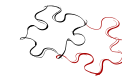


# Transition Practices Alignment



## Evidence-Based Practices, Tools and Resources, and Lesson Plans

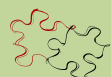
A Tool to Assist in the Development of Transition Plans, Action Plans and Goal/Strategy Development for District/School Improvement Plans

### Evidenced-Based Practices – Secondary Transition

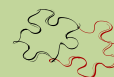
Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p><a href="#">Improving Post-School Employment Outcomes: Evidence-Based Secondary Transition Predictors</a></p> <p>Levels of Evidence of Causal Inference:  <b>S</b> = Strong    <b>M</b> = Moderate    <b>P</b> = Potential</p>	<p>Inclusion in General Education - <b>M</b></p> <p>Work Study - <b>M</b></p> <p>Paid Employment/ Work Experience - <b>M</b></p> <p>Exit Exam Require./High School Diploma Status - <b>P</b></p> <p>Transition Program - <b>P</b></p> <p>Student Support - <b>P</b></p>	<p>Interagency Collaboration - <b>P</b></p>	<p>Self-Advocacy/Self-Determination - <b>P</b></p>	<p>Vocational Education - <b>M</b></p> <p>Community Experiences - <b>P</b></p> <p>Community Awareness - <b>P</b></p> <p>Occupational Courses - <b>P</b></p> <p>Self-Advocacy/Self-Determination - <b>P</b></p> <p>Self-Care/Independent Living - <b>P</b></p> <p>Social Skills - <b>P</b></p>	<p>Parental Involvement - <b>P</b></p>
<p><a href="#">Improving Post-School Education Outcomes: Evidence-Based Secondary Transition Predictors</a></p> <p>Levels of Evidence of Causal Inference:  <b>S</b> = Strong    <b>M</b> = Moderate    <b>P</b> = Potential</p>	<p>Inclusion in General Education - <b>M</b></p> <p>Paid Employment/Work Experience - <b>M</b></p> <p>Transition Program - <b>M</b></p> <p>Student Support - <b>P</b></p>	<p>Interagency Collaboration - <b>P</b></p>	<p>Self-Advocacy/Self-Determination - <b>P</b></p>	<p>Career Awareness - <b>P</b></p> <p>Occupational Courses - <b>P</b></p> <p>Self-Advocacy/Self-Determination - <b>P</b></p> <p>Self-Care/Independent Living - <b>P</b></p> <p>Social Skills - <b>P</b></p>	
<p><a href="#">Improving Post-School Independent Living Outcomes: Evidence-Based Secondary Transition Predictors</a></p> <p>Levels of Evidence of Causal Inference:  <b>S</b> = Strong    <b>M</b> = Moderate    <b>P</b> = Potential</p>	<p>Inclusion in General Education - <b>M</b></p> <p>Paid Employment/Work Experience - <b>P</b></p> <p>Student Support - <b>P</b></p>			<p>Self Care/Independent Living - <b>M</b></p>	










Currently, the National Secondary Transition Technical Assistance Center (NSTTAC) has identified 16 predictor categories of positive post-school outcomes for students with disabilities. From these 16 categories, NSTTAC has further defined predictor variables by type of predictor to provide a clear definition of each description within the 16 categories. Five predictor types have been identified based on findings from the studies reviewed. The table includes the list of predictor types, the relative Taxonomy category, an operational definition, and examples of each. <http://www.nsttac.org/ebp/PredictorImplementationTable1.pdf>

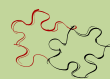
**Note:** The 16 predictor categories are included above and delineated by transition practices area for the post-school outcome areas of employment, post-school education and independent living.



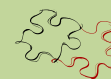
## Tools and Resources









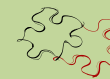
Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p><a href="#">Transition Assessment Guide</a> NSTTAC has developed the Transition Assessment Toolkit which includes sample instruments, links to websites and an <a href="#">assessment timeline</a> that provides educators and service providers with guidance for implementing an on-going transition assessment process. Based on research and recommended by practitioners!</p>					
<p><a href="#">iTransition</a> is a free, online transition curriculum to help students who are deaf or hard of hearing prepare for life after high school. There are four separate trainings with activities to help students learn about themselves, their career goals, and the skills they need to be successful in the future.</p>					
<p><a href="#">The Career Key</a> developed by Lawrence K. Jones, is based on Holland's theory of career development. The Career Key test measures a user's skills, abilities, values, and interests and returns information to help the user learn about him or herself, discover career options, and make good decisions. There is a nominal fee for the test which can be completed in less than ten minutes. Other areas of the site include good information and related resources and are free to access.</p>					
<p>The Casey Foundation offers a <a href="#">free online tool</a> to help young people prepare for adulthood. The life skills assessments provide instant feedback. Customized learning plans provide a clear outline of next steps, and the accompanying teaching resources are available for free or at a minimal cost.</p>	<a href="#">Chaffee Assessment</a>		<a href="#">Life Skills Guidebook</a>	<a href="#">Learning Plan</a>	<a href="#">Parent Guide to Teaching Life Skills</a> <a href="#">Family Assessments</a> <a href="#">Family Assessment – Spanish</a>
<p><a href="#">Tips for Teens</a> offers information for teens on how to begin to express their needs and wants by participating in their Individualized Education Program (IEP) meetings. At these meetings, teens can learn ways to talk about their disability to others, set goals, build teamwork skills, ask for accommodation and practice other self-advocacy skills.</p>					
<p>The What Works Clearinghouse offers an <a href="#">Improving Literacy Guide</a> that presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The strategies help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.</p>					

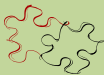






















# Tools and Resources Continued

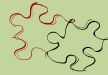


Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p>The TOTAL Project series of <a href="#">multimedia training modules</a> includes nine individual modules focused on research-based, best practices in transition planning and services for youth with disabilities. Each module is designed to stand alone or be used in conjunction with any or all of the other modules. Each module includes access to the video as well as access to an instructor’s guide, the PowerPoint slides, activities, handouts, additional reading, and resources.</p>	<p>Module 1: Federal and State Transition Requirements</p> <p>Module 4: Transition: Centerpiece of the IEP</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p>	<p>Module 4: Transition: Centerpiece of the IEP</p> <p>Module 6: Interagency Collaboration and Transition</p>	<p>Module 2: Person-Centered Planning</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p> <p>Module 8: SSI &amp; Transition Planning</p> <p>Module 9: Health &amp; Medical Issues in Transition Planning</p>	<p>Module 3: Promoting Student Self-Determination</p> <p>Module 7: Outcomes for Students with Disabilities: A World of Opportunity</p> <p>Module 9: Health &amp; Medical Issues in Transition Planning</p>	<p>Module 3: Promoting Student Self-Determination</p>
<p><a href="#">I'm Determined</a>, a project developed and sponsored by the Virginia Department of Education's Training and Technical Assistance Centers, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career. The empowered student knows how to set and achieve goals and has a greater understanding of personal strengths and how to get support for areas of need.</p>	<p><a href="#">Teacher Tools</a></p>		<p><a href="#">Student Videos – The IEP and Me</a></p>	<p><a href="#">Lesson Plans</a></p> <p><a href="#">Student Involvement in IEP</a></p>	<p><a href="#">Family Support</a></p>
<p>The What Works Clearinghouse offers a <a href="#">Dropout Prevention Guide</a> geared toward educators, administrators, and policymakers. This guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.</p>					
<p><b>Out-of-school time programs can enhance academic achievement</b> by helping students learn outside the classroom. The five recommendations in this <a href="#">guide</a> are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students. The guide also describes the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them.</p>					





Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
 <h2 style="margin: 0;">Tools and Resources Continued</h2> 					
<p>corresponding section contains discussion that provides answers to the question posed. Each section concludes with a list of references and sources from which the discussion was drawn. Counselors should take particular note of these sources, as many are significant in the field of postsecondary education and disability. Concluding the Toolkit are the Appendices, which consist of an extensive listing of related organizations and websites, and a packet of additional tools. The Toolkit is also available on CD-ROM and appears at the <a href="#">HEATH Website</a>.</p>			<a href="#">Secondary Transition Website Portals to further Resources</a>		
<p><a href="#">Think College.Net</a> offers a checklist that helps students with disabilities start the process of applying to college.</p>				 <a href="#">For Students</a>	 <a href="#">For Families</a>
<p><a href="http://www.knowhow2go.org/">http://www.knowhow2go.org/</a> Young people in all socio-economic groups have college aspirations. Despite their aspirations, low-income students and those who are the first in their families to pursue higher education are severely underrepresented on college campuses. Studies show these students often lack the guidance they need to prepare for postsecondary education. To turn these students' college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education and the Ad Council launched the KnowHow2GO campaign in January 2007.</p>					
<p><a href="#">Harvard Family Research Project</a> The Harvard Family Research Project has been helping stakeholders develop and evaluate strategies to promote the well being of children, youth, families and their communities.</p>					
<p><a href="http://www.going-to-college.org/">http://www.going-to-college.org/</a> This Web site contains information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.</p>					 <a href="#">For Parents</a>

Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p><a href="#">Teaching Networking Skills: Paving a Way to Jobs and Careers</a>            This curriculum is for trainers working with individuals with limited work experience; its goal is to help those job seekers to become engaged in career and job exploration through Networking. It is for professionals working with school-to-work transition-age youth, however it has broad applicability to others with limited work experience. This curriculum gives students opportunities to practice networking skills such as identifying their own network, approaching people, talking about their skills and interests, learning about what employers look for, exploring careers and job options, and exhibiting good business etiquette. Activities vary to accommodate diverse learning styles, and trainers can select lessons that fit the needs of their groups.</p>					
<p>In 2004, Federal, states and local agencies came together around their shared interest in improving school and post-school outcomes for youth. Today, four federal agencies, 10 states and many national organizations are joined in the <a href="#">community of practice</a>. Together, they focus on issues including: Meaningful Youth Role; Increasing Accessible Transportation; Outreach to Child Welfare, Juvenile Justice, and Mental Health; Employment; and Post-secondary Options.</p>					
<p><a href="#">Challenges in Coordinating and Managing Services and Supports in Secondary and Postsecondary Options</a>            This issue brief offers current practices and policies, including differences between youth and adult service delivery systems and how the lack of interagency collaboration complicates service coordination for youth with disabilities. The brief addresses the questions “How can service coordination become more flexible, youth-centered, and culturally responsive”?</p>					
<p>The <a href="#">ARC of Illinois Family Manual</a> assists families of young adults with developmental disabilities with the transition from the school system and services to the world of work and adult services.</p>					



## Tools and Resources Continued

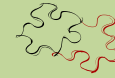










Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
<p><a href="#">Family Information Guide to Assistive Technology and Transition Planning” Helps Parents, Youth</a></p> <p>A 55-page guide from the Family Center on Technology and Disability (FCTD) helps families learn how assistive technology can help them with transition planning for their youth with disabilities. It includes contributions from PACER Center. This guide can be read online, with active links to the resources, at <a href="http://www.fctd.info">www.fctd.info</a>. Individuals may order one free print copy of the guide by sending an e-mail to <a href="mailto:fctd@aed.org">fctd@aed.org</a>.</p>					
<b>More to come...this alignment tool is a “work in progress” and allows for additions, changes, and revisions.</b>					

Walter, Susan. May, 2010. Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University–Chicago, Center for School Evaluation, Intervention and Training.



# Research to Practice Lesson Plan Library



Transition Practice Area	Program Structure	Interagency Collaboration	Student-Focused Planning	Student Development	Family Involvement
Program Structure <ul style="list-style-type: none"> <li>Community-Based Instruction</li> </ul>					
Student-Focused Planning <ul style="list-style-type: none"> <li>IEP Development</li> <li>Student Participation</li> <li>Planning Strategies</li> </ul>					
Student Development <ul style="list-style-type: none"> <li>Work-Related Behaviors</li> </ul>					
Student Development <ul style="list-style-type: none"> <li>Functional Reading</li> <li>Functional Math</li> </ul>					
Student Development <ul style="list-style-type: none"> <li>Leisure Skills</li> <li>Social Skills</li> <li>Self-Determination Skills</li> </ul>					
Student Development <ul style="list-style-type: none"> <li>Choice-Making</li> <li>Decision-Making</li> <li>Goal Setting</li> <li>Problem Solving</li> <li>Self-Awareness</li> <li>Self-Advocacy</li> </ul>					
Student Self-Development <ul style="list-style-type: none"> <li>Money (Banking and Purchasing)</li> <li>Grocery Shopping (specific purchasing skill)</li> </ul>					
Student Development <ul style="list-style-type: none"> <li>Home Maintenance</li> <li>Meal Planning and Preparing</li> <li>Safety</li> <li>Self-Care</li> </ul>					

Walter, Susan. May, 2010. Illinois State Board of Education and the Illinois Statewide Technical Assistance Center, in collaboration with Loyola University–Chicago, Center for School Evaluation, Intervention and Training.

**Special thanks to the National Secondary Transition Technical Assistance Center (NSTTAC) staff for reviewing this tool and providing advice.**