



TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments are the foundation for transition services. Information from students' formal and informal assessments in the areas of strengths, preferences, interests, and needs is collected.

Transition Services are a coordinated set of activities and based upon current age-appropriate transition assessments.

Adult Agencies can be invited to IEP transition planning meetings as appropriate & with student/family consent. Representatives can link students to services, accommodations, and supports after high school.

Age-Appropriate Transition Assessments
Relate assessments to measurable post-secondary goals

- Strengths
- Preferences
- Interests
- Needs

Write Measurable Postsecondary Goals

- Education
- Training
- Employment
- Independent Living

Identify Transition Services

- Instruction
- Related Services
- Employment
- Community-Based Experiences
- Adult living/daily living skills

Coordinate Services with Adult Agencies

Write Course of Study

Write Annual IEP Goals

Annual IEP Goals describe what students can reasonably be expected to accomplish within 12 months. Goals support academic and functional skills necessary to achieve postsecondary goals.

Postsecondary goals are based upon age-appropriate transition assessments to include education/training, employment and, when appropriate, independent living skills. Goals are reviewed annually.

Course of Study is a current description of school and community-based activities and classes the student will complete to meet postsecondary goals.

Center on Transition Innovations Transition Assessment Processing Guide
This guide outlines the steps in the development of the transition plan

<u>Kohler's Taxonomy for Transition Programming</u>	Transition Services Flow Chart	<u>High Leverage Practices (HLPs)</u>	Professional Learning Opportunities	Resources
<p>Family Engagement Interagency Collaboration Student Development</p>	<p>Collaboration and coordination of services with adult agencies, school staff, and families to increase student success</p>	<p>HLP 1: Collaborate with Professionals to increase student success</p> <p>HLP 2: Organize and facilitate effective meetings with professionals and families</p> <p>HLP 3: Collaborate with families to support student Learning and secure needed services</p>	<p><u>Collaboration and Coordination</u></p> <p>High-Leverage Practices: Collaboration</p> <p>IRIS Center: School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings</p> <p>IRIS Center: Communication with Community Organizations and Other Agencies</p> <p>IRIS Center: Secondary Transition: Interagency Collaboration</p> <p>PEATC: Transition Guide for Families of Youth with Disabilities</p> <p>ARC of Virginia Transition Points</p> <p>Indiana University Transition Mini-series: DEI and Justice in Transitioning to Adulthood</p> <p>Indiana University webinar Reflection with Transition Leaders and Educators: A Focus on Equity and Culture</p> <p>Culturally Responsive Practices</p>	<p><i>Collaborating with Community Agencies</i></p> <p>*> Resource Mapping Tool Kit</p> <p>*> Resource Mapping: Flow of Services</p> <p>*> Resource Mapping: Planning Worksheet</p> <p>*> Resource Mapping Worksheet: Blank</p> <p>*> Interagency Agreement Toolkit Agreement Form Templates</p> <p>HLP 2 Highlight Tool</p> <p>HLP Self-Reflection Tools</p> <p><i>Collaborating with Families</i></p> <p>Family and Student Engagement Check sheet</p> <p>Tips to Maximize Parent Role in Transition</p> <p><i>Cultural sensitivity</i></p> <p>Culturally Responsive Transition Practices</p> <p>Transition Planning Tips for Linguistically & Culturally Diverse Youth With Disabilities</p> <p><i>Student Led IEP Meetings</i></p> <p>Self-Directed Student IEP Workbook</p> <p>Student Led IEP Sample Videos</p>

				<p><i>Self-Determination/Self-Advocacy</i> Student Involvement in IEP Using I'm Determined Resources</p> <p>Choice Maker: Self-Determination Curriculum</p> <p>ME! Lessons for Teaching Self-Awareness and Self-Advocacy</p> <p><i>Additional Resources for Collaboration</i> School Contact List</p> <p>Student Information Spreadsheet</p> <p>HLP-Running Effective Meetings</p>
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<p>Student Development Student Focused Planning Program Structures</p>	<p>Age-Appropriate Transition Assessments</p>	<p>HLP 4: Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs</p> <p>HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</p> <p>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans</p>	<p><u>Age Appropriate Transition Assessments</u></p> <p>High-Leverage Practices: Assessment</p> <p>*> Age Appropriate Transition Assessment Toolkit</p> <p>Center on Transition Innovations Transition Assessment Process Guide</p> <p>*Transition Assessment: The Big Picture</p> <p>*>From Assessment to Practice</p>	<p>HLP 4: Comprehensive Student Profile Graphic Organizer</p> <p>Transition Assessment Matrix</p> <p>Transition Assessment Goal Generator</p> <p>Transition Assessment Review Form</p> <p>Transition Assessment Planning Form</p> <p>*Transition TN: Transition Assessment Database</p> <p><i>Self-Determination/Self-Advocacy</i></p> <p>I'm Determined One Pager</p> <p>I'm Determined Good Day Plan</p> <p>I'm Determined Goal Plan</p> <p>AIR Self-Determination Assessment</p>
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<p>Student Focused Planning Student Development Program Structures</p>	<p>Write Measurable Post-Secondary Goals</p> <p>Develop Course of Study</p> <p>Write Measurable Annual Goals</p>	<p>HLP 11: Identify and prioritize long and short-term goals</p> <p>HLP 6: Use student assessment data, analyze instructional practices, make necessary adjustments that improve student outcomes</p>	<p><u>Writing Goals and Developing Course of Study</u></p> <p>HLP 11: Goal Setting (Video)</p> <p>*> Indicator 13 Data Collection Toolkit</p>	<p>*HLP 11: Identify Short- & Long-Term Learning Goals</p> <p>Annual Goal Component Chart</p> <p>Writing Measurable Post-Secondary Goals Diagram</p> <p>Present Level Template</p> <p>Indicator 13 Checklist</p> <p>Transition Planning Worksheet</p> <p>PEATC Transition Planning Checklist</p> <p><i>Self Determination/Self-Advocacy Self-Determined Learning Model of Instruction Teacher's Guide</i></p>
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<p>Student-Focused Planning Student Development</p>	<p>Coordination of Transition Activities and services</p>	<p>HLP 6: Use student assessment data, analyze instructional practices, make necessary adjustments that improve student outcomes</p> <p>HLP 7: Establish a consistent, organized and respectful learning environment</p> <p>HLP 8: Provide positive and constructive feedback to guide students; learning and behavior</p> <p>HLP 9: Teach social behaviors</p> <p>HLP 12: Systematically design instruction toward a specific learning goal</p> <p>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence</p> <p>HLP 15: Provide scaffolding supports</p> <p>HLP 16: Use explicit instruction</p> <p>HLP 17: Use flexible grouping</p> <p>HLP 18: Use strategies to promote active student engagement</p>	<p><u>Instructional Practices</u></p> <p><u>High-Leverage Practices: Instruction</u></p> <p><u>HLP #12: Systematically Design Instruction Toward a Specific Learning Goal (Video)</u></p> <p><u>HLP #16: Use Explicit Instruction (Video)</u></p> <p><u>HLP #20: Provide Intensive Instruction (Video)</u></p> <p><u>Intensive Intervention: Using Data-Based Individualization to Intensity Instruction</u></p> <p><u>Transition Services and Activities: Making the Connection</u> <u>Transition Coalition Study Guides</u> <i>Module Study Guides</i> are designed to extend the knowledge you gain and activities you complete as part of the <u>online training modules</u>.</p>	<p><u>Quality Indicators of Delivering Specially Designed Instruction</u></p> <p>HLP 6 Highlight Tool: <u>Use Student Assessment Data to Determine Transition Activities and Services</u></p> <p>HLP 12 Highlight Tool: <u>Systematically Designed Instruction/Transition Activities and Services Toward a Specific Transition Goal</u></p> <p><u>PEATC Transition Activities to Support Learning Goals</u></p> <p>HLP 15 Highlight Tool: <u>Provide Scaffolding Supports for Specific Transition Activities and Services</u></p> <p>*HLP 16 – <u>CEC Use Explicit Instruction Checklist</u></p>
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