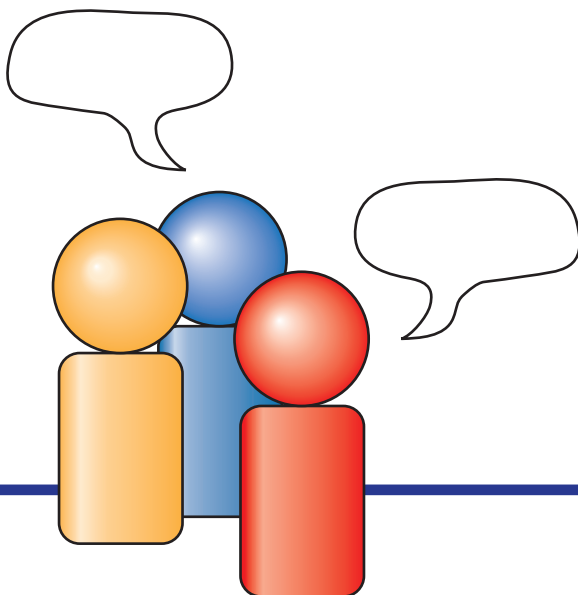# MODULE STUDY GUIDE

**Best**
**Practices**
*in Planning for Transition*

# Transition Coalition Module Study Guide:
## *Best Practices in Planning for Transition*

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<h1 style="text-align:center">Transition Coalition Module Study Guide:<br>*Best Practices in Planning for Transition*</h1>

## Study Guide Overview

The Transition Coalition (TC) Module Study Guides are designed to extend the knowledge you gain and activities you complete as part of the Transition Coalition training modules. In addition, each TC Module Study Guide provides you with ways to reflect on your own materials/resources, teaching practices, and transition planning practices in order to help you identify what enhancements or improvements you can make.

There are TC Module Study Guides for the following modules on the Transition Coalition website **(www.transitioncoalition.org)**.

- *Best Practices in Planning for Transition*
- *Transition Assessment:  The BIG Picture*
- *Enhancing Employment Outcomes*
- *The Essentials of Self-Determination*
- *Working with Families*
- *Transition for Youth with ED/BD*
- *Secondary Transition & Cultural Diversity*

Key elements of each TC Module Study Guide include:
- Instructions for how to access the Transition Coalition modules and other resources on the Transition Coalition site
- Extension activities for applying knowledge and information gained from the module to improve practices related to transition
- Activities for **individual professionals** who are working independently to improve their own transition practices
- Activities and discussion questions that **groups of professionals** can use for professional development efforts

## Purpose of the *Best Practices in Planning for Transition* Module

The purpose of this module is to provide a general working knowledge of the transition requirements of IDEA and indicator 13. In addition, you will obtain information that will help you understand the spirit and intent of IDEA. This goes beyond what is required by law and includes effective practices for transition planning and services for students with disabilities.  The learning objectives include:

- Understand the primary reasons transition is included in IDEA
- Identify and apply these key concepts: results-oriented, student-centered, and coordinated effort
- Identify and understand the major components of the IEP specific to transition
- Review IEP components for compliance to the Indicator 13
- Describe the comprehensive transition planning process
- Identify and complete the critical components of a comprehensive IEP

This study guide is designed to help you reflect on your own practices as they relate to the content of the training module. In addition, some activities are provided below that are designed for you to review your current practice, consider what you learned in the module, and identify ways you can enhance or improve your courses, programs and instructional practices for transition-aged youth.

# How to Access the Modules

Before you start working through the Study Guide, you will need to complete the module at **www.transitioncoalition.org**. To do so, please follow these easy steps:
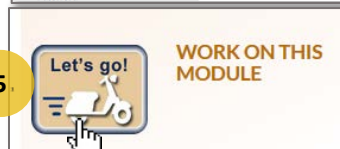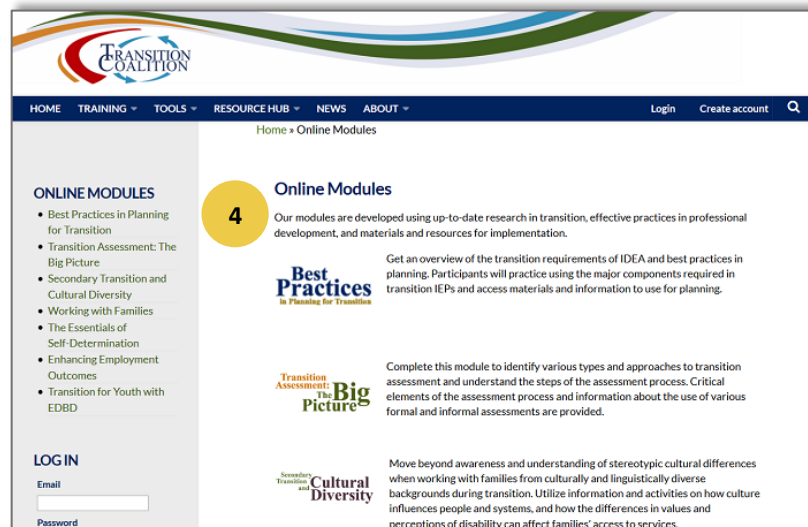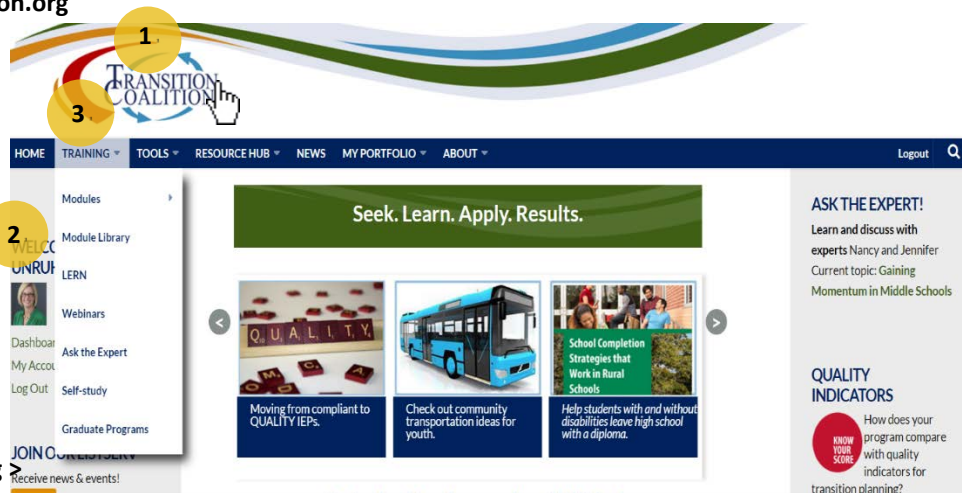
**1** Go to transitioncoalition.org

**2** Log in OR Create an account

**3** Click on Training > Modules

**4** Click on the module you'd like to work on

**5** Click and get ready to go!

# Features of TC Website that Enhance This Module

Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- *Module Library* – This is a library of resources that are referenced within the module.

- *My Portfolio* - My Portfolio keeps all of the work you have completed on the TC website in one place where you can easily find it and access it.

- *Summary Sheet & Certificate* – The Transition Coalition website, through My Portfolio>My Modules, helps you track your progress on modules and obtain the information you need to share the work you have done on the modules you complete. The Summary Sheet provides you with your test scores and responses to questions. When you finish a module, you have access to an Certificate indicating you have completed it.

- *My Pinned Items* - You can pin your favorite items from the Transition Coalition website (including modules) to My Pinned Items in My Portfolio. Whenever you are logged into the Transition Coalition website, you can quickly and easily access these resources.

- *Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2)* – The QI-2 allows you to evaluate your transition program and identify priority areas for enhancement.

- *Other items* on the Transition Coalition page for things that may help you implement transition plans with your students. Some of them are *Transition Tips* and *Assessment Reviews*.

# Extension Activities

- Session 1: In the chart below, consider each Principle and Focus Question. Rate your current practice and list your strengths related to the Principle and Focus Question. Then, identify improvements you should make.

| Principle | Focus Question | Current Practice | Improvements to Make |
|---|---|---|---|
| **Results-Oriented**<br>Focusing on anticipated environments and activities beyond high school in order to provide appropriate courses and services. | What practices do you use or activities you conduct with your students to focus on their future environments and activities? | Rate:<br>⭐⭐⭐⭐⭐<br><br>List strengths: | What can you do to improve the focus on future environments and activities of students? |
| **Student-Centered**<br>Ensuring students and their input are guiding all aspects of identifying their future environments and activities. | What kind of things do you do to ensure students are actively involved in their school experience and transition plan? | Rate:<br>⭐⭐⭐⭐⭐<br><br>List strengths: | What new or additional activities or experiences can you provide to your students to ensure their active involvement? |
| **Coordinated Effort**<br>A coordinated effort among the school-based services (e.g., counseling and guidance, vocational education, etc.), student, family, and other, as well as with outside agencies that the student is currently involved with or might be need in the future. | How do you engage participants more than the student, school staff and family members involved in transition planning? | Rate:<br>⭐⭐⭐⭐⭐<br><br>List strengths: | What can you do to ensure you are doing all you can to engage multiple supports/agencies for your students? |

**Activity 1: Group Discussion Questions**
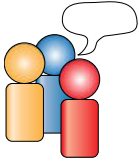
- Results-Oriented
  - What are our strengths regarding helping our students focus on and prepare for their future beyond high school?

  - What can we improve our transition program on focusing on post-school outcomes for our students?

- Student-centered
  - What do we currently do well to ensure transition planning and implementation is student centered? Some things to consider include:
    - Regular assessment of student preferences and interests
    - Student-led IEPs
    - Self-determination training and opportunities for practice
    - Employment experiences based on student preferences and interests

  - How are we ensuring student-centered planning for students with different disability labels? Do all of these students have a role in directing their futures? How can we ensure this?

  - How can we improve student-centered planning throughout our program/school/district for students across all disability labels?

- Coordinated Effort
  - How do we currently identify outside agencies to attend IEP meetings as needed?

  - What do we need to do to ensure we have a strong linkage with our vocational rehabilitation counselors?

  - What additional information do we need to gather regarding the array of community service providers who can and should participate in transition plans/IEP meetings?

  - Overall, how should we improve our connection with outside agencies?

- Does our school/district need additional policies, procedures, or guidance on improving transition planning for youth? If so, what does it need to include?

**Activity 2: Individual IEP Review for Transition**

Now that you have learned about the critical components that should be addressed in an IEP of a transition-aged student, it's a good time to look at an IEP you've written to analyze how you can improve them.

**Step 1:** Identify an IEP you have written for a student of transition age to review for compliance and best practices.

**Step 2:** Download and review the NSTTAC Indicator 13 Checklist: **https://transitioncoalition.org/wp-content/originalSiteAssets/files/docs/NSTTACChecklistFormB1328642372.pdf**

**Step 3:** Using this checklist, review your IEP for transition components.

**Step 4:** Reflect on your review of your IEP and how you completed the Checklist and respond to the questions below.

- In looking across the topics on the Checklist and the IEP you reviewed, what transition components were missing? Which ones were included?

- How would you rate this IEP?    ☆☆☆☆☆

- As you reviewed your IEP, what could you do to improve it?

- List the improvements you will make to improve transition IEPs you write in the future.

    1.

    2.

    3.

    4.
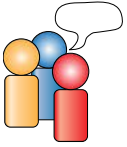
- Across all of the areas of the checklist, do we meet compliance?

    o If **YES**, move on to the next question.

    o If **NO**, which ones do we need to address in order to write compliant transition IEPs?

- What should we do as a group to improve compliance of all IEPs?

- Across all of the areas of the checklist, do we go beyond compliance toward best practices?

    o If **YES**, which items do we do this on?  How are we moving beyond minimum compliance on this/these items?

    o If **NO**, are there areas that we could move to do more than meet minimum compliance?

- What can be done to move beyond minimum compliance toward best practices?

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**Reference**: Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide:
*Best Practices in Planning for Transition.* Transition Coalition, University of Kansas, Lawrence, KS.

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