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# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 5: Transition and Family Engagement*

**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 5 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 5 follows, including a listing of handouts.

#### Table of Contents

1. Legal Requirements
2. Taxonomy and Family Engagement
3. Essential Components
4. Engaging Diverse Populations
5. Closing

#### Handouts

1. Handout 5.1: Reaching Out to Diverse Populations

# Part 5: 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. Please refer to the facilitator guide for more information in adapting this section for delivery in various contexts.*  *This session will focus on Part 5: Transition and Family Engagement.* | |
| Slide 3 |  | *This session uses handouts from previous sessions. Ensure participants have access to the following:*   1. *Predictors of Post-School Outcomes by Area* 2. *Taxonomy for Transition Programming 2.0* | |
| Slide 4 |  | *Read Slide.* | |
| Slide 5 |  | First, on your own, brainstorm concerns around family partnerships and secondary transition.  *Allow think time.*  Turn to a partner near you and share what you each brainstormed.  *Allow pair time.*  Now we will share will the whole group what we discussed. | |
| Slide 6 |  | According to the federal law as mandated in IDEA 2004, families must be included in the transition planning process, unless, a child, who is deemed old enough by your state regulations, does not want parents to participate. Most states set this age of majority at 18, but because some states vary, please check on your individual state regulations to determine the age of majority. | |
| Slide 7 |  | Schools are required to invite an outside agency, when appropriate, to a transition planning meeting. Doing so can help facilitate parental involvement with transition planning. More on interagency collaboration will be provided in the next module. Schools must ask families for permission before inviting an outside agency. If the student has reached the age of majority, the student would then allow permission. Engaging community agencies early in the transition planning process is crucial for a seamless transition.  *Consider visiting the provided web link.* | |
| Slide 8 |  | As you learned in previous sections, the Taxonomy for Transition Programming 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. As you can see, family engagement is considered a transition planning practice essential for implementing a transition‐focused education. Based on the research literature, family engagement can be viewed from its role in involving, empowering, and preparing families. | |
| Slide 9 |  | *This is an optional activity and can be adapted for in-service and pre-service settings.*  *In-service: Review the components under the family engagement 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 back to this throughout the session. Consider including action planning activities around identified areas of improvement.*  *Pre-service: Review the components under the family engagement framework and service delivery model. With a partner(s), identify the three activities in each column that should be considered first when embarking on interagency collaboration. Be prepared to explain your selections.*  *Handout: Taxonomy for Transition Programming 2.0, Family Engagement section only.* | |
| Slide 10 |  | *Refer participants to the Predictors of Post-School Success by Area handout from Part 2.*  *As you have learned in previous sections, 19 predictors of post-school success for secondary youth with disabilities exist. Today, our focus is parent expectation and involvement strategies to ensure students with disabilities are supported both in and post school. Parent expectations and involvement are predictors of positive post-school outcomes for students with disabilities. Research indicates that when parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g., decision making, providing support, attending meetings, advocating for their child) and have realistic, high expectations for their children, students with disabilities are more likely to experience positive post-school outcomes in the areas of education and employment.*  *Recommended CEM Handout: Predictors of Post-School Success from Part 2. The document can be downloaded here,* [*http://www.transitionta.org/sites/default/files/Pred\_Outcomes\_0.pdf*](http://www.transitionta.org/sites/default/files/Pred_Outcomes_0.pdf) | |
| Slide 11 |  | The innovation configuration (IC) on transition summarizes the research and importance of including families in transition planning. The following has been found thus far in regard to transition planning:   * “Parental involvement is one predictor of post-school success to consider while preparing teachers to involve and empower families in transition planning,” p. 21 of IC * “. . . parental expectations have been identified as predictors or post-school success for students with disabilities,” (p. 22 of IC) * “. . . Encouraging parent involvement can promote active student involvement in the transition planning process (Wager, Newman, Cameto, Javitz, & Valdes, 2012),” p. 22 of IC | |
| Slide 12 |  | From the research, these are the five essential components necessary for engaging families in the transition planning process. In the next following slides, we will review the research and discuss these five essential components in further detail. For more information, you can always refer back to the IC as well. | |
| Slide 13 |  | * For a teachers to effectively facilitate parental involvement in the transition planning process, they must: (*read bullet points from slide).* * Essentially, teachers need to gain the trust of the parents and the family to successfully include them in transition planning. * This information can be found on pages 21 and 22 of the IC. | |
| Slide 14 |  | * To encourage parental involvement in the transition planning process, teachers need to be able to: *(read bulleted list).* * As you’ll see, some of the information overlaps, such as understanding families and being sensitive to culturally and linguistically diverse backgrounds, thus, pointing to the importance of these key factors. | |
| Slide 15 |  | After watching a video from a woman who is blind, describe the importance her mother had in her transition planning. She discusses the expectations her mother held for her in regard to transition planning and how it helped her become a self-sufficient adult. (The video is 2:06 long.) The link provided goes to a YouTube page, but the video can be found on the PACER website as well. If you are interested in seeing more videos of parents and students sharing their thoughts and experiences about transition planning and disability, go to the PACER website.  <https://www.youtube.com/watch?v=QO-XT0zk1go&feature=youtu.be> | |
| Slide 16 |  | *The link to the video is a link to a series of videos. Prior to presenting the CEM, the presenter will need to go through the webpage to decide which video to select for viewing.*  *Access website here:* [*http://www.pacer.org/transition/video/series.asp?se=1&\_sm\_au\_=iVVts06R0rkrZ34M*](http://www.pacer.org/transition/video/series.asp?se=1&_sm_au_=iVVts06R0rkrZ34M) | |
| Slide 17 |  | Currently, one EBP promotes family involvement—providing parent trainings on transition planning for their children with a disability. | |
| Slide 18 |  | *Resource: Aligning Evidence-Based Practices and Predictors for Post-School Success:* [*http://transitionta.org/sites/default/files/AlignEBPP\_Resources\_PSS\_FINAL\_2016.pdf*](http://transitionta.org/sites/default/files/AlignEBPP_Resources_PSS_FINAL_2016.pdf)  *Recommended Activities:*  *Divide participants in to small groups (three to four individuals) and provide the task.*  *For pre-service teachers:*   * *Prior to class, have groups research the resources available for parental trainings to promote parental involvement in the transition planning process and report during this portion.* * *Provide each small group a parent training resource. During class, have small group evaluate the resources and report out.*   *For practicing teachers:*   * *Discuss ways in which you could provide parent trainings or relay information to parents to promote positive involvement in the transition process.* * *Review existing local education agency (LEA) or state parent training resources and share out.* | |
| Slide 19 |  | *Grouping: Groups of four to eight are recommended. Have each team member read 2/1 page and then share out with the small group. After completing the activity, have a reporter share the group’s three selected strategies.*  *Time: 20 minutes*  *Ferguson, C. (2005). Reaching out to diverse populations: What can schools do to foster family-school connections*? Austin, TX: SEDL. Retrieved from <http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf> | |
| Slide 20 |  |  | |
| Slide 21 |  | *Review the objectives of this section. Have participants reflect on their learning.* | |
| Slide 22 |  | *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 23 |  |  | |
| Slide 24 |  |  | |

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)