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# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 4: Providing a Transition-Focused Education*

**Facilitator’s Guide**



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**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 4: 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 4 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 4 follows, including a listing of handouts.

#### Table of Contents

1. Taxonomy and Student Development
2. Predictors and Evidence-Based Practices for Student Skill Development
3. Closing

#### Handouts

1. Handout 4.1: Strategies for Developing Student Transition Skills
2. Handout 4.2: NTACT Effective Practices and Predictors Matrix

# Part 4: Slides and Supporting Facilitator Notes and Text

|  |  |  |
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| 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.*  *This session will focus on Part 4: Providing a Transition-Focused Education* |
| Slide 3 |  | Students of transition age should be provided a transition-focused education. |
| Slide 4 |  | *Read slide.* |
| Slide 5 |  | *Lead participants through a discussion about the issues around effectively providing secondary transition services throughout the academic day and addressing the Common Core State Standards (CCSS). After asking the questions, provide participants 3 minutes to T-P and have participants share out responses. Then, provide them with the responses, which are on the next slide.* |
| Slide 6 |  |  |
| Slide 7 |  | *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)*, is referenced in Parts 2-6. Refer participants to pages 2-3 to learn more about the purpose of the taxonomy. This slide and the following slides focus solely on the area of student development.*  As you can see, the student development area of the Taxonomy provides guidance relative to the functional and academic skills students are required to attain to support a positive and successful transition into post-school life. Based on the research literature, student development can be viewed from its role in assessment, academic skills, life/social/emotional skills, employment and occupation skills, student supports, and instruction context. A well-written transition plan has no value if it does not lead to the development of essential student skills. Let’s look deeper into how educators can develop these skills.  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 <http://www.transitionta.org>. |
| Slide 8 |  | *This is an optional activity and can be adapted for in-service and pre-service settings.*  *Handout: Taxonomy for Transition Programming 2.0 (pp. 5-6).* |
| Slide 9 |  | *Read slide.*  *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 <http://www.transitionta.org>*.* |
| Slide 10 |  | *When considering access to the general curriculum, research indicates that all students can succeed if they are provided with the necessary supports to do so. When we have high expectations for students, we provide them support and confirmation that adds to their ability and self-determination to succeed through improved academic performance, etc. We can ensure that all students succeed by providing differentiated instruction throught the concept of Universal Design for Learning (UDL), which we will talk about later in this session.* |
| Slide 11 |  | In general, the concept of transition-focused education represents the perspective that “transition planning” is the fundamental basis of education that guides development of students’ educational programs rather than an “add-on” activity for students with disabilities when they reach age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect with and support implementing and applying such learning.  Transition-focused education is directed toward adult outcomes and comprises academic, career, and extracurricular instruction and activities delivered through a variety of instructional and transition approaches and responsive to the local context and students’ learning and support needs. Quality of life outcomes include three general areas: independent living (home, family, community participation); employment; and participation in postsecondary education. To prepare students to achieve positive post-school outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to ensure that all students develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may range from few or no specialized supports to extensive applied experiences or supports. |
| Slide 12 |  | Students in transition need to develop skills in multiple areas not limited to academics. In the previous section, we discussed the development of self-determination as an essential component of student-focused transition planning. We will discuss the remaining areas in this section.  *Review slide.*  *The following essential components are outlined in the IC for Transition Planning and Services. Each of these essential components is discussed in more detail in the section.* |
| Slide 13 |  | In previous sections of this module, you were introduced to the Predictors of Post-School Success and learned about some predictors: career awareness, community experiences, and inclusion in general education. Now that you have a better understanding of developing student skills, which of the predictors do you believe support the development of student skills in a transition-focused education?    *Refer participants to* Handout 4.1, Strategies for Developing Student Transition Skills. *Some of the highlighted predictors are listed in Column 1. Inform participants that they will complete Column 2 (description) and Column 3 (related strategies/practices) as we move through the presentation.*  In this section, we will focus on how some of these predictors can be implemented to support the development of student skills. In Handout 4.1, you will see that several of the presented predictors are listed. Others not listed overlap with other components outlined in the Taxonomy of Transition Programming 2.0 and are discussed in other parts of this module. As we go through this section, you will complete Columns 2 and 3.  *Make connections between the Taxonomy of Transition Programming 2.0 skills development areas―independent living, community participation, employment, work-based experience, academics, and self-determination.* |
| Slide 14 |  | *Briefly introduce the remaining related predictors and the activity in Handout 4.1.* |
| Slide 15 |  | *Refer participants to Handout 4.1 and remind them to complete the related columns*.  In the CEEDAR IC for preparing educators in the area of transition, two predictors of post-school success are related to developing independent living skills. Educators must be able to embed independent living and social skills across academic content areas in the general educational context and community settings.  *Read slide.* |
| Slide 16 |  | In Handout 4.1, you will notice that self-care independent living skills is listed as the first related predictor variable. In the next column, write a description of the predictor in your own words. Share your description with your neighbor.  *Read slide.*  *Provide time for participants to write a BRIEF description in Column 2.* |
| Slide 17 |  | Another predictor of student skill development of independent living is social skills.  *Read slide.*  Examples include being able to interact in socially appropriate ways with people based upon one’s relation to them. For example, one would not interact with a family member in the same way that he or she would interact with an employer. Students need to learn discrimination skills for social skills. In the next row, write a brief description of this related predictor and share it with your neighbor. |
| Slide 18 |  | Several EBPs exist for teaching independent living skills. Handout 4.2 features an extensive chart that contains all of the EBPs for transition. With your neighbor, review the available EBPs. Identify three or four and briefly describe in the final column.  Independent living skills training will vary based on the needs of individual students.  *Demonstrate where participants can access lesson plans to implement these EBPs:* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…independent living…student development. Have participants explore two or three and write a brief description of the strategy or practice in Column 3.* |
| Slide 19 |  | One predictor of post-school success was identified by the CEEDAR Transition IC relative to teaching community participation skills (p. 14 of IC).  *Read slide.*  In some cases, schools can establish community-based instruction opportunities for students. However, budget constraints and program structures may prevent schools from providing sufficient opportunities. In any case, educators should collaborate with families to ensure that students engage in community experiences outside of school hours. The school transition program should support the student in being successful in these opportunities.  Take a minute to write a brief summary of this predictor variable in Column 2 of page 2. |
| Slide 20 |  | In the final column, work with your neighbor to identify two to four strategies for developing student community participation skills. Here are some examples.  *Read slide.*  *To complete the activity,* either use Handout 4.2, the NTACT website, or other resources like What Works Clearinghouse.  *Provide participants several minutes to complete the activity. Demonstrate where participants can access lessons plans to implement these EBPs,* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…independent living…student development. Have participants explore two to three and write a brief description of the strategy or practice in Column 3.* |
| Slide 21 |  | Three key predictors related to developing employment skills were identified in the CEEDAR Transition IC. Career awareness was discussed in Part 2. We will focus on occupational courses and vocational education.  *Read slide.* |
| Slide 22 |  | *Read slide.*    Take a minute to write a brief summary of this predictor variable in Column 2 of page 2. |
| Slide 23 |  | *Read slide.*    Take a minute to write a brief summary of this predictor variable in Column 2 of page two. |
| Slide 24 |  | *Ask participants the question on the slide and orally take responses.*  *Allow 2-3 minutes.* |
| Slide 25 |  | *Read slide.* |
| Slide 26 |  | Research has shown that employers often state that employability skills are the most important. Lack of employability skills among would-be employees may contribute to a workforce shortage. An individual may be very talented in an area, but if that person lacks the skills required to be employable, such as appropriate social skills, he or she does not benefit an employer. |
| Slide 27 |  | *Follow the link to access an interactive page of the Employability Framework,* [*http://cte.ed.gov/employabilityskills/index.php/framework/index*](http://cte.ed.gov/employabilityskills/index.php/framework/index)*. Click on each section to learn more about the types of employability skills that should be included in students’ transition-based education programs.*  ***How was the framework developed?*** *The Employability Skills Framework was developed as part of the Support for States’ Employability Standards in CTE and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by a group of the career and technical education (CTE), adult education, workforce development, and business organization. See more at:* [*http://cte.ed.gov/initiatives/employability-skills-framework*](http://cte.ed.gov/initiatives/employability-skills-framework) |
| Slide 28 |  | *Optional Activity: The College and Career Readiness and Success Center (CCRS) provides educators Professional Learning Module, Integrating Employability Skills: A Framework for All Educators, that can be used to learn more about the employability skills framework, how it can be embedded in general and special education, and how educators can assess and monitor student proficiency in the employability skills. In addition to the overview module, CCRS offers additional modules targeting employability skills for students with disabilities and English Language Learners.*  *The Professional Learning Modules (e.g., presentation slides, facilitator guide, handouts, activities) can be accessed here: https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills* |
| Slide 29 |  | *With your neighbor, identify two to three practices that would address the predictor area.*  *Demonstrate where participants can access lessons plans for and descriptions of EBPs,* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…employment…student development—employment skills. Have participants explore two to three practices and write a brief description of each strategy or practice in Column 3.* |
| Slide 30 |  | The CEEDAR Transition IC identifies two predictors that target the development of skills through work-based experiences.  *Read slide.* |
| Slide 31 |  | *Read slide.*  In Column 2 on page 3 of Handout 4.1, write a brief description of the predictor and share it with your neighbor. |
| Slide 32 |  | *Read slide.*  In Column 2 on page 3 of Handout 4.1, write a brief description of the predictor and share it with your neighbor. |
| Slide 33 |  | *Read slide.*  In Column 2 on page 3 of Handout 4.1, write a brief description of the predictor and share it with your neighbor. |
| Slide 34 |  | *Using Handout 4.2 and other resources, identify two to three practices that could support implementation of these predictor variables.*  *Read slide.*  *Demonstrate where participants can access lessons plans to implement these practices,* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…independent living…student development. Have participants explore two to three and write a brief description of the strategy or practice in Column 3.* |
| Slide 35 |  | The CEEDAR Transition IC identifies three predictors related to developing academic skills through a transition focused education.  You learned about inclusion in general education in Part 2: Program Structures;, although we will review it again in this section. We also discussed in Part 1 and Part 2 the importance of ensuring that students meet exit examination requirements and achieve high school diploma status. As a result, we will focus only on the first two elements in this section. |
| Slide 36 |  | *Read slide.*  In Column 2 on page 4 of Handout 4.1, write a brief description of the predictor and share it with your neighbor. |
| Slide 37 |  | *Read slide.*  In Column 2 on page 4 of Handout 4.1, write a brief description of the predictor and share it with your neighbor. |
| Slide 38 |  | *Read slide.* |
| Slide 39 |  | Two ways are available for considering how to tie transition-related skills into the general curriculum and the CCSS.  Refer *to first set of circles*. The first is making curricular content more meaningful and relevant by embedding a real-life skill (e.g., self-determination, vocational skill) into academic instruction.  *Refer to second set of circles*. The second way is aligning a real-life skill with the CCSS (academic standards). Designing instruction is as individualized as an IEP; more than one way exists. You have to consider the needs of your students and the location in which services are provided. For example, if you are providing instruction to students with disabilities in an inclusive setting, you will need to consider how to embed transition-related skills into daily academic content. If you are providing instruction to students with disabilities in a resource room or self-contained setting, you will need to determine how you will align transition-related skill instruction with the academic standards (i.e., CCSS).  For examples of how CCSS aligns with skill development, read Partnership for 21st Century Skills. (2011). *P21 Common core toolkit: A guide to aligning the Common Core State Standards with the Framework for 21st Century Skills*. Available at <http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf> |
| Slide 40 |  | All teachers, special and general education, are responsible for all these difference components of UDL. (This information is outlined on page 18 of the IC.) |
| Slide 41 |  | Using EBPs, such as the ones listed, to promote academic learning helps students increase their academic potential. Increasing students’ academic potential helps prepare them for secondary transition to either a continuing education program, such as college, or a vocational training program. |
| Slide 42 |  | Using peer assistance strategies to support students during academic instruction is supported by a strong research base. The three specific peer assistance strategies are peer tutoring, cooperative learning, and peer instruction, which have been effective for supporting students during academic instruction (read slides to describe each).   * Peer tutoring is the delivery of academic instruction by another student, either older or the same age as the tutee. * Cooperative learning is when groups of students of differing ability levels, genders, or ethnicities work together to achieve mutual goals. * Peer instruction is when students are given specific roles to assist other students in completing an activity or teaching a lesson. |
| Slide 43 |  | *Read slide.*  Using Handout 4.2 and other resources, identify two to three practices that could support implementation of these predictor variables.  *Demonstrate where participants can access lessons plans to implement these practices,* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…education…student development—academic skills. Have participants explore two or three practices and write a brief description of the strategy or practice in Column 3 of Handout 4.1.* |
| Slide 44 |  | One predictor of post-school success has been identified relative to the development of self-determination skills.  *Read slide.* |
| Slide 45 |  | *Read slide.*  Using Handout 4.2 and other available resources, identify two to three strategies with your neighbor and record them in the final column.  *Demonstrate where participants can access lessons plans to implement these EBPs,* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*, under transition planning…independent living…student development—self-determination skills. Have participants explore the two practices and write a brief description for each strategy or practice in Column 3.* |
| Slide 46 |  |  |
| Slide 47 |  | Throughout this module, you learned about the essential skills students need to develop through their transition programs. Find a new partner and share the strategies you recorded for implementing predictors of student skill development.  *Provide participants 4-5 minutes to share their learning. Assist participants who have missing information.* |
| Slide 48 |  | *Review the objectives of this section. Have participants reflect on their learning.*  *Consider the following partner discussion prompts:*   * *Why is providing transition-related activities within a general education setting important?* * *Provide two or three examples of how you could embed transition-related activities within the general education curriculum and coursework.* * *Identify two or three examples of academic EBPs to support students with disabilities.* |
| Slide 49 |  | *Materials: Note card or sticky note for Ticket Out the Door*  *(provide students with note card).* Take a moment to talk with a partner and identify follow-up questions you have about 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 50 |  |  |
| Slide 51 |  |  |

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)