



Transition Coalition Self-Study: *IDEA and Secondary Transition*

REGISTRATION INFORMATION

Outcomes of the *Transition Coalition Self-Study*:

- Improved Indicator 13 data
- Improved student outcomes by strengthening transition planning

A *Transition Coalition Self-Study* is:

- A team-directed professional development process that includes:
 - 6 weeks of applied learning, team discussions, reflection and planning
 - 6 weeks of action plan implementation
- Teams alternate between learning on their own and group learning during team meetings
- Teams consist of 4-12 participants from a building or district, guided by a facilitator
- Team facilitators receive ongoing support from Transition Coalition; participate as a team member; coordinate team discussions and activities; ensure accountability; and collaborate with other facilitators online

Teams receive:

- Online webinars, conference calls, and a website to support team facilitators
- *TC Self-Study* print materials and guides
- Access to transition experts, free online materials, curricula, assessments, and other resources
- A certificate for 30 hours of TC training for each team member (including the facilitator) who completes the unit

Teams are required to:

- Identify a **Self-Study Facilitator** to participate in the orientation session and receive ongoing support from TC. The strongest facilitators have typically been district transition coordinators or district secondary coordinators.
- Identify a **Team**. Team members can include people involved in transition planning and services such as:
 - Secondary special education teachers
 - Transition coordinators
 - General secondary education teachers
 - Vocational rehabilitation staff
 - Administrators (principal or sped director)
 - Guidance counselors
 - Related services professionals
 - Special education support staff (e.g., paraprofessionals)
 - Outside agency providers, such as VR or CIL staff
 - Parent(s) of a student with a disability
- Complete Self-Study activities within the specified time frame to achieve goals.

<i>Fall 2021</i>	
Registration Due	Thurs, Aug. 12, 2021
Facilitator Orientation Webinar REQUIRED	Tues, Sept. 14, 2021 at 10:00-10:30 AM or 4:00-4:30 PM Central Time
Week 1	Sept 20, 2021
Facilitator Coaching	Monday, Oct. 25 10 am or 4 pm CT
Week 12	Dec. 13, 2021

Return completed registration forms to tcselfstudy@ku.edu

This Self Study Program is FREE for Fall 2021; however space is limited so don't wait to register!!



Transition Coalition Self-Study

IDEA and Secondary Transition



REGISTRATION

Instructions: Please complete **by Thursday August 12, 2021 or sooner**, and return the registration to Transition Coalition at tselfstudy@ku.edu

District Name: _____

School Name: _____

SPECIAL EDUCATION DIRECTOR OR BUILDING PRINCIPAL OR ADMINISTRATOR

I agree to support the *Transition Coalition Self-Study* team by **identifying at least 6 meeting times for team learning, discussions and action planning**, and support individual team members to complete their On Your Own assignments. I agree to support this team to make improvements and changes to the transition planning process.

Print Name: _____ Signature: _____

Email: _____

TRANSITION SELF-STUDY FACILITATOR

I agree to support the *Transition Coalition Self-Study* team by using the *Transition Coalition Self-Study Facilitator Guide*; providing instructions to team members, facilitating discussions and action planning as described in the *Facilitator Guide*, and supporting individual team members to complete the *TC Self-Study*.

Print Name: _____ Role: _____

Shipping Address (please no P.O. boxes): _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Signature: _____

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REGISTRATION (cont.)

Please respond to each question. Use additional pages if necessary.

1. What are your team's greatest strengths related to transition planning and programs for youth with disabilities?

- | | |
|---|---|
| <input type="checkbox"/> Identifying students' preferences, interests and strengths | <input type="checkbox"/> Involving outside agencies in transition planning |
| <input type="checkbox"/> Involving students in the transition planning process | <input type="checkbox"/> Quality employment programs/experiences for students |
| <input type="checkbox"/> Involving families in the transition planning process | <input type="checkbox"/> Making appropriate accommodations to academic work |
| <input type="checkbox"/> Developing quality courses of study | <input type="checkbox"/> Providing students with self-determination instruction and experiences |
| <input type="checkbox"/> Writing quality measureable postsecondary goals | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Using results from multiple transition assessments to develop the IEP | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Aligning annual goals and transition services with measureable postsecondary goals | |

2. What are your team's greatest needs related to transition planning and programs for youth with disabilities?

- | | |
|---|---|
| <input type="checkbox"/> Identifying students' preferences, interests and strengths | <input type="checkbox"/> Involving outside agencies in transition planning |
| <input type="checkbox"/> Involving students in the transition planning process | <input type="checkbox"/> Quality employment programs/experiences for students |
| <input type="checkbox"/> Involving families in the transition planning process | <input type="checkbox"/> Making appropriate accommodations to academic work |
| <input type="checkbox"/> Developing quality courses of study | <input type="checkbox"/> Providing students with self-determination instruction and experiences |
| <input type="checkbox"/> Writing quality measureable postsecondary goals | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Using results from multiple transition assessments to develop the IEP | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Aligning annual goals and transition services with measureable postsecondary goals | |

3. Facilitators need additional time for orientation, planning and follow-up activities. Self-Study team members need time to work on their own as well meet 6 times. Team members can expect to spend up to 30 hours to the study over the 12 weeks. **How will the Administrator and/or Director of Special Education accommodate this time commitment?**

4. The facilitator will have access to and is capable of using the listed technology:

- Computer (for online activities, email and webinars)
- Scanner (to upload documents and assignments to the online Self-Study Facilitator Community as PDF's)
- LCD Projector, Smartboard or other audio/video device appropriate for team collaboration

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REGISTRATION (cont.)

District:	
City:	
State:	

TEAM MEMBERS (4-12 individuals)

By electronically signing below, I agree to complete the learning activities and participate in the *Transition Coalition Self-Study* team meetings to improve transition planning and services for students with disabilities. I understand the 12-week process will take up to 30 hours of time overall and include an online module, on-your-own activities, team meetings, and implementing an action plan. If I complete **all Self-Study activities**, I will receive a certificate indicating 30 hours of training completed.

Please TYPE team registration information below.

Print Name	Signature	Title/Role	Email <small>Please type or print very clearly</small>

This is a research activity of the University of Kansas (IRB study #00000526). The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785)864-6414, 711 TTY.

At a Glance Timeline

Transition Coalition Self-Study: IDEA & Secondary Transition

State:	Team Name:	Date Completed:	
Activity	Estimated Time for Completion	Meeting Time/Location	Tasks
Facilitator Prep Week FACILITOR ONLY <i>Week of September 13</i>	3 hours	Facilitator Orientation Tuesday, Sept. 14 10 am or 4 pm CT	Facilitator tasks: <ul style="list-style-type: none"> Participate in Facilitator Orientation See Prep Week section of the <i>Facilitator Guide</i>
Week 1: TEAM <i>Week of September 20</i>	1 hour		<ul style="list-style-type: none"> Finalize <i>*At-a-Glance Timeline</i> Create account on www.transitioncoalition.org Complete online <i>Self-Study Survey (Pre)</i>
Week 2: ON YOUR OWN <i>Week of September 27</i>	3-5 hours		<ul style="list-style-type: none"> Complete online learning module <u>Best Practices in Planning for Transition</u> Complete <i>My 3 Questions</i> Facilitator: Office Hours – September 30th 1-3pm CT
Week 3: TEAM <i>Week of October 4</i>	1 ½ - 2 ½ hours		<ul style="list-style-type: none"> Discuss module and <i>My 3 Questions</i> Complete <i>*My 3 Questions Summary</i> Watch <u>Vu's IEP Review</u> online presentation Complete the <i>NSTTAC Indicator 13 Checklist: Form B</i> for <i>Vu's Noncompliant IEP</i> Review <i>Vu's Compliant IEP</i>
Week 4: ON YOUR OWN <i>Week of October 11</i>	1-3 hours		<ul style="list-style-type: none"> Complete the <i>NSTTAC Indicator 13 Checklist</i> for IEP #1 Complete the <i>Indicator 13 Reflection</i>
Week 5: TEAM <i>Week of October 18</i>	1 -1 ½ hours		<ul style="list-style-type: none"> Watch <u>Week 5 IEP Review Activity</u> Complete <i>IEP Review Activity</i> (Googlesheet) for IEPs #2 & #3 Complete <i>*Transition Planning Prioritization</i>
Facilitator Coaching FACILITOR ONLY <i>Week of October 25</i>	1 hour	Facilitator Coaching October 25 10 AM or 4 PM CST	<ul style="list-style-type: none"> Facilitator: Participate in Facilitator Coaching
Week 6: TEAM <i>Week of October 25</i>	1 ½ - 2 ½ hours		<ul style="list-style-type: none"> Watch Week 6 online presentation Complete <i>*SMART Goal-Setting</i> Complete <i>*Team Action Plan</i>
Week 7-8: ON YOUR OWN <i>Weeks November 1 & 8</i>	1 ½ - 2 ½ hours		<ul style="list-style-type: none"> Facilitator: Schedule <i>Team Action Plan</i> check-in call with TC staff (plan for 15 minutes) Implement action steps, monitor, and document completion of action steps. Additional team meeting(s) as needed
Week 9: TEAM <i>Week of November 15</i>	1 hour		<ul style="list-style-type: none"> Meet to discuss progress, barriers, and problem-solve to keep working through action plan. Facilitator: Office Hours – November 18th 1-3pm CT
Weeks 10-11: ON YOUR OWN <i>Weeks Nov. 29-Dec 6</i>	2-10 hours		<ul style="list-style-type: none"> Implement action steps, monitor and document completion of action steps. Additional team meeting(s) as needed
Week 12: TEAM <i>Week of December 13</i>	1 ½ - 2 ½ hours		<ul style="list-style-type: none"> Report on <i>*Team Action Plan</i> Score <i>*Goal Attainment Scale (GAS form)</i> Complete <i>*Team Reflection & Next Steps</i> (online) Complete online <i>Self-Study Survey (Post)</i>

***The facilitator will submit completed copies of these items to the Transition Coalition.**