience	Topic	Strategy	Resources	Support Needs

Calendar of Events

Title: Calendar of Events

Context for use: This calendar of events should be created for all expected transition planning team activities.

NSTTAC suggestions: Include all activities that affect your transition team.

Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Calendar of Events

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Calendar of Events

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Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Transition Planning Team Resources

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Title: List of Available Data Sources

Context for use: Create a comprehensive list of data sources that provide your transition planning team the ability to make data-based decisions when planning.

NSTTAC suggestions: Create an exhaustive list of data available to your transition team. Remember to include all relevant data from education, agency, and employment venues. You may want to break this into three sections.

List of Available Data Sources

Name of Data	Location or Access	Description

List of Available Data Sources

Name of Data	Location or Access	Description

Title: List of Available Resources

Context for use: The resource list tracks all the resources available to your transition team.

NSTTAC suggestions: You may want to create separate pages for transition assessments, curriculum, books, videos, and equipment. Or you may want to separate resources based on subject: self-determination, reading comprehension, job coaching, and so forth.

List of Available Resources

Name	Type	Location	Who Is Qualified	Who Has Implemented	Date Implemented	Description

List of Available Resources

Name	Type	Location	Who Is Qualified	Who Has Implemented	Date Implemented	Description

Title: List of Online Resources

Context for use: The resource list tracks all the resources available online. These may require a fee or be free resources.

NSTTAC suggestions: You may want to create separate pages for transition assessments, curriculum, books, videos, and equipment. Or you may want to separate resources based on subject: self-determination, reading comprehension, job coaching, and so forth.

List of Online Resources

Website Name	Website Address	What Is Available	What Is the Cost

List of Online Resources

Website Name	Website Address	What Is Available	What Is the Cost

Transition Planning Team Contacts

Title: Local Agencies

Context for use: This form lists all the local agencies in your area. These agencies may or may not have participated on the transition planning team.

NSTTAC suggestions: The contacts in this form may prove helpful for problem solving, understanding local context, and policy creation.

Local Agencies

Agency and Contact Person	Phone and Email	Address	Description

Local Agencies

Agency and Contact Person	Phone and Email	Address	Description

Title: Local Businesses

Context for use: This form lists all the local businesses in your area that have a history of working with students. On this form, you will need to identify the level of participation (e.g., job shadowing, unpaid work experience, internship, and paid work experience).

NSTTAC suggestions: The contacts in this form may prove helpful for student placement, problem solving, and information regarding employers who are "disability-friendly."

Local Businesses

Business and Contact Person	Phone and Email	Address	Description

Local Businesses

Business and Contact Person	Phone and Email	Address	Description

Title: Others Who May Be Helpful to the Transition Planning Team

Context for use: This form lists all others who may be helpful to the transition planning team.

NSTTAC suggestions: The contacts in this form may prove helpful when trying to leverage resources or gather external input.

Others Who May Be Helpful to Your Transition Planning Team

Name and Title	Phone and Email	Address	Description

Others Who May Be Helpful to Your Transition Planning Team

Name and Title	Phone and Email	Address	Description

Transition Planning Team History

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Title: Documentation of Professional Development

Context for use: This list tracks all professional development activities, date, and who attended. This history may prove useful to current and future goals.

NSTTAC suggestions: It may be worthwhile to include all people who affect transition, even those beyond your team.

Documentation of Professional Development

Name of Professional Development	Date	Who Attended

Documentation of Professional Development

Name of Professional Development	Date	Who Attended

Title: Transition Planning Team History

Context for use: This form tracks the history of transition planning team membership. Include everyone who has participated on the transition planning team.

NSTTAC suggestions: The contacts in this form may prove helpful for problem solving and historical documentation.

Transition Planning Team History

Name and Title	Phone and Email	Address	Organization	Years Served

Transition Planning Team History

Name and Title	Phone and Email	Address	Organization	Years Served

Title: Transition Council History

Context for use: This form tracks the history of transition council membership. Include everyone who has participated on the transition council. These may or may not have participated on the transition planning team.

NSTTAC suggestions: The contacts in this form may prove helpful for problem solving, local context, and historical documentation.

Transition Council History

Name and Title	Phone and Email	Address	Organization	Years Served

Transition Council History

Name and Title	Phone and Email	Address	Organization	Years Served

Transition Team Plans, Evaluation Materials and Results

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Title: Transition Planning Team Plan Information

Context for use: This section should include all team plans, evaluations of those team plans, and evaluation reports or results.

NSTTAC suggestions: Put the most recent team plan in the front, the evaluation and the evaluation results from that plan next, and then work backwards by year.

Transition Team Plan Information

Team Leader Name: _____

Year of the Plan: _____

Date Plan Was Developed: _____

Evaluation Tools Used:

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Result Summaries:

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Transition Team Plan Information

Team Leader Name: _____

Year of the Plan: _____

Date Plan Was Developed: _____

Evaluation Tools Used:

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Result Summaries:

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Transition Team Plan Information

Team Leader Name: _____

Year of the Plan: _____

Date Plan Was Developed: _____

Evaluation Tools Used:

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Result Summaries:

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Transition Team Plan Information

Team Leader Name: _____

Year of the Plan: _____

Date Plan Was Developed: _____

Evaluation Tools Used:

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Result Summaries:

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Additional Information

Title: Additional Information

Context for use: This section is where you list any other important transition information that will help create sustainability.

NSTTAC suggestions: Include any transition-related policies or processes, interagency agreements or memorandums of understanding (MOUs), or other resources that are helpful with working with the transition planning team.

Taxonomy for Transition Programming

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Taxonomy for Transition Programming

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

Paula D. Kohler, Ph.D.

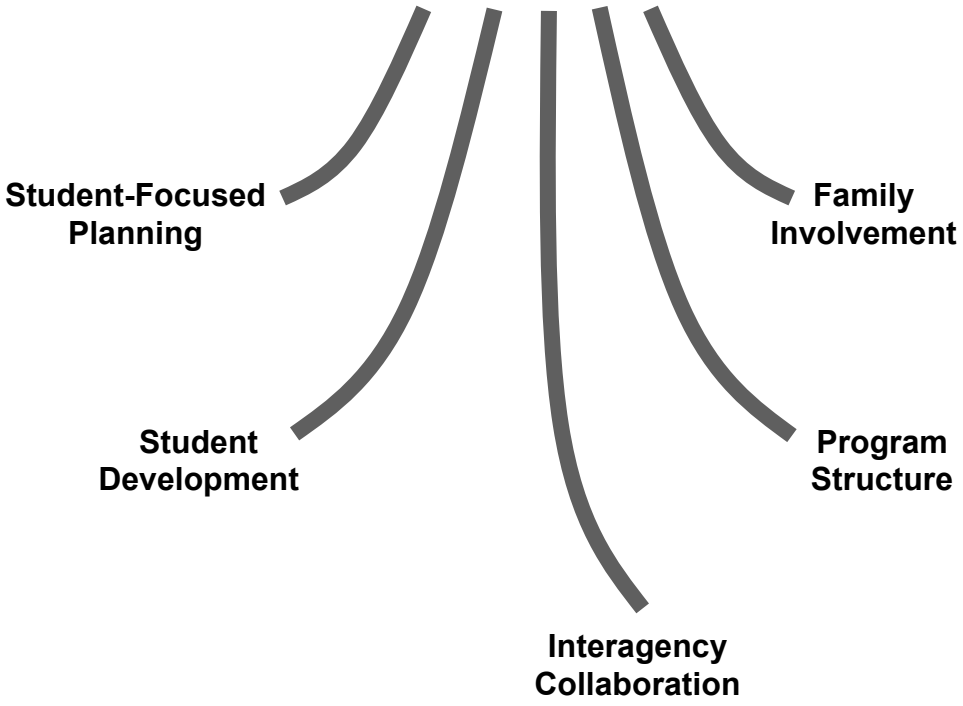
WESTERN MICHIGAN UNIVERSITY
and
TRANSITION RESEARCH INSTITUTE
University of Illinois at Urbana-Champaign

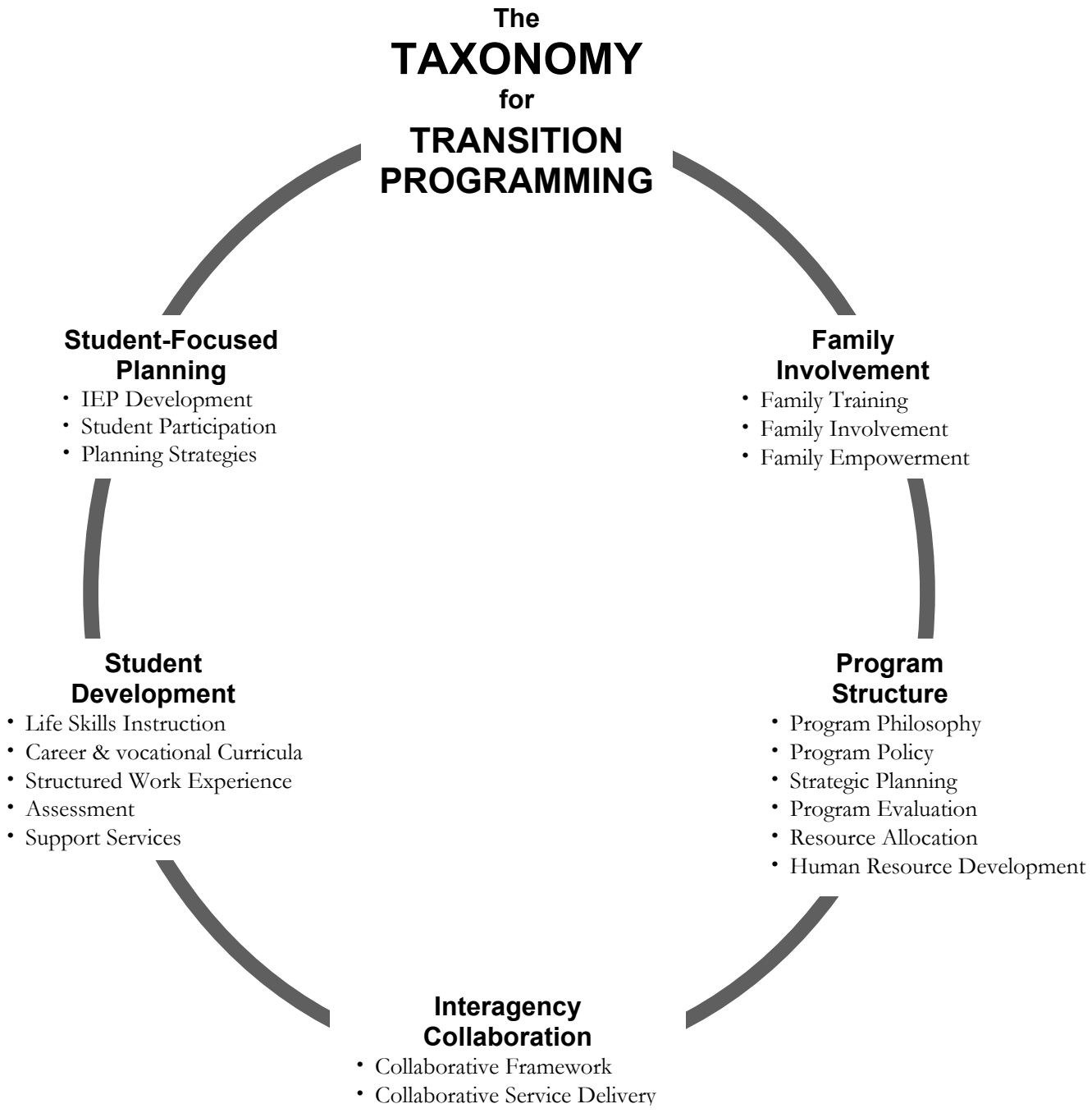
The

TAXONOMY

for

TRANSITION PROGRAMMING




The
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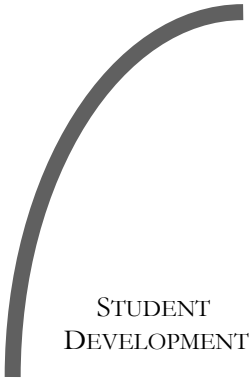
for
TRANSITION
PROGRAMMING
Student-Focused Planning
• IEP Development
• Student Participation
• Planning Strategies
Family Involvement
• Family Training
• Family Involvement
• Family Empowerment
Student Development
• Life Skills Instruction
• Career & vocational Curricula
• Structured Work Experience
• 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



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

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

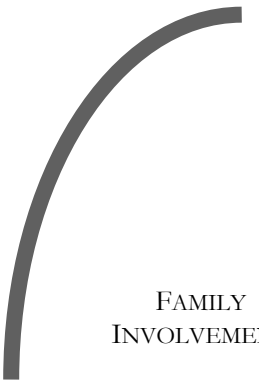
Support Services
— Identification and development of environmental adaptations
— Identification and development of accommodations
— Identification and development of natural supports
— Provision of related services (e.g., OT, PT, speech therapy, transportation)
— Use of mentors

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)



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

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

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