Transitioning Students with Disabilities to Adulthood

For students with disabilities to transition successfully from school to adulthood requires a process that promotes movement to postsecondary environments which include postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Effective transition programming incorporates each of the transition process to adulthood components and requires significant collaboration with outside agencies, community organizations, higher education, and, most importantly, families. This work aligns with Georgia’s Systems of Continuous Improvement supporting the whole child.

Technical Assistance Partners
Cross Divisional/Agency Professional Learning

TRANSITION PLANNING PROCESS TRAINING AND SUPPLEMENTAL TECHNICAL ASSISTANCE
Designed to provide systems with guidance and support to approach transition as a process, not an event, and to re-examine the way to support transitioning students to adulthood.

Georgia Learning Resource System (GLRS)
October 2018 – March 2019
- Visited all GLRS regions - 18
- 508 participants

Self-Determination/Student-led IEPs
Professional learning provided from October 2018-March 2019
- Self-Determined Learning Model of Instruction Training (Goal Setting/Goal Attainment)
  - October 18 & 19, 2018 and November 7, 2018
  - 148 Participants
- Self-Determination/Student-Led IEPs Community of Practice
  - September 2018- May 2019
  - 163 members

8 WEBINARS
913 REGISTRANTS

Transition Webinar Series Topics 2018-2019
- Family Engagement
- Assistive Technology
- Accommodations
- Dual Enrollment
- Inclusive Post-Secondary Education
- IGP/Career Pathways /CTAE/ CTI
- Transition Programs for Students 18-22 years old
- Health Transition Planning/ Supporting Safe and Healthy Students
- Guardianship/Supported Decision Making

Partners’ Forums
April 15-17, 2019 (168 Registrants)
Collaboration with Dr. Michael Wehmeyer
- Ross and Mariana Beach
  Distinguished Professor of Special Education;
- Chair of the Department of Special Education;
- Director and Senior Scientist, Beach Center on Disability
- Published more than 425 peer-reviewed journal articles and book chapters on topics including self-determination, inclusion of students with extensive support needs, and technology use by people with cognitive disabilities.

5 Transition Plan Writing Compliance Training Modules

Quality Indicators of Exemplary Transition Programs
University of Kansas: Mary Morningstar

Long Range Plans
- Training on the Self-Determined Career Development Model
- Aligning the Self-Determination Model of Instruction (Goal Setting and Attainment) with MTSS/PBIS and Check and Connect
- Crafting a Statewide Vision for Building Self-Determined Behaviors in Georgia’s Students