

WHAT TRANSITION SPECIALISTS NEED TO KNOW

David W. Test La'Shawndra C. Scroggins Ozalle M. Toms

National Secondary Transition Technical Assistance Center



The University of North
Carolina Charlotte

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University of North Carolina Charlotte
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Fax: 704-687-2916
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Table 2. What Transition Specialists Need to Know

Competency	Resource(s)
Within the First Month	
<p>1. Write IEPs that includes the required transition components</p> <ul style="list-style-type: none"> ▪ IDEA 2004 ▪ Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter: <ul style="list-style-type: none"> • appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills • the transition services (including courses of 	<p>1a. For resources on Wrightslaw there is a website that offers parents, educators, advocates, and attorneys accurate, reliable information about special education law, education law, and advocacy for children with disabilities. http://www.wrightslaw.com/idea/law.htm</p> <p>1b. For resources on IDEA 2004 there is a website that provides a "one-stop shop" for resources related to IDEA and its implementing regulations. http://idea.ed.gov/</p> <p>1c. For resources on Indicator 13 visit the NSTTACE Website at: http://www.nstattac.org/products_and_resources/personel_development_ideas.aspx</p> <p>1d. Information on administrative skills to manage time and complete necessary paperwork can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-10</p> <p>1e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on special education policy can be located on the Beach Center’s website at: http://www.beachcenter.org/disability_policy/idea.aspx</p> <p>1f. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities’ website at: http://nichcy.org/laws</p>

study) needed to assist the child in reaching those goals

- beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority

Age 16 (Indicator 13)

- Current Measurement Language for Indicator 13 "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including

courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.

2a. For information on transition legislation:

See Chapter 2: Transition Legislation And Models (pp.29-53). Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities*. Columbus, OH: Merrill Education.

2b. For information on transition legislation and policy:

See Chapter 2: Transition Legislation and Policy: Past and Present (pp. 24-53). Rusch, F.R. (Ed.). (2008). *Beyond high school: Preparing adolescents for tomorrow’s challenges* (2nd Ed.).

Columbus, OH: Pearson Merrill Prentice Hall Publishers.

2c. For more information on IDEA 2004 and transition
IDEA 2004: Improving Transition Planning and Results

<http://www.nclld.org/at-school/your-childs-rights/iep-aamp-504-plan/idea-2004-improving-transition-planning-and-results>

2d. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities' website at: <http://nichcy.org/laws>

3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living)

3a. For an Age Appropriate Transition Assessment Toolkit

NSTTAC's Website: <http://www.nstattac.org/content/age-appropriate-transition-assessment-toolkit>

3b. For information on when to conduct transition assessment:

For a Suggested Timeline for Transition Assessment

<http://www.nstattac.org/sites/default/files/assets/pdf/TransitionAssessmentImplementationTimeline.pdf>

3c. For information about transition assessment resources:

This link includes of sources of transition assessment information, which includes podcast, websites, and presentations

http://www.nstattac.org/content/age-appropriate-transition-assessment-toolkit#other_resources

3d. For information about different types of transition assessments: Transition Coalition- this link provides reviews of various published transition assessments

http://transitioncoalition.org/transition/assessment_review/all.php

3e. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-03>

4. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives

4a. For information about transition planning: **See Chapter 5: Transition Assessment (pp. 103-133)**

Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities*. Columbus, OH: Merrill Education.

4b. For information about transition assessments: **See Chapter 8: Transition Assessment: Emerging**

Guidelines and Promising (pp. 178-199) Rusch, F.R. (Ed.). (2008). Practices. *Beyond high school: Preparing adolescents for tomorrow's challenges* (2n Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

4c. For information about transition assessments: **See Chapter 3: Assessing for Transition (pp.60-87)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill/Prentice Hall.

4e. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-03>

4f. Information on career interests, career exploration, work experience, and postsecondary options can be located on the Career One Stop's website at: <http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx>

5. Evaluate students' educational program with respect to measureable post-school goals and alignment of those goals with instructional activities.

5a. Indicator 13 Training Materials
<http://nstattac.appstate.edu/content/evaluation-toolkit-table-contents>

5b. **See Chapter 5: (pp. 95-109)**. Writing the Transition Individualized Education program. Wehman, P. (2011) *Essentials of Transition Planning* Baltimore: Paul Brookes Publishing Co.

Within 3-6 Months

1. Identify job seeking and retention skills identified by employers as essential for successful employment

1a. For more information on successful employment: Pathway to College and Career Readiness
<http://www.careerclusters.org/resources/web/ks.php>

1b. What do most employers really want?
http://www.quintcareers.com/job_skills_values.html

2. Participate with a multi-disciplinary team

2a. **See Chapter 6: Using Interagency and Interdisciplinary Teams to Enhance Transition Services (pp. 136-159)** Rusch, F.R. (Ed.). (2008). *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH:

Pearson Merrill Prentice Hall Publishers.

2b. See Chapter 7: Interagency Collaboration: It Takes Communication to Support Transition (pp. 160-175)

Rusch, F.R. (Ed.). (2008). *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

3. Identify agencies outside of the education system in the community that are serving individuals with disabilities (e.g., disability services in college, developmental disability councils, Easter Seals, public transportation, mental health agency)

3a. TransCen, Inc. is a non-profit 501(c) 3 organization dedicated to improving educational and employment outcomes for people with disabilities.
http://www.transcen.org/index.php?searchword=resource+mapping&ordering=&searchphrase=all&option=com_search

3b. Information on interagency collaboration can be found on page 26 in *The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21* manual on the Transition Coalition's website located at:
http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf

3c. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-04>

4. Create opportunities for collaboration with other practitioners in the education system that are serving students with disabilities (e.g., curriculum coordinator, dropout prevention coach, career technical education coordinator)

4a. Information about transitions for students with disabilities.
 The Iris Center's Website
<http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>

4b. Information about collaborating with families
 The Iris Center's Website
<http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

4c. Resources for working with Spanish speaking families
<http://www.tatira.com/TatiraPPal.htm>

5. Provide information to families about transition-related education and

5a. Parent and Family Involvement Annotated Bibliography
<http://nsttac.appstate.edu/content/parent-and-family-involvement-annotated-bibliography-prepared-nsttac-dawn-rowe>

services, and post-school options in specific outcome areas.

5b. Rusch, F.R. (Ed.). (2008). Working with Parents: Using Strategies to Promote Planning and Preparation, Placement, and Support. *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd Ed.). (pp. 110-133). Columbus, OH: Pearson Merrill Prentice Hall Publishers.

5c. Information on family involvement can be found on pages 18-20 in *The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21* manual on the Transition Coalition's website located at: http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf

5d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-04>

5e. Resources to work with families can be obtained from the Beach Center Family Research's toolkit at: http://www.beachcenter.org/families/family_research_toolkit.aspx

6. Systematically identify family service needs related to transition outcomes and assist families to connect with support networks.

6a. Test, D. W., Aspel, N., & Everson, J. (2006). Interagency Collaboration and Teamwork. *Transition methods for youth with disabilities* (pp.140-166). Columbus, OH: Merrill/Prentice Hall.

6b. Wehman, P. (2011). Planning for the Future, One Student at a Time. *Essentials of Transition Planning*. (pp. 75-93). Baltimore: Paul Brookes Publishing Co.

6c. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. <http://www.pacer.org/tatra/>

6d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-04>

6e. Resources to work with families can be obtained from the Beach Center Family Research's toolkit at: http://www.beachcenter.org/families/family_research_toolkit.aspx

6f. Information on health needs for youth with disabilities can be found on the Healthy and Ready to Work's website at: http://web.syntiro.org/hrtw//tools/check_transition.html

Within 1 Year

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| <p>1. Identify the roles of federal, state, provincial, and local legislation and implications for providing transition services at the local levels</p> | <p>1a. Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). Transition Legislation And Models. <i>Transition planning for secondary students with disabilities</i>. (pp.29-53). Columbus, OH: Merrill Education.</p> <p>1b. Rusch, F.R. (Ed.). (2008). Transition Legislation and Policy: Past and Present <i>Beyond high school: Preparing adolescents for tomorrow's challenges</i> (2nd Ed.). (pp. 24-53). Columbus, OH: Pearson Merrill Prentice Hall Publishers.</p> |
| <p>2. Interpret results of transition assessment for individuals, families and professionals</p> | <p>2a. Resource for Completing a Summary of Performance can be found located on the NSTTAC website: http://nstattac.appstate.edu/content/completing-summary-performance-form</p> <p>2b. For information on Self-directed IEP
Martin, J. E., Marshall, L. H., Maxson, L. M., & Jerman, P. L. (1996). <i>The self-directed IEP</i>. Longmont, CO: Sopris West.
http://www.ou.edu/content/dam/Education/documents/miscellaneous/self-directed-iep-rev.pdf</p> |
| <p>3. Utilize methods for providing work-based instruction by setting up job site in the community</p> | <p>3a. For information on community-based training: NSTTAC State Transition Resources Search
http://nstattac.appstate.edu/content/transition-map</p> <p>3b. See Chapter 2 : Individual and Community Transition Planning (pp. 23-39) Wehman, P. (2011). <i>Essentials of Transition Planning</i>. Baltimore: Paul Brookes Publishing Co.</p> |
| <p>4. Provide community-based education for individuals with exceptional learning needs</p> | <p>4a. See Chapter 7 : Employment: Community-Based Choices (pp. 127-143)
Wehman, P. (2011). <i>Essentials of Transition Planning</i>. Baltimore: Paul Brookes Publishing Co.</p> <p>4b. Tashie, C., & Schuh, M. (1994). Why not community-based instruction during the school day? <i>TASH Newsletter</i>, 20(4), 12-14.</p> <p>Discusses the disadvantages of community based instruction during the school day. Argues that instruction in the community separates students physically and socially isolates them from their peers. Recommends community involvement should occur when other students are typically in the community not during the school day.</p> |

5. Provide career education and exploration

5a. Benz, M. R., Lindstrom, L. E., & Halpern, A. S. (1995). Mobilizing local communities to improve transition services. *Career Development for Exceptional Individuals*, 18, 21-32.

Describes the Community Transition Team model including active stakeholder participation, change viewed as a process, and support by a larger structure.

5b. Information on career exploration can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-06>

5c. Information on career exploration can be found on the Bureau of Labor's website at: <http://www.bls.gov/k12/>

5d. Information on career interests, career exploration, work experience, and postsecondary options can be located on the Career One Stop's website at: <http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx>

6. Facilitate access into community services

6a. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. <http://www.pacer.org/tatra/>

6b. Information on connecting students and families with community resources can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-08>

6c. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at: http://www.beachcenter.org/families/participating_in_the_community.aspx

6d. An instructional video on the role of Vocational Rehabilitation in the transition process is available at: <http://nstattac.appstate.edu/videos/vocational-rehabilitation-vr-video>

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| <p>7. Utilize skills to seek strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with exceptional learning needs.</p> | <p>7a. Information on trainings to address best-practices, family involvement and self-determination can be found on the Transition Coalition’s website at: http://www.transitioncoalition.org/transition/module_home.php.</p> <p>7b. Information on graduate and certificate courses in transition can be located on the Transition Coalition’s website located at: http://www.transitioncoalition.org/transition/section.php?pageId=46 and The George Washington University at http://www.gwu.edu/learn/graduateprofessional/findagraduateprogram/fulllistofprograms/secondaryspecialeducationandtransitionservices?searched=yes.</p> <p>7c. Information on interagency collaboration can be found on page 26 in <i>The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21</i> manual on the Transition Coalition’s website located at: http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf</p> |
| <p>8. Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders.</p> | <p>8a. Information on trainings to address best-practices, family involvement and self-determination can be found on the Transition Coalition’s website at: http://www.transitioncoalition.org/transition/module_home.php.</p> <p>8b. Information on graduate and certificate courses in transition can be located on the Transition Coalition’s website located at: http://www.transitioncoalition.org/transition/section.php?pageId=46 and The George Washington University at http://www.gwu.edu/learn/graduateprofessional/findagraduateprogram/fulllistofprograms/secondaryspecialeducationandtransitionservices?searched=yes.</p> <p>8c. Information on interagency collaboration can be found on page 26 in <i>The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21</i> manual on the Transition Coalition’s website located at: http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf</p> |
| <p>9. Develop coordinated interagency strategies to</p> | <p>9a. Information on participating with a multi-disciplinary team: See Chapter 9: Collaborative Transition Services (pp.203-229) Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). <i>Transition planning for</i></p> |

collect, share, and use student assessment data, with appropriate input and authorization of students and families.

secondary students with disabilities. Columbus, OH: Merrill Education.

9b. Information on trainings to address best-practices, family involvement and self-determination can be found on the Transition Coalition’s website at: http://www.transitioncoalition.org/transition/module_home.php.

9c. Information on graduate and certificate courses in transition can be located on the Transition Coalition’s website located at: <http://www.transitioncoalition.org/transition/section.php?pageId=46> and The George Washington University at <http://www.gwu.edu/learn/graduateprofessional/findgraduateprogram/fulllistofprograms/secondaryspecialeducationandtransitionservices?searched=yes>.

9d. Information on interagency collaboration can be found on page 26 in *The Community Transition Program: Experiences Starting a Community-Based Program for Students Aged 18-21* manual on the Transition Coalition’s website located at: http://www.transitioncoalition.org/transition/tcfiles/files/docs/Tips_Nov09_final1258398594.pdf/Tips_Nov09_final.pdf

9e. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth’s website at: <http://www.ncwd-youth.info/ksa/competency-04>

10. Assess and use student support systems to facilitate the post-school transition of individuals with exceptional learning needs.

10a. **See Chapter 8: Preparing Students for Employment: Community-Based Preparation (pp.252-294)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall.

11. Identify future post-school service needs using transition planning documents in conjunction with relevant agencies

11a. **See Chapter 8: Preparing Students for Employment: Community-Based Preparation (pp.252-294)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall.

12. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options
- 12a. **See Chapter 4: Planning for the Future, One Student at a Time (pp. 75-93)** Wehman, P. (2011). *Essentials of Transition Planning*. Baltimore: Paul Brookes Publishing Co.
- 12b. **See Chapter 6: Implementing the Transition Individualized Education Program (pp. 111-125)** Wehman, P. (2011). *Essentials of Transition Planning*. Baltimore: Paul Brookes Publishing Co.
- 12c. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.
<http://www.pacer.org/tatra/>
- 12d. Information on career exploration can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-06>
13. Have knowledge of the Taxonomy for Transition Programming or other widely accepted frameworks for implementing secondary transition and education services
- 13a. Information on Taxonomy for Transition: **See Chapter 2: Best Practices and Future Issues in Transition (pp.38-43)** Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall.
- 13b. To view the Taxonomy for Transition Programming: See <http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>
14. Have knowledge of standard curriculum and education methods and models
- 14a. For information on developing transition curriculum: **See Chapter 3: Developing the Transition Curriculum (pp.41-74)** Wehman, P. (2011). *Essentials of Transition Planning*. Baltimore: Paul Brookes Publishing Co.
- 14b. For information on developing transition curriculum: Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2004). *Transition planning for secondary students with disabilities* (3rd Ed.). Columbus, OH: Prentice Hall Publishers.
- Provides information regarding transition education specifically focused for teachers and other related

professionals. Information is cross-categorical and includes topics such as legislation, specific transition activities, and problem-solving strategies.

15. Have knowledge of career and vocational education methods, models, and curricula

15a. For information on developing transition curriculum: **See Chapter 3: Developing the Transition Curriculum (pp.41-74)** Wehman, P. (2011). *Essentials of Transition Planning*. Baltimore: Paul Brookes Publishing Co.

15b. For information on developing transition curriculum: Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2004). *Transition planning for secondary students with disabilities* (3rd Ed.). Columbus, OH: Prentice Hall Publishers.

Provides information regarding transition education specifically focused for teachers and other related professionals. Information is cross-categorical and includes topics such as legislation, specific transition activities, and problem-solving strategies.

15c. For information on transition education materials visit the Zarrow Center for Learning Enrichment at: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials.html>

16. Have knowledge of instruction for:

- teaching job seeking skills
- matching students' skills to jobs
- identifying job skills
- identifying vocational preferences
- identifying social skills

16a. Brolin, D. E., & Lloyd, R. J. (2003). *Career development and transition services: A functional life skills approach*. (4th Ed.). Columbus, OH: Prentice Hall.

Provides recommendations based on the Life Centered Career Education program for special education teachers for students with both career and community college post-school outcomes. Includes teaching strategies that focus on daily living, personal/social, and occupational skills.

16b. For information on transition education materials visit the Zarrow Center for Learning Enrichment at: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials.html>

16c. For information on self-determination education materials visit the Zarrow Center for Learning Enrichment at: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials.html>