TRANSITION SERVICES FLOW CHART

**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.

Center on Transition Innovations Transition Assessment Processing Guide
This guide outlines the steps in the development of the transition plan
<table>
<thead>
<tr>
<th>Kohler’s Taxonomy for Transition Programming</th>
<th>Transition Services Flow Chart</th>
<th>High Leverage Practices (HLPs)</th>
<th>Professional Learning Opportunities</th>
<th>Resources</th>
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</table>
| Family Engagement                           | Collaboration and coordination of services with adult agencies, school staff, and families to increase student success | HLP 1: Collaborate with Professionals to increase student success HLP 2: Organize and facilitate effective meetings with professionals and families HLP 3: Collaborate with families to support student learning and secure needed services | **Collaboration and Coordination**  
High-Leverage Practices: Collaboration  
IRIS Center: School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings  
IRIS Center: Communication with Community Organizations and Other Agencies  
IRIS Center: Secondary Transition: Interagency Collaboration  
PEATC: Transition Guide for Families of Youth with Disabilities  
ARC of Virginia Transition Points  
Indiana University Transition Mini-series: DEI and Justice in Transitioning to Adulthood  
Indiana University webinar Reflection with Transition Leaders and Educators: A Focus on Equity and Culture  
Culturally Responsive Practices | **Collaborating with Community Agencies**  
* > Resource Mapping Tool Kit  
* > Resource Mapping: Flow of Services  
* > Resource Mapping Worksheet  | **Collaborating with Families**  
Family and Student Engagement Check sheet  
Tips to Maximize Parent Role in Transition  
Cultural sensitivity  
Culturally Responsive Transition Practices  
Transition Planning Tips for Linguistically & Culturally Diverse Youth With Disabilities  **Student Led IEP Meetings**  
Self-Directed Student IEP Workbook  
Student Led IEP Sample Videos |
Self-Determination/Self-Advocacy
Student Involvement in IEP Using I'm Determined Resources
Choice Maker: Self-Determination Curriculum
ME! Lessons for Teaching Self-Awareness and Self-Advocacy

Additional Resources for Collaboration
School Contact List
Student Information Spreadsheet
HLP-Running Effective Meetings
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<tr>
<th>Student Development</th>
<th>Student Focused Planning Program Structures</th>
<th>Age-Appropriate Transition Assessments</th>
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<td>HLP 4: Use multiple sources of information to develop a comprehensive understanding of students’ strengths and needs</td>
<td>High-Leverage Practices: Assessment</td>
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<td>HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</td>
<td>* Age Appropriate Transition Assessment Toolkit</td>
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<td>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans</td>
<td>Center on Transition Innovations Transition Assessment Process Guide</td>
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<td>* Transition Assessment: The Big Picture</td>
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<td>* From Assessment to Practice</td>
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<td>HLP 4: Comprehensive Student Profile Graphic Organizer</td>
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<td>Transition Assessment Matrix</td>
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<td>Transition Assessment Goal Generator</td>
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<td>Transition Assessment Review Form</td>
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<td>Transition Assessment Planning Form</td>
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<td>* Transition TN: Transition Assessment Database</td>
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<td>AIR Self-Determination Assessment</td>
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<td>HLP 11: Identify and prioritize long and short-term goals</td>
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<td>Student-Focused Planning</td>
<td>Coordination of Transition Activities and services</td>
<td>Instructional Practices</td>
<td>Quality Indicators of Delivering Specially Designed Instruction</td>
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<td>Student Development</td>
<td>HLP 6: Use student assessment data, analyze instructional practices, make necessary adjustments that improve student outcomes</td>
<td><strong>High-Leverage Practices:</strong> Instruction</td>
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<td>HLP 7: Establish a consistent, organized and respectful learning environment</td>
<td><strong>HLP #12: Systematically Design Instruction Toward a Specific Learning Goal (Video)</strong></td>
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<td><strong>HLP #20: Provide Intensive Instruction (Video)</strong></td>
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<td>HLP 12: Systematically design instruction toward a specific learning goal</td>
<td><strong>Intensive Intervention: Using Data-Based Individualization to Intensity Instruction</strong></td>
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<td>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence</td>
<td><strong>Transition Services and Activities:</strong> Making the Connection</td>
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<td>HLP 15: Provide scaffolding supports</td>
<td><strong>Module Study Guides</strong> are designed to extend the knowledge you gain and activities you complete as part of the online training modules.</td>
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<td>HLP 16: Use explicit instruction</td>
<td><strong>PEATC Transition Activities to Support Learning Goals</strong></td>
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<td>HLP 17: Use flexible grouping</td>
<td><strong>HLP 12 Highlight Tool:</strong> Systematically Designed Instruction/Transition Activities and Services Toward a Specific Transition Goal</td>
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<td>HLP 18: Use strategies to promote active student engagement</td>
<td><strong>PEATC Transition Activities to Support Learning Goals</strong></td>
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<td><strong>HLP 15 Highlight Tool:</strong> Provide Scaffolding Supports for Specific Transition Activities and Services</td>
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<td><strong>HLP 16 – CEC Use Explicit Instruction Checklist</strong></td>
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<td>HLP 19: Use assistive and instructional technologies</td>
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<td>HLP 20: Provide intensive instruction</td>
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<td>HLP 21: Teach students to maintain and generalize new learning across time and settings</td>
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<td>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior</td>
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</table>

HLP 19 Highlight Tool: [Use Assistive and Instructional Technologies](http://example.com)


HLP 8 & 22: [Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior](http://example.com)

**Self-Determination/Self-Advocacy**

**Self-Determined Learning Model of Instruction**

I’m Determined

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References

**AIR Self-Determination Assessment.** Zarrow Center. (n.d.). Retrieved December 2022 from [https://www.ou.edu/education/zarrow/resources/assessments](https://www.ou.edu/education/zarrow/resources/assessments)
https://highleveragepractices.org/hlp-11-goal-setting


Gaumer, Erickson, Morningstar, & Lattin. (Revised 2015, 2008). Transition Assessment Review Form. Lawrence, KD: University of KS, Transition Coalition


Transition Assessment and Goal Generator. Zarrow Institute on Transition and Self-Determination (n.d.). Retrieved December 2022 from https://tagg.ou.edu/tagg/


