|  |  |  |
| --- | --- | --- |
|  |  |  |

# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 2: Designing Effective Transition Program Structures*

**Facilitator’s Guide**



Disclaimer: This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or polices of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

**Table of Contents**

Evidence-Based Transition Planning and Services Course Enhancement Module 1

Introduction to Evidence-Based Transition Planning and Services 3

Course Enhancement Module 3

Purpose 3

Rationale 3

Audience 4

Facilitator’s Guide 4

Evidence Based 4

Tiered Organization 5

Resources 6

Materials 6

Part 2: Slides and Supporting Facilitator Notes and Text 8

# Introduction to Evidence-Based Transition Planning and Services

# Course Enhancement Module

With this Course Enhancement Module (CEM), participants will learn about the essential components of effective transition planning and services for students with disabilities.

The CEM provides pre-service candidates and in-service teachers the framework necessary for designing effective transition programs and services to improve graduation and post-school outcomes for students with disabilities.

### Purpose

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this CEM on evidence-based transition planning and services interventions to assist faculty at institutions of higher education (IHEs) and professional development (PD) providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective transition planning and services for all students, including students with disabilities and their peers without disabilities.

This CEM is designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and PD provider needs. The anchor module and speaker notes can be used in their entirety to cover multiple courses or PD sessions. Alternatively, specific content, activities, and media can be used individually to enhance existing course and/or PD content.

The CEM is aligned with the innovation configuration on this topic: *Teacher Preparation to Deliver Evidence-Based Transition Planning and Services for Youth With Disabilities*. The first part of the CEM is to provide an understanding of transition planning and the related special education regulations. The remaining topics in this CEM target the critical characteristics of schools that prepare and support youth with disabilities to transition successfully from school to postsecondary education, integrated employment, and community living and participation.

### Rationale

Increasing evidence has indicated that effective transition planning is essential for improved graduation and post-school outcomes for students with disabilities. The importance of transition planning is evidenced by its increasing focus in the reauthorizations of IDEA. Yet, despite its importance, students with disabilities continue to graduate at significantly lower rates than their peers without disabilities. According to a 2015 report, the 2013-14 graduation rate was 63.1% of students with disabilities compared with 82.3% of peers without disabilities, respectively (U.S. Department of Education, 2015).[[1]](#footnote-1) In addition, individuals with disabilities experience significantly higher rates of unemployment and significantly lower rates of employment in comparison to peers without disabilities (U.S. Bureau of Labor Statistics, U.S. Department of Labor, 2014).[[2]](#footnote-2)

To assist pre-service and professional-learning educators in closing the graduation and post-school outcomes gaps, the Transition Planning CEM is organized by the five areas outlined in *Taxonomy for Transition Planning 2.0*: student-focused planning, student development, interagency collaboration, family engagement, and program structure(Kohler, Gothberg, Fowler, & Coyle, 2016).[[3]](#footnote-3)

### Audience

The intended audience is teacher and leader candidates within pre-service programs at the undergraduate or graduate levels and/or district teachers and leaders participating in in-service professional learning opportunities. The facilitator’s guide is designed as a blueprint to support faculty and PD providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local PD providers.

### Facilitator’s Guide

The facilitator’s guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator notes and talking points are included. The speaker notes are intended as a guide for the facilitator who is using the slide presentation and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

### Evidence Based

All information and resources included in anchor presentations were drawn from PD products developed by U.S. Department of Education-sponsored centers and projects and other peer-reviewed, research-based, or reputable sources. These centers and projects used a rigorous process to directly link their PD products to available research evidence on multi-tiered systems of support (MTSS) for academics and behavior. For example, the National Center on Intensive Intervention (NCII) follows a five-step process for product development (i.e., design, production, internal review, external review, and approval by the U.S. Office of Special Education Programs) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

### Tiered Organization

This CEM is divided into six hours of content, with each hour building on previous information and resources. However, the sessions can stand alone with content embedded into a class or PD session.

**Part 1: Introduction to Transition Planning:** After completing this module, participants will be able to describe the components of the transition plan, articulate the major elements of effective transition planning, and write postsecondary measurable goals for individualized education programs (IEPs).

**Part 2: Designing Effective Transition Program** **Structures:** Upon completion of this module, participants will understand how transition fits within the Common Core State Standards (CCSS) framework and how to embed transition-related activities within general education curriculum. Additionally, participants will be able to identify different ways to implement evidence-based transition practices and programs needed for post-school life.

**Part 3: Student-Focused Planning:** This section provides definitions for essential features of effective transition planning and services. This section teaches how to embed self-determination activities within general education curriculum and how to involve secondary students in individualized planning, including the transition IEP. Additionally, this section emphasizes ways to implement evidence-based practices (EBPs) and programs needed for postsecondary success.

**Part 4: Providing a Transition-Focused Education:** After completion of this module, participants will understand the purpose of providing transition-related activities within a general education setting. Additionally, participants will be able to demonstrate how to embed transition-related activities within the general education curriculum and academic coursework and be able to identify academic EBPs to support students with disabilities in the general curriculum.

**Part 5: Transition and Family Engagement:** During this module, participants will review the law on family engagement in transition planning, learn how family involvement predicts positive post-school outcomes, and identify EBPs for facilitating family involvement and engagement in transition planning.

**Part 6: Interagency Collaboration:** After completing this module, participants will be able to demonstrate the importance of cross-disciplinary planning (i.e., intra-agency and interagency) and understand the critical elements of interagency collaboration. Participants will also identity actions schools can take to increase interagency collaboration and expectations for post-school employment and postsecondary education.

### Resources

The following resources are provided for use in delivering the anchor presentation:

* Facilitator’s guide (this document)
* Presentations
* Participant handouts, as needed
* References and slide citation charts, as needed

These materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

### Materials

The materials recommended for training and associated activities are as follows:

* Chart paper
* Markers for chart paper
* Post-it® Notes
* Timer
* Pens at each table
* Internet connection for website links embedded in presentations

The materials needed will vary based on the content and activities selected, which will depend on the audience and the format of the course or PD session.

#### In This Guide

The rest of the guide provides the speaker’s notes to support facilitators as they present the content and learning activities included in the Part 1 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 1 follows, including a listing of handouts.

#### Table of Contents

1. Evidence-Based Transition Planning
2. Program Structures for Transition Planning
3. Essential Characteristics of Effective Transition Program Structures
4. Closing

#### Handouts

1. Handout 2.1: How Do Transition Activities Impact Outcomes?
2. Handout 2.2: Predictors by Outcome
3. Handout 2.3: NTACT Effective Practices Matrix
4. Handout 2.4: Making Connections

# Part 2: Slides and Supporting Facilitator Notes and Text

|  |  |  |
| --- | --- | --- |
| Slide 1 |  | This PowerPoint presentation is part of the Implementing Transition Planning and Services Content Enhancement Module (CEM). This presentation, used in conjunction with the other supporting materials, is intended for use by university and college faculty and other appropriate educator preparation program (EPP) staff to develop and enhance their teacher and leadership education courses as well as their professional development (PD) programs for practitioners. |
| Slide 2 |  | *The Transition CEM is divided into six sections. The sections were designed to be one hour in length. However, extension activities are included for those wishing to make these sessions longer. Please refer to the facilitator guide for more information in adapting this section for delivery in various contexts.*  *This session will focus on Part 2: Designing Effective Transition Program Structures* |
| Slide 3 |  |  |
| Slide 4 |  | *Review slide.* |
| Slide 5 |  | *Refer participants to Handout 2.1. This activity can be completed individually or with partners. For each variable, place an X under the outcome you believe evidence suggests it positively impacts. The first one has been completed for you as an example.*  *The answers to this activity will be presented in the next section of this presentation.* |
| Slide 6 |  |  |

|  |  |  |
| --- | --- | --- |
| Slide 7 |  | Now, let’s talk about the alignment of the secondary transition evidence-based practices (EBPs) and the predictors of post-school success. EBPs are the teaching methods used to teach specific skills to students. They are practices that have been shown to be effective for youth based on high-quality research. By understanding the EBPs that are available to support secondary transition skill development, teachers and schools can use these practices to support implementation of the predictors.  *Refer participants to the NTACT Effective Practices Matrix* |
| Slide 8 |  | A *predictor* is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes. |
| Slide 9 |  | A predictor is something used to forecast or tell about something in advance of its occurrence by means of special knowledge or inference. In other words, a predictor is a variable that influences an outcome—for example, a program or a demographic variable that influences graduation, postsecondary education, or employment. A predictor, simply put, is the ability to tell about something in advance of its occurrence. It is a variable that influences an outcome. If you do X (the variable), then Y (the outcome) will occur. |
| Slide 10 |  | *This slide includes animation.*  *This and the next slide provide four opportunities for participants to see the connection between predictors and outcomes. Consider modeling the first example and then provide opportunities for the remaining three examples.*  *Example activity: Think-Pair-Share or Response Card activity based on number of students in class.*   * *Read off each predictor statement.* * *Have the audience identify the predictor and the outcome for each item (#s 1-4).* * *Click to show answer as predictors and outcomes are identified.*   *Answers:*   1. *Career Tech Education & Postsecondary Education* 2. *Career Counseling & Graduation* 3. *Mentors & Course Completion* 4. *Rigorous Academic Instruction & Higher GPA* |
| Slide 11 |  | *The next two slides provide four opportunities for participants to see the connection between predictors and outcomes. Consider modeling the first example and then provide opportunities for the remaining three examples,*  *This slide includes animation.* |
| Slide 12 |  | Several types of predictors affect both in-school and post-school outcomes for youth with disabilities. In-school predictors can improve the likelihood of youth achieving better in-school outcomes, like keeping youth in school, improving behavior, and attaining academic skills. In-school predictors can also improve the likelihood of youth achieving better post-school outcomes, like working, attending further education, and living independently. |
| Slide 13 |  | *Have participants return to their responses to Handout 2.1. The answers will be shown on the next two slides. Facilitators or instructors should pass out a complete copy of the Predictors of Post-School Outcomes Handout 2.2 for reference. This handout will be referenced in each of the remaining sections.* |
| Slide 14 |  | Currently, 19 evidence-based in-school predictors of post-school success for secondary youth with disabilities exist. This chart identifies the predictor and the outcome area that each predictor is associated with. We will discuss these in more detail in the remaining sections of this CEM.  *Read through three to four predictors as an example.* *For example, students who have career awareness skills in high school are more likely to experience positive post-school employment and education outcomes. Students who are involved in goal setting related to IEP or ILP goals and post-school goals are more likely to experience positive post-school education and employment outcomes. Secondary youth who engage in paid employment and/or work experiences in high school are more likely to achieve positive post-school outcomes across all three areas.* |
| Slide 15 |  | *Read through three to four predictors as an example.*  *For example, students who have self-determination/self-advocacy skills in high school are more likely to experience positive post-school employment and education outcomes. Students who participate in vocational education are more likely to experience positive post-school education and employment outcomes. Secondary youth who engage in work study experiences in high school are more likely to achieve positive post-school employment outcomes.* |
| Slide 16 |  | Predictors provide:  *Read slide.*  Implementing the predictors should be a priority for all state and local education agencies (LEAs) when considering effective transition planning for youth. The predictors act as a framework that schools, districts, and state personnel can use to evaluate, develop, and improve secondary transition programs and practices with the ultimate goal that all youth will graduate high school college and career ready with the skills to be successful in living, learning, and working post school. |
| Slide 17 |  | *Access the link provided and review the descriptions of the four levels of evidence for effective practices and predictors in transition. Read the descriptions available under each header.*  *OPTIONAL HANDOUT: Consider providing a copy of the Criteria for Levels of Evidence, available online here https://www.transitionta.org/sites/default/files/effectivepractices/EP\_Matrix\_print\_12\_4\_2015.pdf* |
| Slide 18 |  | *Provide participants with a copy of the Handout 2.3 NTACT Evidence Practice Matrix, available here https://www.transitionta.org/sites/default/files/effectivepractices/EP\_Matrix\_print\_12\_4\_2015.pdf* |
| Slide 19 |  | How do schools provide students access to evidence-based interventions and program structures likely to predict positive post-school outcomes? In this section, you will be introduced to the Taxonomy of Transition Programming 2.0, which provides the features necessary for providing a transition focused education. |
| Slide 20 |  | *The Taxonomy for Transition Programming 2.0 Handout, available at* [*http://transitionta.org/sites/default/files/Tax\_Trans\_Prog\_0.pdf*](http://transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf)*, will be referenced in Parts 2-6. Refer participants to Pages 2-3 to learn more about the purpose of the taxonomy.*  *The Taxonomy for Transition 2.0 combines the most recent literature regarding predictors of post-school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of youth with disabilities in college and careers. The model continues with five primary practice categories: Student‐Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. In this section, we will look at the category Program Structures and discuss the remaining component in greater detail in Parts 3-6.*  *Review each of the components. Click for animation.*  *The predictors discussed in the previous section align with the program structures in the LEAs, and schools should be using predictors to develop and evaluate transition programs, which aligns with the Taxonomy category.*  *Resource: Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University. Available at www.transitionta.org.* |
| Slide 21 |  | *This is an optional activity and can be adapted for in-service and pre-service settings.*  *In-service: Review the components under the program structures framework and service delivery model. On chart paper, have teams record the strengths and areas of improvement for their current transition programming in each area. Refer to this throughout the session. Consider including action planning activities around identified areas of improvement.*  *Pre-service: Review the components under the program structure framework and service delivery model. With a partner(s), identify the three activities in each column that should be considered first when developing program structures. Be prepared to explain your selections.*  *Handout: Taxonomy for Transition Programming 2.0 (Pages 9-10)* |
| Slide 22 |  | *Read slide.* |
| Slide 23 |  | *Review slide.*    *The following essential components are outlined in IC Transition Planning and Services. Each of these essential components are discussed in more detail in this portion of the module.* |
| Slide 24 |  |  |
| Slide 25 |  | *Refer participants back to the CEM Handout: Predictors of Post-School Success presented earlier. This slide has animation.*  *Now that you have a better understanding of transition program structures, which of the predictors fall under this category of program structures? Technically, all of the predictors align with program structures and should be used to develop, improve, and evaluate transition programs and practices. In this module, we will highlight just five of the predictors related to program structures. At the top of the predictors of post-school success handout, you will see three of them.*  *Click for animation.*  *Community experience involves activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.*  *Click for animation.*  *Inclusion in general education predicts positive post-school outcomes in education, employment, and independent living skills. It entails students with disabilities having access to general education curriculum and engaging in regular education classes with peers without disabilities.​* |
| Slide 26 |  | At the bottom half, you will see two more.  *Click for animation*.  The first is student support that is also a significant predictor of positive post-school outcomes in education, employment, and independent living. It is a network of people (e.g., family, friends, educators, adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and postsecondary goals aligned with their preferences, interests, and needs.  *Click for animation.*  The second is a quality transition program. A program that prepares students to move from secondary settings (e.g., middle school, high school) to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living. The components of the transition plan, which outlines the components of the program, was discussed in the previous section. This section will discuss how program structures help ensure that implementing the plan is likely to lead to positive outcomes for students with disabilities.  The next section provides information about how we develop and expand secondary transition programs using the predictors and supporting evidence base. |
| Slide 27 |  | Let’s review the operational definitions of each of the predictor variables and discuss the essential program characteristics needed for implementing these predictors.  *Read slide.* |
| Slide 28 |  | *Optional: Provide participants the predictor self-assessment, retrieved from* [*http://www.transitionta.org/sites/default/files/Predictor\_Self-Assessment2.0.pdf*](http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf)*. This document will be used for an optional activity at the end of this section.*  *Effective transition program structures systematically embed career awareness K-12. Here are several other more specific program characteristics related to the predictor career awareness.*   * *Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.* * *Embed career awareness in the general curriculum to teach about occupations related to the core content areas.* * *Provide systematic, age-appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career.*   *Source:* National Secondary Transition Technical Assistance Center and National Post-School Outcomes Center. (2015). *Predictor Implementation School/District Self-Assessment.* Retrieved from <http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf> |
| Slide  29 |  | Here are promising and EBPs that support development of career awareness. Career exploration services and career academies are promising practices. Many states include minimum courses of study K-12 to support career development. Students can also access career awareness activities through participation in career and technical education courses. |
| Slide 30 |  | *Read slide.* |
| Slide 31 |  | Here are program characteristics related to community experiences for students with disabilities. Be sure to also consider work study, apprenticeships, and internship environments that are culturally sensitive to students from different cultural backgrounds. Effective transition program structures:   * Allocate sufficient resources to support meaningful community-based experiences. * Conduct ecological assessments to determine skills needed for various community environments. * Provide instruction on skills needed to safely access community environments as identified via ecological assessments. * Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills. * Instruct students in use of public transportation. * Involve parent and adult service providers to support student involvement in community experiences. * Provide supports for parents to arrange community experiences after school hours.   *Refer participants to the predictor self-assessment for the remaining characteristics.*  *Source*: National Secondary Transition Technical Assistance Center and National Post-School Outcomes Center. (2015). *Predictor Implementation School/District Self-Assessment.* Retrieved from <http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf> |
| Slide 32 |  | Here are the EBPs that align with the community experiences predictor. As you can see, yet again, these are skills that all students need, not just students with disabilities. |
| Slide 33 |  | *Read slide.* |
| Slide 34 |  | Inclusion in general education is a predictor of positive employment, education, and independent living outcomes. Effective transition program structures:   * Provide administrative support (e.g., PD for teachers and paraprofessionals, common planning, providing paraprofessionals) to teachers for students with disabilities included in general education classrooms. * Evaluate the effectiveness of inclusive programming by using formative assessment to identify when adjustments are needed to accommodate all students’ learning differences (e.g., pace, communication skills). * Develop a receptive and inclusive school atmosphere for including students with disabilities in general education by educating administrators, teachers, other staff, and students about person-first language and disability rights. * Provide PD for secondary personnel to ensure personnel are qualified to use Universal Design for Learning (UDL) and evidence-based instructional strategies. * Engage students as active participants in general education instructional processes utilizing multiple models of inclusive learning.   *Refer participants to the predictor self-assessment for the remaining characteristics.*  *Source:* National Secondary Transition Technical Assistance Center and National Post-School Outcomes Center. (2015). *Predictor Implementation School/District Self-Assessment.* Retrieved from <http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf> |
| Slide 35 |  | Here are the EBPs that align with the predictor, inclusion in general education. Model where students can access descriptions and related lessons plan for each practice. If time allows, have small groups of students review the related download and have them share out with the class. The downloads can be accessed at <https://transitionta.org/evidencepractices> |
| Slide 36 |  | *Read slide.* |
| Slide 37 |  | * Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals. Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of CLD students. * Link students to appropriate individuals who can assist students in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance; can provide support for financial planning, navigating the health care system, adult services, or transportation; and can recommend a community mentor and/or school based mentor/graduation coach. * Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports). * *Refer participants to the predictor self-assessment for the remaining characteristics.*   *Source:* National Secondary Transition Technical Assistance Center and National Post-School Outcomes Center. (2015). *Predictor Implementation School/ District Self-Assessment.* Retrieved from <http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf> |
| Slide 38 |  | Here are the practices that align with the student support predictor. Check and Connect is a research-based intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check and Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Integrated Students Supports (ISS) is a promising practice for support students at risk. For more information, check out <https://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf> |
| Slide 39 |  | *Read slide.* |
| Slide 40 |  | Transition programs were found to predict positive outcomes in employment and education for students with disabilities. Effect program structures:   * Provide systems-level infrastructure (e.g., highly qualified staff and administrators with defined roles and responsibilities, sufficient budget) to monitor and guide students to obtain post-school goals. * Provide integrated instruction in all areas of independent living (e.g., community living, transportation, recreation leisure, self-advocacy, goal setting, decision making) for all students with disabilities. * Provide instruction and training in natural environments supported by classroom instruction. * Provide opportunities for engagement with non-disabled peers in the school and community. * Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning. * Provide training and resources to families to involve them in transition planning and connect them to adult agencies and support and information networks. * Conduct program evaluation to assess effectiveness of transition program.   *Refer participants to the predictor self-assessment for the remaining characteristics.*  *Source:* National Secondary Transition Technical Assistance Center and National Post-school Outcomes Center. (2015). *Predictor Implementation School/District Self-Assessment*. Retrieved from <http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf> |
| Slide 41 |  | *NOTE: This is an optional, but recommended, activity.*  *Required handout: Predictor Implementation School/District Self-Assessment, available at* [*http://www.transitionta.org/sites/default/files/Predictor\_Self-Assessment2.0.pdf*](http://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf)  *ESTIMATED TIME: 10-30 minutes, depending on scope*  *OPTION 1: Recommended for educators currently working in or observing a transition program.*   1. *Provide participants with a copy of the Predictor Implementation School/ District Self-Assessment (from previous discussion).* 2. *Have participants review their current transition programs for some or all of the predictor essential characteristics just discussed: career awareness, community experiences, inclusion in general education, student support, and transition program.* 3. *Discussion questions: What program structure characteristics do you currently have in place? What evidence do you have? To what extent are these predictors and characteristics being implemented?*   *OPTION 2: Recommended for pre-service students or teachers new to the profession.*   * 1. *Provide participants with a copy of the Predictor Implementation School/ District Self-Assessment (from previous discussion).*   2. *Watch a short video about a transition program (see examples below).*   3. *Have participants identify essential characteristics from some or all of the predictors just discussed: career awareness, community experiences, inclusion in general education, student support, and transition program.*   4. *Discussion questions: What characteristics did you see or hear about? How were these being implemented within these programs?*   *Sample Videos:*   * *“Transition Program” Young Adults With Disabilities Are Beating The Odds,* [*https://www.youtube.com/watch?v=j8X-oXCQGk8*](https://www.youtube.com/watch?v=j8X-oXCQGk8) *(7:30 min)* * *Helping Young People with Special Needs Transition Into Adulthood,* [*https://www.youtube.com/watch?v=XEPuD3oSULQ*](https://www.youtube.com/watch?v=XEPuD3oSULQ) *(5:03 min)* * *Special Beyond Special Needs - DPS 18-21 Transition Program,* [*https://www.youtube.com/watch?v=Nxfz\_v\_DeC4*](https://www.youtube.com/watch?v=Nxfz_v_DeC4) *(2:40 min)* |
| Slide 42 |  |  |
| Slide 43 |  | *Refer participants to Handout 2.4. Group participants in small group and have them complete the activity. Provide time for sharing out.* |
| Slide 44 |  | *Review the objectives of this section. Have participants reflect on their learning.*  *Consider the following partner discussion prompts:*   * *Explain the differences between EBPs and predictors of post-school outcomes.* * *Identify three essential characteristics of effective program structures for transition planning (choose one or all): career awareness, community experience, inclusion in general education, student support, and transition program.* |
| Slide 45 |  | *Materials: note card or post-it for Ticket Out the Door*  *(Provide participants with note card). Take a moment to talk with a partner and identify follow-up questions related to today’s objectives or content and anything additional you would like to know. Write your questions and responses on the notecard, which will serve as your Ticket Out the Door for today.* |
| Slide 46 |  |  |
| Slide 47 |  |  |

1. U.S. Department of Education. (2015). *U.S. high school graduation rate hits new record high*. Retrieved from <https://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high-0> [↑](#footnote-ref-1)
2. U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Persons with a disability: Labor force characteristics—2014*. Washington, DC: Author. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> [↑](#footnote-ref-2)
3. Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs.* Kalamazoo, MI: Western Michigan University. Retrieved from <http://www.transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf> [↑](#footnote-ref-3)