



New York State Education Department
Office of Special Education
Educational Partnership





Overview of Transition in the Individualized Education Program (IEP) Series

Condensed Overview

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Disclaimer

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Meet and Greet



Introduce yourself (name, school/district, role)

Take a moment... what does transition mean to you?

Share your answer with your elbow partner

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

Training Objectives

Participants will:

- Identify key components of high-quality Transition Individualized Education Programs (IEPs) and understand the transition planning process.
- Identify the components needed to develop and write measurable postsecondary goals.
- Understand the relationship between transition needs and the development of annual goals to support the student toward achieving the postsecondary goals.
- Identify the components needed to develop and write measurable annual goals that support each of the measurable postsecondary goals.
- Identify key concepts of Coordinated Set of Activities.
- Ensure student participation in the development of a transition IEP and parent involvement in the transition planning process.
- Be able to directly apply and implement today's concepts into practice.

Training Materials



- Transition Age Case Study—Allison (Adapted from NTACTION)
- Career Development and Occupational Studies (CDOS) Standard 3A—Universal Foundation Skills
- Transition Planning Across the IEP
- Coordinated Set of Activities Chart
- Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities
- Templates
 - Measurable Postsecondary Goal Template
 - Annual Goal Template
- Resource Document:
 - April 2017 State Education Department (SED) Memorandum—Transition Planning and Services for Students with Disabilities

Transition in the IEP



SPP Indicators Specific to Secondary Transition

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

Indicator	Measurement
Indicator 1	Graduation Rates
Indicator 2	Dropout
Indicator 13	Secondary Transition with IEP Goals
Indicator 14	Post-School Outcomes

When Does Transition Planning Start?

NY State regulations require transition planning be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15.

Transition planning can start at an earlier age if determined appropriate.

NY State regulations require students age 12, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.

Students are at the center of transition planning.

Research Shows

Students who are engaged in the transition planning process:

- Are more likely to perform required tasks and meet their own goals in school (Benz et al., 2000).
- Are more likely to stay in school because they are engaged in planning their education, so it is meaningful (Smith, 2008).
- Have higher levels of self-determination and are more likely to be engaged in employment and independent living after graduation (Morningstar et al., 2010; Wehmeyer & Schwartz, 1997).

Self-Determination Skills: Why Are These Important?

- Choice-making skills
- Problem-solving skills
- Self-regulation skills
- Goal setting and attainment skills
- Self-awareness skills
- Self-efficacy skills
- Self-advocacy skills



Transition Planning Process

- Identify strengths, preferences, interests, and needs.
- Develop measurable postsecondary goals based on age-appropriate assessments.
- How will we (teachers, related service providers, school counselors, etc.) support the student to achieve their goals?
- Transition planning is an ongoing process.

Transition Planning Reflected in the IEP

- Age-appropriate Transition Assessments
- Present Levels of Performance
- Student's Strengths, Preferences, and Interests
- Parent/Guardian Concerns
- Measurable Postsecondary Goals
- Course of Study and Transition Needs
- Annual Goals
- Coordinated Set of Activities

Where Does It Go?

Transition Planning

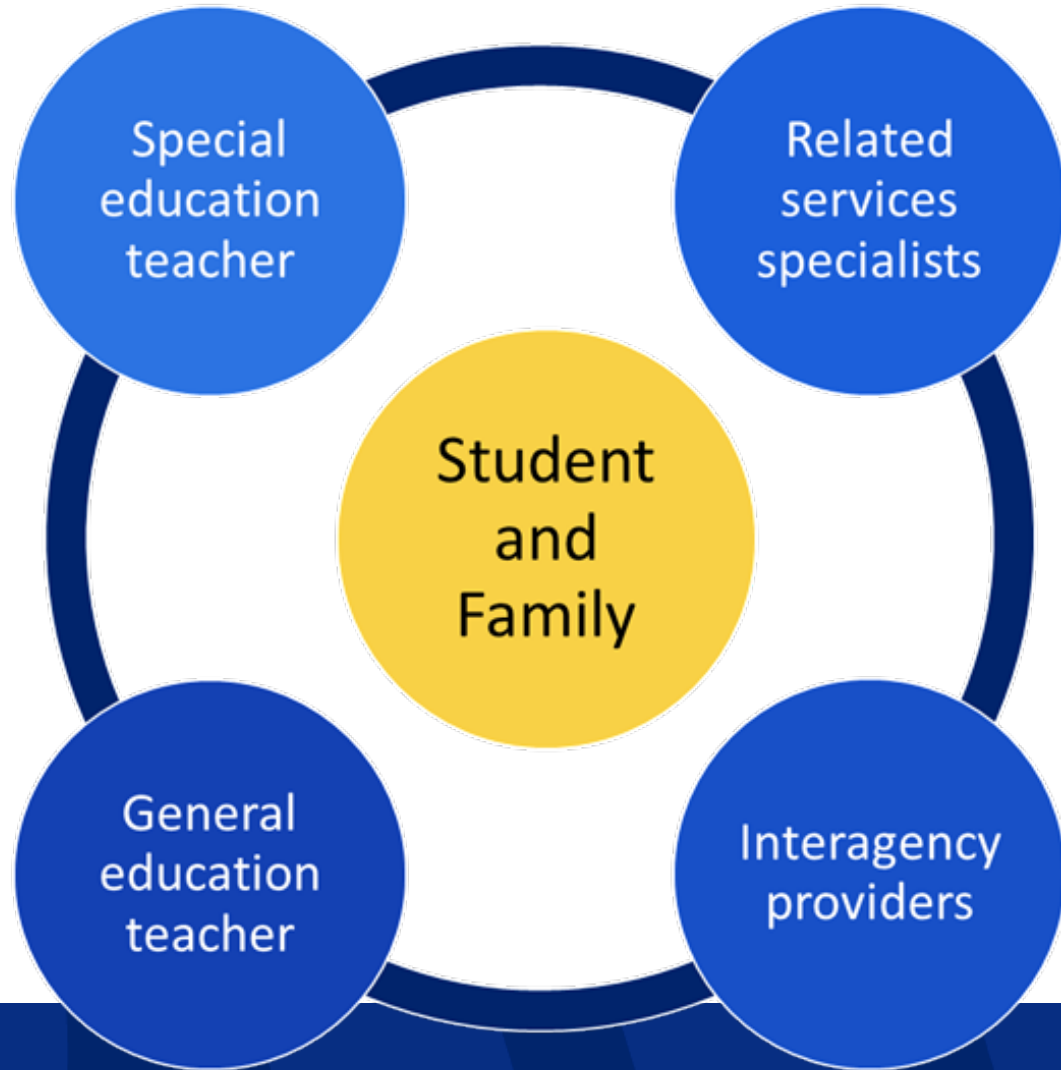
1. Strengths, Interests, and Preferences
2. Future Goals (Post-High School)
3. Transition needs (what is needed to achieve Measurable Postsecondary Goals?)
4. Address student's needs (what can the district do to help the student achieve Measurable Postsecondary Goals?)
5. Reference Transition Assessments

IEP Location

1. Present Levels of Performance
2. Measurable Postsecondary Goals
3. Present Levels of Performance and Transition Needs
4. Annual Goals and Coordinated Set of Activities
5. In Evaluative Results, and areas of Present Levels of Performance

Committee on Special Education (CSE): Transition Planning Team

Tip: Increase student engagement. Have the student invite members to their CSE meeting. This can be a creative process.





Student and Family Involvement

- How can students be directly involved in their transition planning?
 - Student facilitates IEP development at CSE meeting (student-directed IEPs).
- Where and how is the student's voice reflected?
 - Student statements or perspective evident across IEP areas: Present Level of Performance, Measurable Postsecondary Goals, Transition Needs, Coordinated Set of Activities, etc.



Student and Family Involvement (continued)

- How is the family involved?
 - What are the hopes and dreams for your child?
 - What are your child's strengths and needs?
- Culturally responsive engagement
 - Understanding students' and parents'/families' frameworks and cultures (Gay [2018], Banks [2015])

High Expectations

Students with families who have high expectations for their future and are involved in transition planning are more likely to graduate, have better employment outcomes, and be enrolled in postsecondary educational settings.



Family Engagement

- Invite, encourage, and support parental/family involvement.
- Address specific parental needs by recognizing, respecting, and addressing cultural and socio-economic differences.
- Help parents/families feel comfortable and a part of the school community.
- Recruit, support, and value the roles of parents as: teachers, leaders, resources, decision makers, advocates, and trainers of others.
- Set high expectations. Parents should be aware of the fact that the school values them and their partnership.

Age- Appropriate Transition Assessment



Age-Appropriate Transition Assessments

Why use them?

Transition Assessment:

“The **ongoing process** of collecting data on the student’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, personal, and social environments.”

Age-Appropriate Transition Assessments (continued)

We begin the process with transition assessments, including:

- Ongoing assessments
- Age-appropriate assessments
- Assessments from multiple sources
- Formal and informal assessments

The transition assessment information should be the basis for identifying postsecondary goals in education or training, employment, and independent living (as appropriate) (Fowler & Terrell 2016).

Transition Assessments

- Individualized to each student
- Identify student preference, interest, needs, and strengths
- Use results to form Measurable Postsecondary Goals
- Plan for parent/family input or interviews
- Share results with student and family
- Information gathered from transition assessments should be used to assist individuals with disabilities in making informed choices

Types of Transition Assessments

Formal

- Academic achievement tests
- Intellectual functioning assessment
- Adaptive behavior scales
- Interest inventories
- Quality of life scales
- Self-determination scales

(These assessments have technical manuals including norms, reliability, validity, reading level, and directions for administration)

Informal

- Task analysis for job shadowing
- Situational assessments
- Job try-outs
- Activities in community
- Interviews

(Neubert & Leconte, 2013)

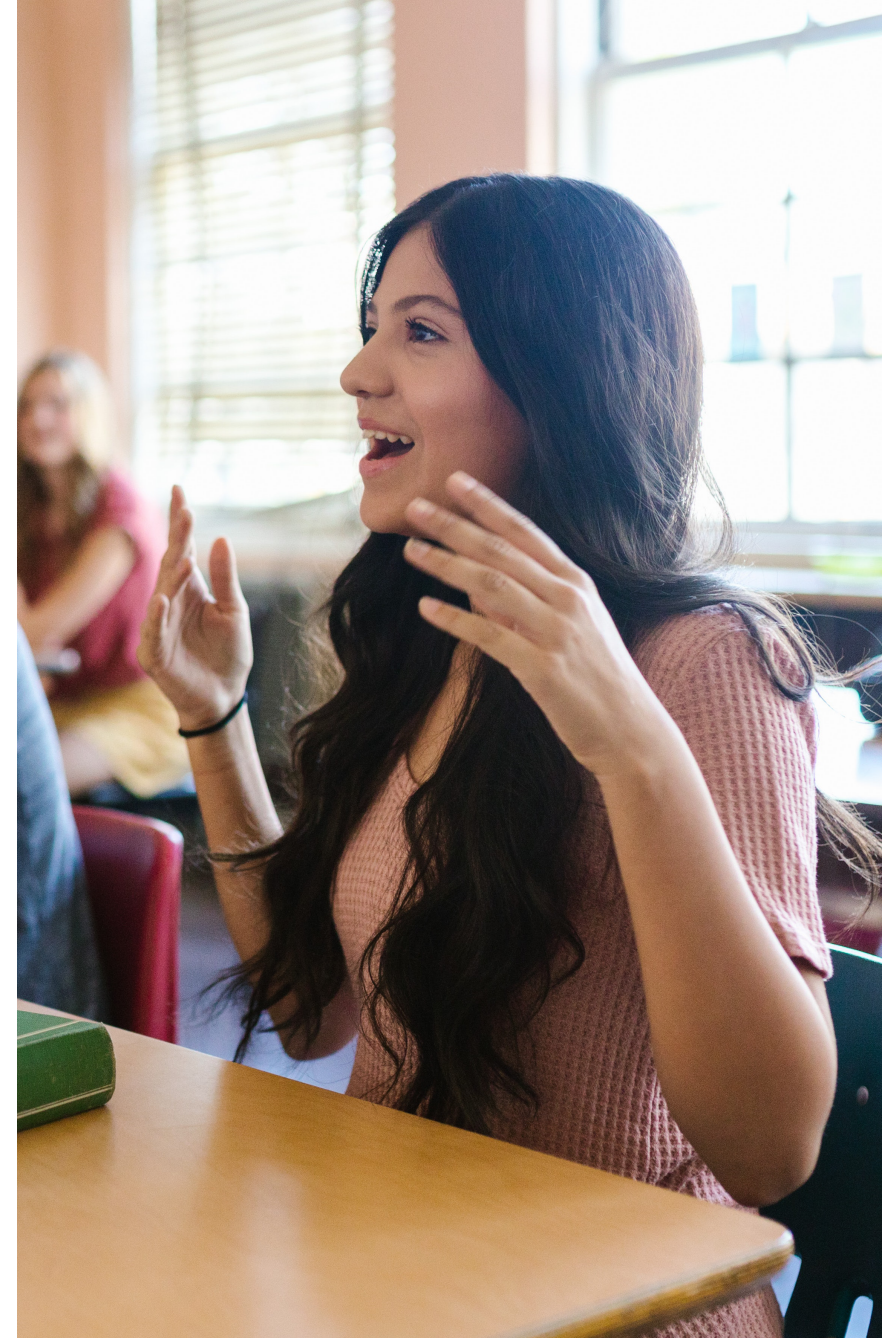
Interest Assessments

Individuals can use the results to learn about themselves.



Student Involvement: Student-Driven

- Self-determination assessments
- Share outcomes of their transition assessments
- Students demonstrate self-advocacy skills in IEP: sharing their strengths, preferences, interests, and needs

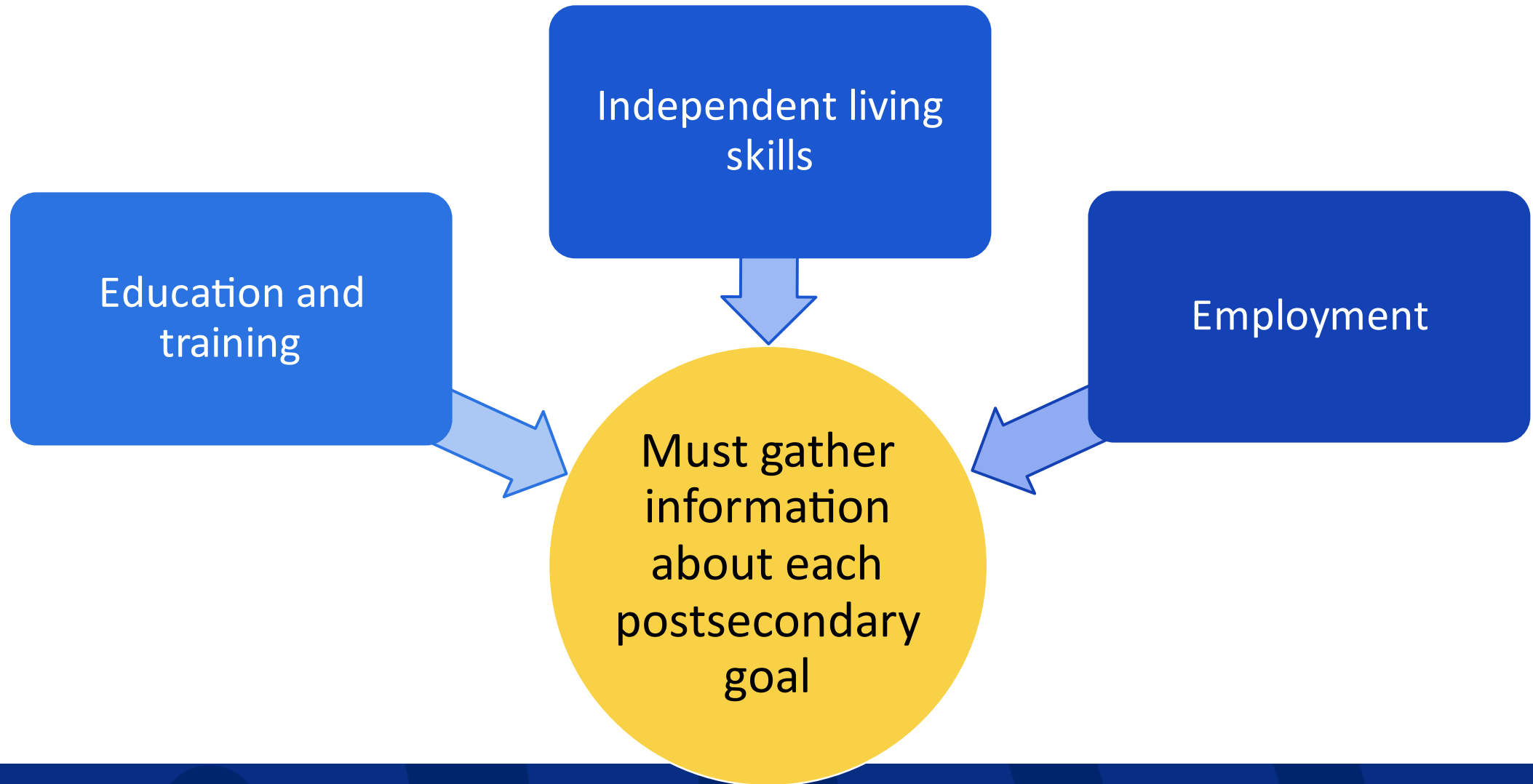




Transition Assessment Is KEY to Successful Transition Planning

- Assessment data serves as the common thread in the transition process.
- It forms the basis for defining goals and services to be included in the IEP.

Transition Assessment Areas



Questions About Transition Assessments?





Where Do We Record the Results of Transition Assessments?

- Where is this information going to be used?
- Who needs to see it?
- Where would it be most accessible for the student and their team?

Transition Assessment Results in the IEP

Transition Assessment Results	IEP Location
Name of the Transition Assessment and date of completion	Evaluation results section
Transition Assessment Results	Present Levels of Performance
Any needs or areas of support identified in the assessment results	<ul style="list-style-type: none">• Transition needs section• Present Levels of Performance areas• Annual Goals

Present Levels of Performance



Sample Transition Assessment

Present Levels of Performance: Evaluation Results



Transition Assessment:

- On 10.31.XX, Johnny completed the paper version of the Career Clusters assessment. His identified area of interest was Arts, Audio/Video, Technology, and Communications.
- Oct 20XX—Sean and his mother completed the AIR Self-Determination Scale. Results indicate Sean needs to improve his self-advocacy skills.

Present Levels of Performance: Sample Transition Assessment Results (1 of 3)

After completing a (transition assessment name) on (month, date, year), (student name) indicated an interest in (identify career) and (identify career).

(Transition assessment name) identified (student name's) strengths include (list topic/skill), (list topic/skill), and (list topic/skill). His weaknesses are in (identify skills).

His favorite classes are _____ and _____ because the teacher uses (identify strategy) to teach, and he is able to draw upon his strength in _____.

Present Levels of Performance: Sample Transition Assessment Results (2 of 3)

Results of the Ansell-Casey Life Skills Inventory completed on (month, date, year), indicate (Student Name) has good communication skills and continues to develop good social relationships with peers and adults.

She needs to improve in the areas of Daily Living Skills, as well as Managing Resources (organization/planning) and Money Management.

Present Levels of Performance: Sample Transition Assessment Results (3 of 3)

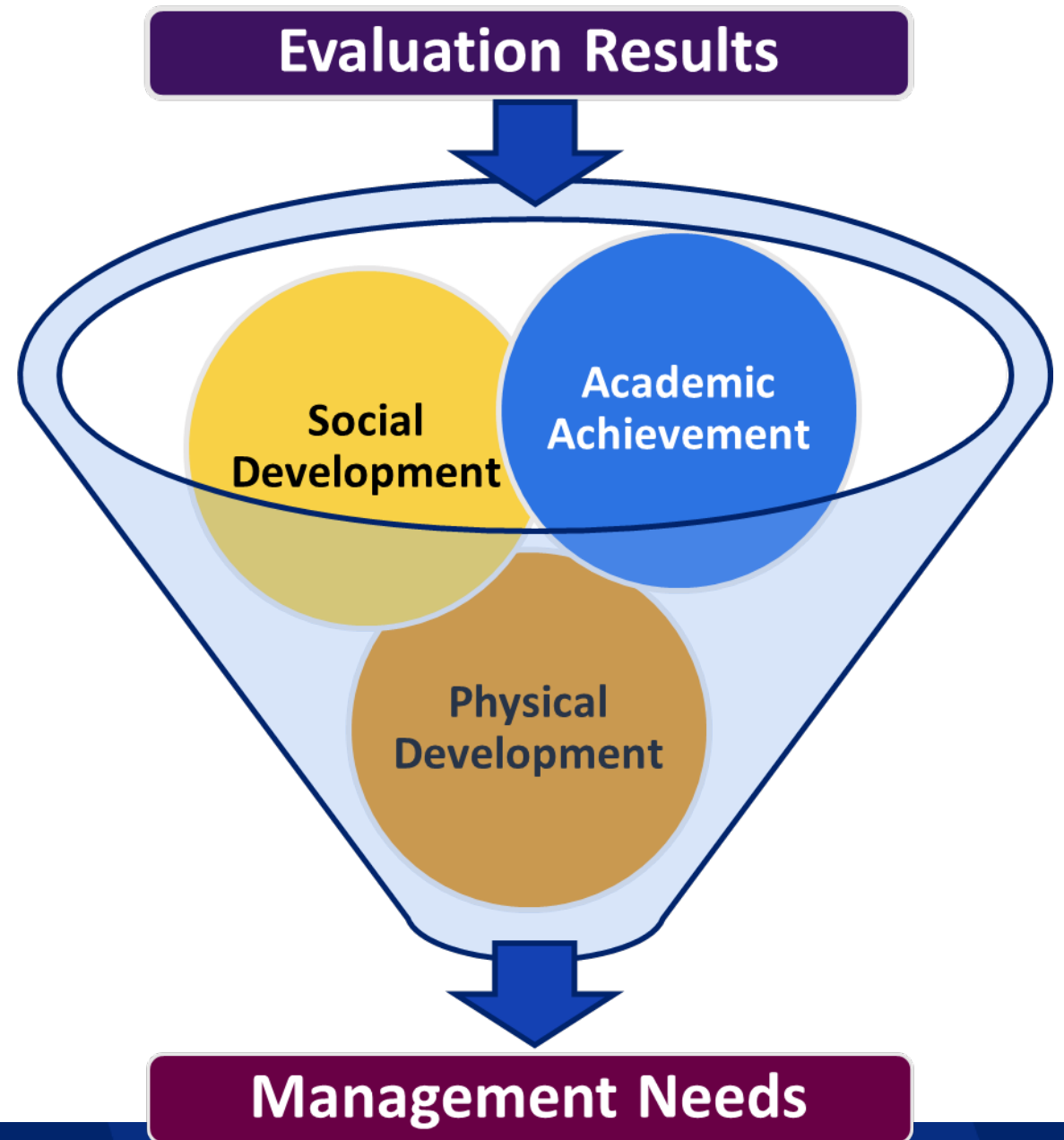
According to results of the Career Cluster Interest Survey completed on (month, date, year), (Student Name) identified Manufacturing, Marketing, and Transportation Distribution as his top three Career Clusters of interest.

This corresponds to results from the CareerZone interest inventory taken in (month, year), which indicated careers such as Industrial Truck and Tractor Operator, Dispatcher, and Transportation Vehicle Systems Inspector.

Four Areas Addressed in Documenting Present Level of Performance and Individual Needs

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



Student's Present Level of Performance



Under the student's present levels of performance, the IEP includes a statement of the student's needs, considering the student's strengths, preferences, and interests **as they relate to transition from school to post-school activities.**

Present Levels of Performance: Comprehensive Profile

- Describes the needs of the student to be addressed through the provision of special education services, including a student's strengths, interests, and preferences and concerns of the parents.
- Identifies the current level of functioning, including the strengths of the student, related to those areas.
- The foundation on which the committee builds to identify goals and services to address the student's individual needs.

Student's Strengths, Preferences, and Interests

What information is gathered?

- Look to your age-appropriate transition assessments

What is the quality of the information?

- Gather a full picture of the student

Does it support what the student identified as their postsecondary goals?

- Strengths, preferences, and interests relate to measurable postsecondary goal areas

Universal Foundation Skills



Basic Skills:

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities:

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities

Thinking Skills:

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems:

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Career Development and Occupational Studies—Standard 3A

Universal Foundation Skills (continued)



Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

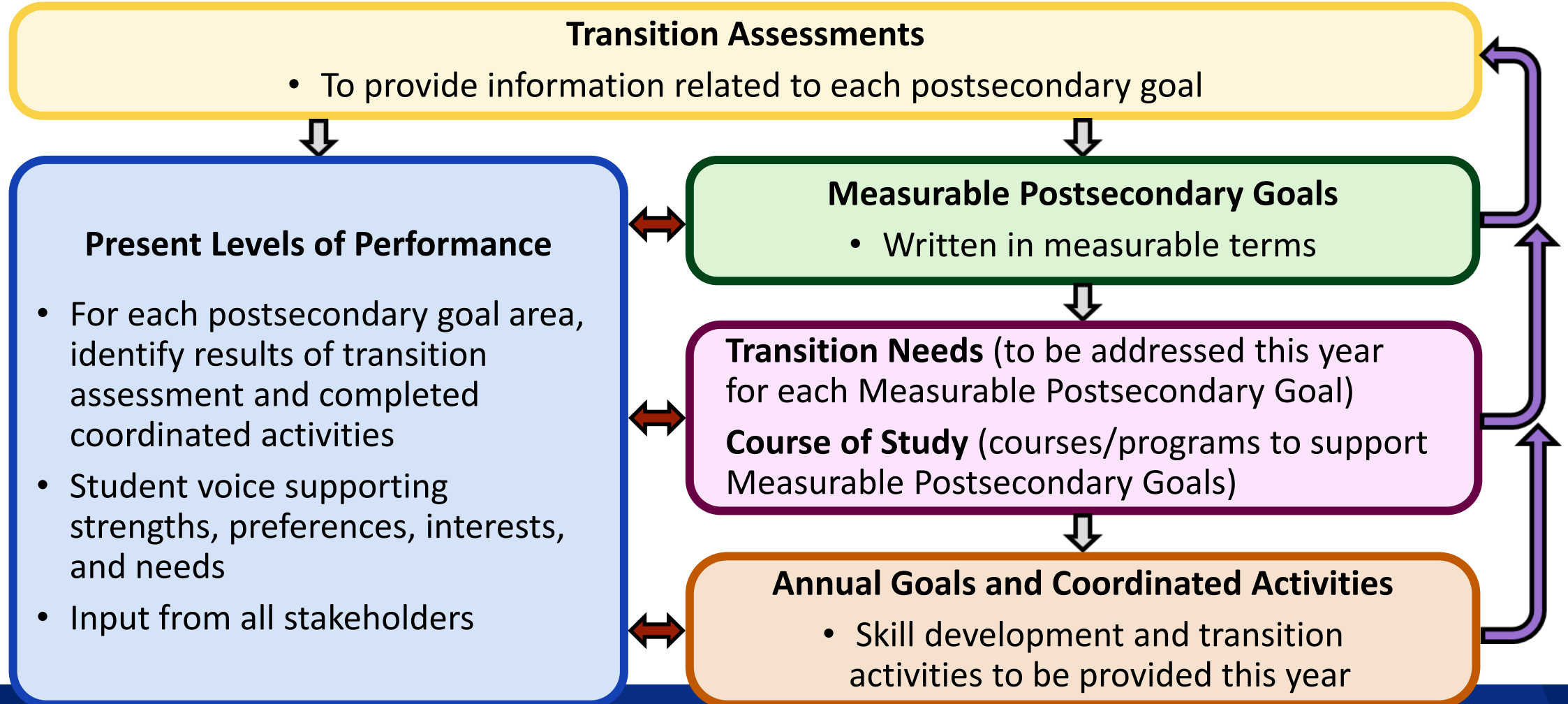
Interpersonal Skills:

- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

Transition Planning Across the IEP



Connected Transition Plan in the IEP



Questions About Present Levels of Performance?



Measurable Postsecondary Goals



Measurable Postsecondary Goals Defined

IDEA is very clear that the transition plan must facilitate movement toward the measurable postsecondary goals.

Postsecondary goals refer to goals that the student hopes to achieve *after* graduating or exiting school.

Must be *measurable* and *observable*.

Future Goals—Post-High School Measurable Postsecondary Goals



The IEP includes appropriate measurable postsecondary goals *based upon age-appropriate transition assessments* relating to training, education, employment and, where appropriate, independent living skills.

§200.4(d)(2)(ix)(a)(2)

Transition assessments are required to develop these goals.

These areas are aligned to strengths, interests, and preferences (Present Levels of Performance).

Postsecondary Goals

Based on transition assessments relating to:

- Education/training
- Employment
- Independent living



Transition Assessments Lead to Measurable Postsecondary Goals

Assessment Area Questions

- What do you want to study?
- What do you want to do when you grow up?
- Where do you want to live?

Measurable Postsecondary Goals

- Education and/or Training
- Employment
- Independent Living

Who Should Be Involved?

- Students
- Parents/guardians
- Teachers—general and special education
- Service Providers (related services, teacher assistants/aides, psychologists, etc.)
- School/guidance counselors
- Community agency providers (mental health counselors, service coordinators, vocational rehabilitation counselors, Office for People With Developmental Disabilities (OPWDD), etc.)
- And more

Formula for Writing a Measurable Postsecondary Goal



_____ will _____
(After high school)
(After graduation)
(Upon completion of high school)

_____ will _____
(the student)

_____ will _____
(behavior)

_____ will _____
(where and how)

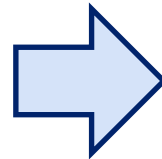
Measurable Postsecondary Goal: Education and/or Training

- 2- or 4-year college
- Vocational and technical education, certification Programs
- Continuing and adult education
- On-the-job training



Measurable Postsecondary Goal: Education and/or Training (continued)

- What do you want to do when you finish high school?
- If you go to college, what do you want to study?
- What do you want to learn more about?
- What skills do you want to improve or develop?



- After high school, Lisa will attend a two-year college to take courses in animal care.
- After graduation, Alonso will complete a training course as a Certified Nursing Assistant.
- After high school, Jack will participate in on-the-job training as a painter and decorator.

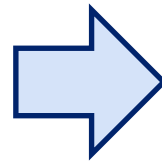
Measurable Postsecondary Goal: Employment

- Competitive integrated employment
- Supported employment
- Volunteer work in the community



Measurable Postsecondary Goal: Employment (continued)

- Where would you like to work after you finish high school?
- What kind of work do you want to do?
- What skills and strengths do you have to work at this type of job?
- What type of support will you need to be successful?
- What do you want to learn more about when working?



- After high school, Lisa will work as a dog groomer as she pursues courses in veterinary science.
- After graduation, Jose will become employed as an apprentice carpenter.
- After high school, Ashanti will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

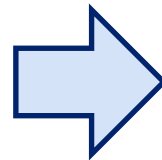
Measurable Postsecondary Goal: Independent Living Skills (Where Appropriate)

- Transportation
- Community involvement
- Interpersonal skills
- Money management, budgeting
- Daily living
- Recreation/leisure



Measurable Postsecondary Goal: Independent Living

- Where do you plan on living?
- What skills will you need when you live independently?
- What community services will you need when you finish high school?
- What type of supports will you need to live independently?
- In what recreation or leisure activities will you participate?



- After graduation, Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.
- After high school, Ashanti will live in a group home in her community.
- After graduation, Jose will use the transportation system to travel from home to work, and in his community.

What Do Students Need to Develop Their Measurable Postsecondary Goals?



Transition assessments to identify their strengths, preferences, and interests, as well as transition needs.



Self-determination skills to identify their adult outcomes and plans beyond graduation and/or aging-out of school.



Self-advocacy skills to navigate and access community and adult services to achieve their postsecondary goals.

Questions About Measurable Postsecondary Goals?





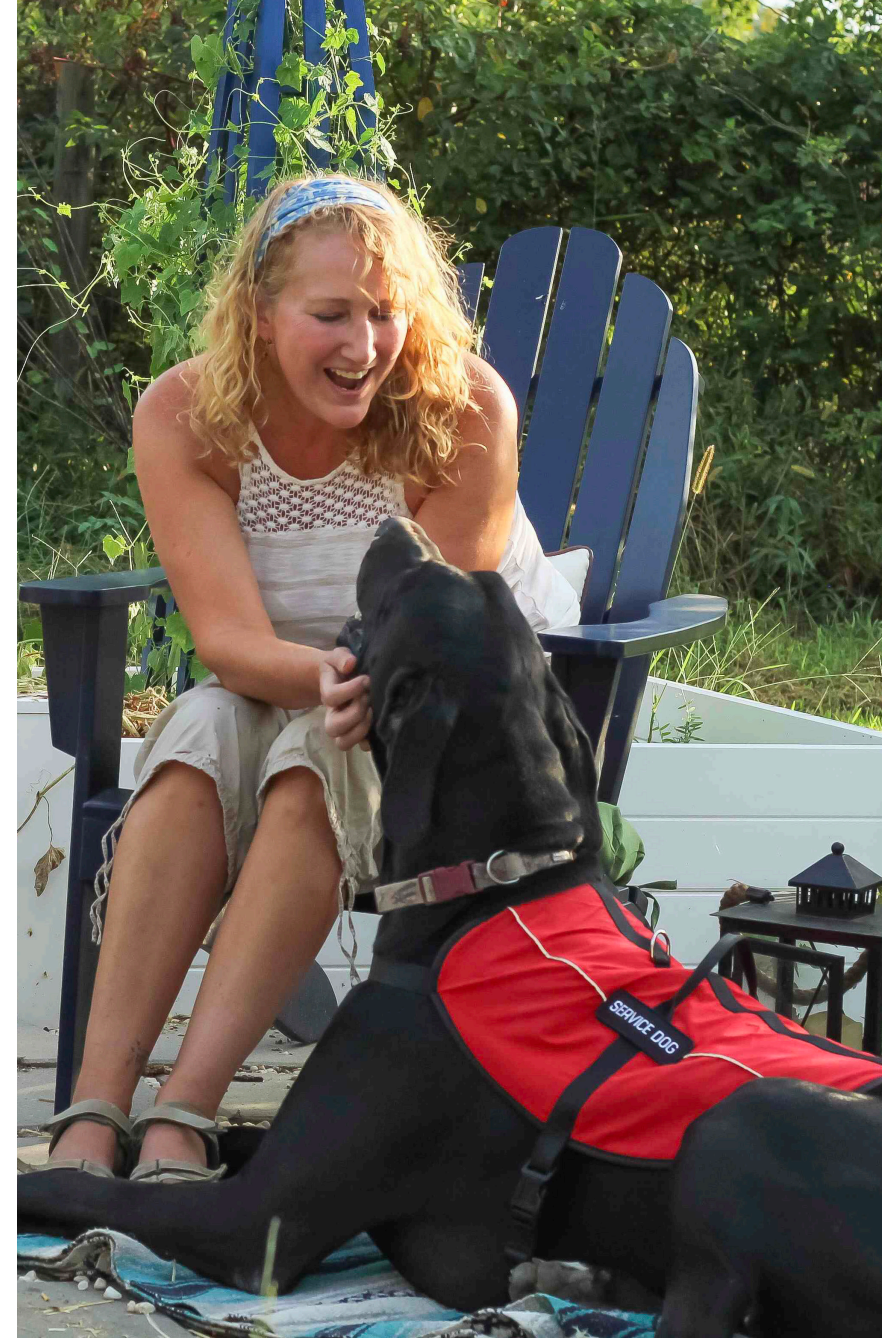
Now That we Know the Student's Measurable Postsecondary Goals...



In addition, the IEPs of students who are transition age must include a statement of the transition service needs of the student that focuses on the student's courses of study, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.

Course of Study: Example

Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.



Transition Needs: Example

Lisa needs to:

- Develop self-advocacy, time management, computer, and independent travel skills
- Be able to complete job application forms independently
- Learn appropriate work habits when supervisor is not present
- Develop community leisure skills



Measurable Annual Goals Related to Transition

Understand the difference between measurable postsecondary goals and annual goals:



Measurable Postsecondary Goals

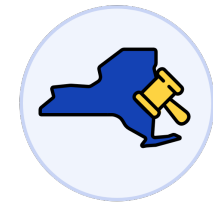
Adult outcomes, goals for after high school

Annual Goals

Focus on skills to improve or develop during this IEP, to address student's needs



Measurable Annual Goals (continued)



The IEP must list measurable annual goals, including academic functional goals, consistent with the student's needs and abilities. §200.4(d)(2)(iii)(a)

Does the IEP contain annual goals related to the student's transition services/needs?

Measurable Postsecondary Goals Correspond to Annual Goals

For each of the measurable postsecondary goal areas identified in the student's IEP, there is an annual goal or short-term objective included in the IEP related to the student's transition services/needs.

- Consider what skills and knowledge will be required for the student to achieve the postsecondary goal.
- One annual goal may link to more than one postsecondary goal.

Writing an Annual Goal that Supports Postsecondary Goals

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Annual Goal Template



Measurable Annual Goal Template

Annual Goal	Criteria	Method	Schedule
Student will... 1. Do what 2. To what extent/ anticipated level 3. Under what conditions or givens	How well/ how often ↔ AND over what period of time	Tangible method to evaluate	How often you evaluate
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;"> <i>Student does this</i> </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;"> <i>Adult does this</i> </div>	

Allison's Annual Goal: Education and Training



- **Postsecondary Education and Training Goal:**

- After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

- **Transition Need:**

- Writing comprehensive paragraphs, including specific details for essay responses.

- **Annual Goal:**

- Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80% accuracy across content areas.
 - Criteria: 3 out of 4 trials, over 4 weeks
 - Method: work sample/teacher rubric
 - Schedule: weekly

Allison's Annual Goal: Employment



- **Employment:**

- After graduation from high school, Allison will work part time in a childcare center while attending college.

- **Transition Needs:**

- Time management skills (being on-time, completing tasks).
- Self-advocacy (requesting clarification/assistance with completing activities).
- Develop understanding of postsecondary options that match interests and skills.

- **Annual Goal:**

- Given two job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of the experiences in each setting by completing a job site interest survey and verbally describing her preferences with the support of her work coordinator.
 - Criteria: 2 consecutive trials, over 4 weeks
 - Method: interest survey/checklist
 - Schedule: every 2 weeks

Allison's Annual Goal: Independent Living



- **Independent Living:**

- After high school, Allison will use strategies to effectively manage her time, so she successfully meets her deadlines for college.

- **Transition Needs:**

- Improve organizational skills—manage time and materials to complete classroom activities/ assignments and to prepare for college expectations (teacher reports, parent interview, student interview).

- **Annual Goal:**

- Given strategies to manage time, Allison will complete and hand in assignments in a timely manner, as requested across all academic settings.
 - Criteria: 3 out of 4 trials per week, over 4 weeks
 - Method: assignment notebook
 - Schedule: weekly

Questions About Measurable Annual Goals?



Connection Between Measurable Postsecondary Goals and Needed Transition Services

1. Are transition services focused on improving academic and functional achievement?
2. Do the transition services facilitate the student's movement from school to post-school settings?
3. Are the transition services listed appropriate for helping the student meet their postsecondary goal(s)?

Coordinated Set of Transition Activities



Needed activities to facilitate the student's movement from school to post-school activities.

Coordinated Set of Transition Activities	Service/Activity	School District/Agency Responsible
Instruction		
Related Services		
Community Experience		
Development of Employment and other Adult Living Objectives		
Activities of Daily Living		
Functional Vocational Assessment		

Coordinated Set of Transition Activities (continued)

- Needed activities to facilitate movement from school to post-school activities.
- Describes what the district will do to help the student reach their Measurable Postsecondary Goals.

Activities in the following areas:

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- When appropriate:
 - Acquisition of daily living skills
 - Functional vocational evaluation

Coordinated Set of Activities

- The Coordinated Set of Activities are aligned with:
 - Present levels of performance
 - Transition needs
 - Courses of study
 - Annual goals
- Activities are clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted.
- Identify the role/title of the person responsible for coordinating the activity.

Coordinated Set of Activities—a Few More Things...

- Activities align with measurable postsecondary goals.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Activities must be considered with at least one activity as needed.
- Use a null statement if there are no activities listed in a specific section:
 - “Considered, but not needed.”
 - “No needs at this time.”

Coordinated Set of Activities: Examples of Transition Services

Service	Description/Examples
Instruction	Could include the courses of study (e.g., Regents classes in English, Biology, and a Second Language). Or indicated as skill areas (e.g., instruction in problem solving skills, how to use public transportation).
Related services	Rehabilitation counseling services; school social work; orientation and mobility services.
Community experiences	After school jobs, use of public library, community recreational activities.
Employment and other post-school adult living objectives	Participation in a work experience program; assistance with completing college or employment applications; practice in interviewing skills; travel training.
Daily living skills	Dressing, hygiene, self-care skills, self-medication.
Functional vocational evaluation	Determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences.

Coordinated Set of Activities: Questions to Consider

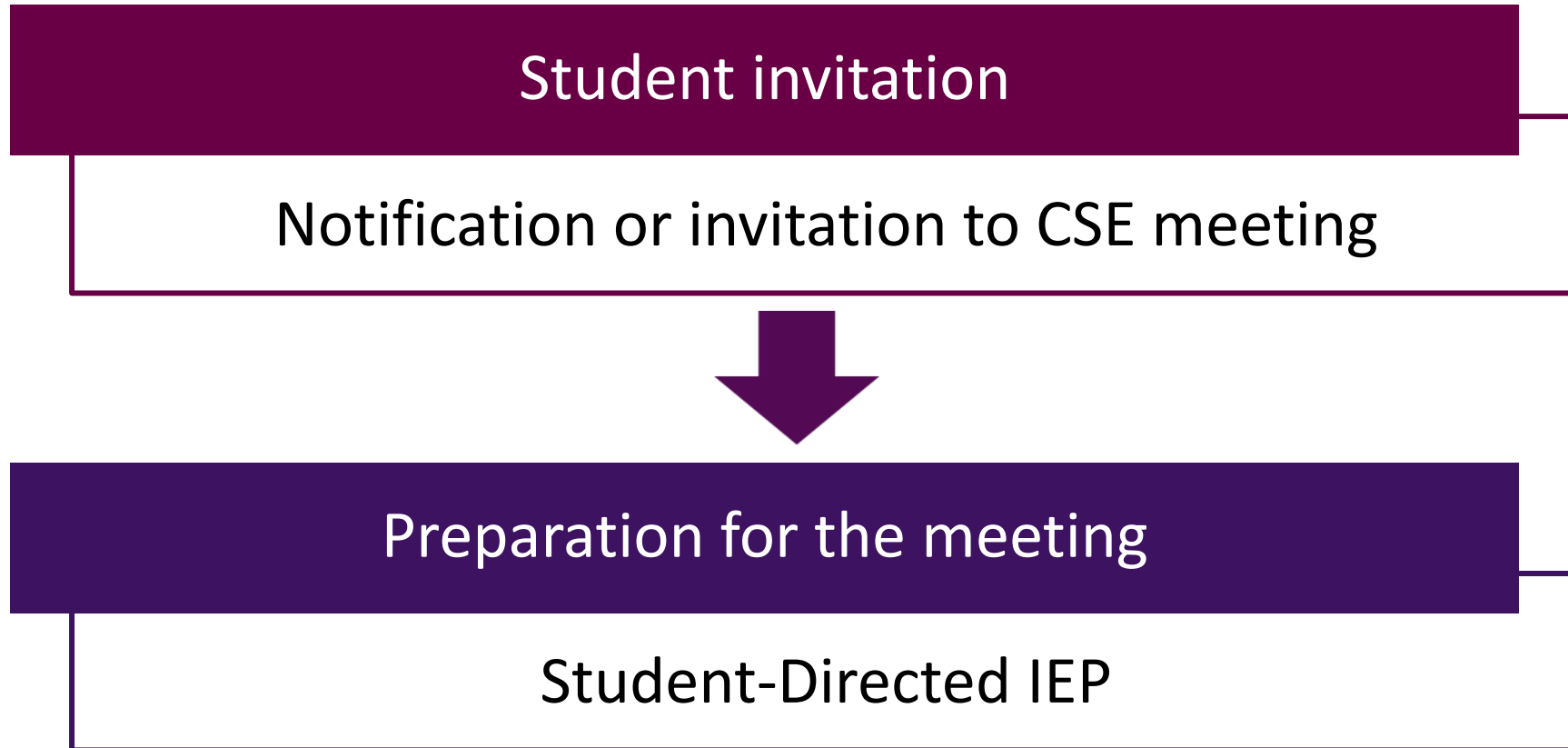
- Are there transition services in the IEP that enable the student to meet their measurable postsecondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their measurable postsecondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?

Invitation to Student

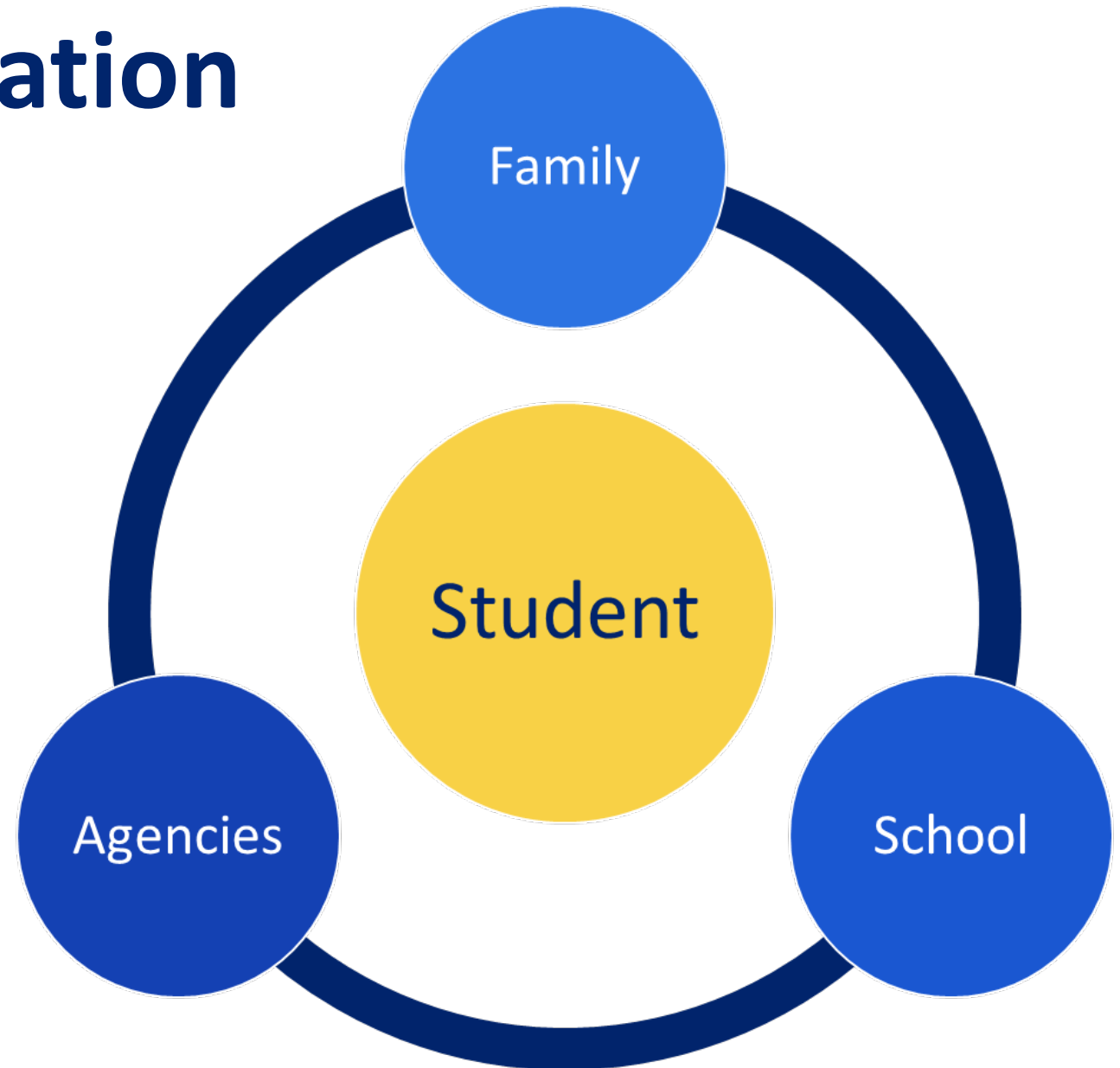
- If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district invites the student.
- If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.



Invitation vs. Participation



Agency Collaboration and Family Engagement





Agency Invitation

- To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the district should take steps to involve the other agency in the planning of any transition services.

Questions About Coordinated Set of Activities?



Transition Planning As Reflected in the IEP

The Student Today

Present Levels of Performance

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student Tomorrow (Post High School)

Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How We Will Help the Student to be Successful?

Coordinated Set of Activities

Transition Needs and Course of Study

Annual Goals

Resources (1 of 2)

- [CDOS Credential—Career Plan and Employability Profile](#)
- [Directions to Model IEP](#)
- [Guide to Quality IEP Development and Implementation—Dec. 2010](#)
- NTACT Allison Case Study (available in Resources folder)
- [OSERS Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities—Revised August 2020](#)
- [Parent Involvement Activities for Transition](#)

Resources (2 of 2)

- [Transition Planning and Services for Students with Disabilities](#)
- [CDOS Resource Guide](#)
- [NYSED ACCESS-VR](#)
- Taxonomy for Transition Programming 2.0: Available in Resources folder
- [Transition Teaming: 26 Strategies for Interagency Collaboration](#)

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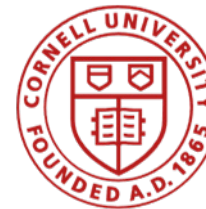
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
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