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# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 3: Student-Focused Planning*

**Facilitator’s Guide**



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# 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 3 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 3 follows, including a listing of handouts.

#### Table of Contents

1. Self-Determination
2. Strategies
3. Techniques
4. Closing

#### Handouts

1. Handout 3.1: Working With Culturally Diverse Families

# Part 3: 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.  The CEM is aligned with the innovation configuration (IC) on this topic: *Teacher Preparation to Deliver Evidence-Based Transition Planning and Services for Youth with Disabilities*. The focus of the CEM is to first provide understanding of transition planning and the IDEA regulations. The remaining topics addressed in this CEM target the critical characteristics of schools that prepare and support youth with disabilities to successfully transition from school to postsecondary education, integrated employment, and community living and participation. |
| 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’s guide for more information about adapting this session for delivery in various contexts.*  *This session will focus on Part 3: Student-Focused Planning.* |
| Slide 3 |  |  |
| Slide 4 |  | *Review slide.* |
| Slide 5 |  | Think about the term self-determination. How would you describe it to another person? How would you know if someone was self-determined?  Pair with a neighbor and share your thoughts.  *Allow 2-3 minutes for partners to discuss.* |
| Slide 6 |  | *Read slide.*  *Video: Self-determination,* [*https://www.youtube.com/watch?v=5r-kVhemaAQ*](https://www.youtube.com/watch?v=5r-kVhemaAQ) *(2:06 minutes)* |
| Slide 7 |  | Many components involved with effectively teaching self-determination skills exist. The components required are: *(read bulleted points along with additional notes listed at bottom).*  When students effectively use self-determination skills, they are able to:   * Be aware of their strengths and weaknesses—also their preferences and interests. * Set goals and make choices. * Advocate for themselves in a competent manner and communicate with others appropriately and effectively.   Sometimes people interchange the terms self-determination and self-advocacy, but being a competent self-advocate is part of being self-determined. Another important part of self-determination is the ability to use the supports and resources available and to be resourceful/creative by identifying other/new supports and resources. A self-determined person makes choices and decisions based upon collaborating and networking to gather the resources and information to make decisions. |
| Slide 8 |  | Finally, a self-determined person uses these skills to meet his or her own needs without infringing upon the rights, responsibilities, and goals of other individuals—focus is again on interacting with others.  In summary, teachers need to focus on specific skills but also the different environments where students may need to use those skills. |
| Slide 9 |  | *Read slide.* |
| Slide 10 |  | *As you watch the video, identify reasons listed by the advocates for why self-determination is important.*  *Watch the following short video: What Is Self-Determination and Why Is It Important?* [*https://www.youtube.com/watch?v=JGRjMNBfl58*](https://www.youtube.com/watch?v=JGRjMNBfl58) *(5:00 minutes)*  *Share your list with your partner. Discuss what other reasons can you think of for ensuring that students are self-determined.* |
| Slide 11 |  | *Refer participants to their copy of the Predictors of Post-School Success from Part 2.*  *In Part 2, you were introduced to the predictors of post-school success.*  *Click for animation. You will notice that self-advocacy and self-determination are predictors of both post-school education and employment success. Rowe et al. defined self-advocacy as “the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one’s goals, and accept consequences of one’s actions” (p. 19 of IC).* |
| Slide 12 |  | Here’s what the research tells us about students who are self-determined. Meta-analysis of 22 studies involving SD—Algozzine, B., Browder, D., Karvonen, M., Test, D., & Wood, W. M. (2001).  *Below is a summary of the research.*  ***Engagement****—ED/BD youth increased engagement with transition coordinator; positive educational achievement (Bullis et al.); effective involvement in general curriculum.*  ***Post-School and Achievement Outcomes****—NSTTAC predictors:*  *Students more likely to be engaged in post-school employment and IL; self-advocacy skills correlated with higher achievement outcomes.*  ***IEP Participation****—Increased student participation in IEP meetings (Allen et al., 2001; Arndt, Konrad, & Test, 2006; Martin et al., 2006); increased participation in IEP meeting of adolescents with ED/BD (Bullis, et al., 2002; Snyder & Shapiro, 1997). NLTS-2 has identified “significant relationships” between SD, IEP participation, and transition planning process.*  *NSTTAC evidence-based practices (EBPs)—all in moderate level of evidence of cause: Involving students in IEP Planning (meta-analysis of 16 studies), Using Self-Advocacy Strategy (specific curriculum), Using the Self-Directed IEP.*  ***Skills****—Improved personal and social responsibility, enhanced social problem-solving skills, improved choice making, problem solving, self-regulation, self-esteem, self-advocacy (O’Reilly, Lancioni, & O’Kane, 2000; Storey, 2002; Wehmeyer & Schwartz, 1997)—transfer skills from special education to general education courses and positively navigate social situations.*  ***Quality of Life****—Positive community participation, independent living, improved community life, and enhanced quality of life (Sowers & Powers, 1995; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1998).*  **Networks**—Increased size of support network; improved recruiting behaviors, improved ability to obtain accommodations for employment, housing, academic, and leisure activities (Balcazar et al., 1991; Bowman & Marzouk, 1992). |
| Slide 13 |  | In Part 1, we learned about the IDEA requirements related to student involvement. Although self-determination isn’t specifically addressed in the transition requirements of IDEA, several points in the law relate to self-determination.  *Review slide.*  Overall, these requirements show that **IDEA IMPLIES that students actively participate in their transition planning, but it’s not explicit**. Self-determination training can help you meet the requirements and go above/beyond to meet the spirit of IDEA and the implications behind the requirements. |
| Slide 14 |  | *Refer participants to the Taxonomy for Transition Programming 2.0; handouts from Part 2.*  *In Part 2, you were introduced to the Taxonomy for Transition Programming 2.0 and were able to dive deeper into program structures. Now let’s look more closely at Student-Focused Planning.*  *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*. Kalamazoo, MI: Western Michigan University. Retrieved from <http://www.transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf> |
| Slide 15 |  | *The Taxonomy for Transition Programming 2.0 handout is available at* [*http://transitionta.org/sites/default/files/Tax\_Trans\_Prog\_0.pdf*](http://transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf)  *Review the components under the student-focused planning framework and service delivery model. With a partner(s), identify the three activities in each column that should be considered first when implementing student-focused planning. Be prepared to explain your selections.* |
| Slide 16 |  | Here are several specific strategies to support students with student-focused planning *(read slide)*. Having students take learning-style inventories and complete preference/interest surveys support students with their academic planning. In addition, having students complete these inventories as part of a transition assessment is helpful in guiding transition planning and creating student-focused goals. |
| Slide 17 |  | These are ideas for helping students learn to value themselves and find value in others.  1) Have students participate in a video role play in which they act out a job interview or a situation in which someone needs to present their skills and qualifications. Then have students evaluate themselves. Video recording is best for interviews so students can watch themselves and evaluate based upon certain criteria.  2) Have students participate in adventure/team challenge courses at state or other types of parks. Involve team building in which each team member brings worth to the entire team, and the entire team has to support each team member as individuals. For example, the Shawnee Mission South Interpersonal Skills Class has a campout at a park that has a challenge course as one of the first activities. If you can’t attend a challenge course, you can do lots of teambuilding and group challenge at school—Google it!  3) Have students research and report on famous individuals with disabilities. Through this activity, the Know/Value areas somewhat overlap. As you know more about yourself and discover more about yourself, hopefully you’ll learn to value yourself more as well. This exercise allows students to learn more about others with disabilities to value themselves more. |
| Slide 18 |  | Educators use many strategies to increase the engagement of the students in transition planning and ensure the students remain the focus of the planning. Creating a product like a PowerPoint presentation, collage, dance, song, poem, drawing, etc. is one method for students to connect more with themselves and their dreams for the future. |
| Slide 19 |  | Students will need multiple practice opportunities to actively engage in transition planning. Here are several approaches teachers can take. Use basic, real-life problems/issues that your students have for class discussion relating to solving the problem (with the student’s permission to share the problem). This practice also helps you to get to know your student on a more personal/individual basis, which can help you guide him or her in transition planning.  An example of problem solving is: test on Friday in history, but basketball game takes place Thursday night = what to do?  OR: I really want this expensive pair of shoes, but my mom says they cost too much, so no. What to do?  All of this will take continued practice. Find ways to embed these activities into your lessons. |
| Slide 20 |  | Teachers can also model how to engage in transition planning. For example, you can share your own goals or get a mentor or someone respected in the school or community to talk to the class about students’ goals/plans and how they have or haven’t achieved them. Sometimes, someone can discuss changing goals as a result of an unexpected outcome.  Most common curricula focus on IEP planning, and quite a few exist. |
| Slide 21 |  | Teachers should design ongoing opportunities for practicing the skills necessary for the students to actively engage in the process.   * Giving students many opportunities to practice using their self-determination skills is essential. Practice is how we all learn best. * In addition, providing students the opportunity to practice leading their IEP meetings in a role-play method is helpful so that they are able to replicate in “real life.” Role play a variety of scenarios with a variety of people in a variety of settings. Don’t just do it one time. Do it often, varying the circumstances slightly each time. * Identifying a resource person or just resources that help students meet their goals is part of the IEP planning strategies. Teaching students to be creative in identifying people to help them is critical to helping them be divergent and creative thinkers/planners. |
| Slide 22 |  | Part of successful planning it to celebrate successes—and most important, our students’ successes.  Have a monthly celebration event to recognize different students’ efforts and successes.  Use outside resources, such as magazine or newspaper articles, to discuss what acknowledging a “good job” means and how it is meaningful to your students.  Share your own successes!  Then, back to work, review the plan to reach a goal, determining if it went “according to plan,” where adjustments need to be made, and strategizing to change the outcome. Teaching students to be reflective thinkers is critical. |
| Slide 23 |  | With a partner, discuss which strategy, from those shared, you would like to try with your students for either IEP development or student planning.  *Provide 3-4 minutes.* |
| Slide 24 |  | Now that students have developed the skills to participate, the next step is to support them in actively participating during the meeting. Here is a list of techniques you can use to engage students in actively participating in their IEP meeting.  Stay positive—you will be amazed at how positive IEP meetings go when students are there and are addressing the participants with their information (such as the PowerPoint). |
| Slide 25 |  | Asking students questions throughout the meeting is helpful—perhaps a lot of these questions are addressed in their PowerPoint presentation or other similar materials. Teachers should be sure to return the issue back to the student.  Example: Nicole, what do you think about that idea for your math course that you need to take?  Damien, what is your preference? Do you think it will work?  Matt, do you have any other questions?  Sometimes you might need to ask more direct or probing questions after you ask a general question. Or, just allow students enough time to think and process the information before they respond. |
| Slide 26 |  | We often forget to celebrate our successes—and more importantly, our students’ successes.  Have a monthly celebration event to recognize different students’ efforts and successes.  Use outside resources, such as magazine or newspaper articles, to have a discussion about acknowledging what a “good job” means and how it is meaningful to your students.  Share your own successes!  Then, back to work, reviewing the plan to reach a goal, determining if it went “according to plan,” where adjustments needed to be made, and strategizing to change the outcome. Teaching students to be reflective thinkers is critical. |
| Slide 27 |  | *This video has examples of students leading IEP meetings. The video is from a website titled Partnership for Success and is 9:24 in length.* <https://www.youtube.com/watch?reload=9&v=104CPmP-SX4>  *Video introduction: “Students who actively participate in their IEP meeting are more engaged in school. They have more success achieving their academic goals and graduating from high school because they are involved in planning their own educational goals. They know about their strengths and weaknesses and what accommodations actually work for them. Students who actively participate in their IEP meeting show an increase in self-confidence, self-determination, and the ability to advocate for themselves, leading to goal attainment and a fulfilling adult life after high school.”*  *Watch the video for ideas on how you can begin to incorporate student participation in IEP meetings.* |
| Slide 28 |  | Involving families as essential partners in student-focused planning. Families are a crucial component to ensuring that students are self-determined. This component is often overlooked and, as you’ll see in Part 5 on family involvement, is a key component and one predictor of postschool success.    Sometimes, the issue of self-determination isn’t realized with families until they see their child using these skills. Students can demonstrate their skills by actively participating at their IEP meeting. |
| Slide 29 |  | *Refer participants to Handout 3.1 and introduce the activity. Access the video here:* [*https://www.youtube.com/watch?v=Fo7aOjo63Zw&feature=youtu.be*](https://www.youtube.com/watch?v=Fo7aOjo63Zw&feature=youtu.be) *(6:00 minutes)*  *Estimated time: 10-15 minutes* |
| Slide 30 |  |  |
| Slide 31 |  | *Review the objectives of this section. Have participants reflect on their learning.*  *Consider the following partner discussion prompts:*   * *Provide two reasons why developing self-determination is important for students with disabilities.* * *Describe two strategies educators can use to involve students in the transition IEP development or meeting facilitation.* * *Why should parents be included in the self-determination process?* |
| Slide 32 |  | *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 33 |  |  |
| Slide 34 |  |  |

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)