



NTACT

National Technical Assistance Center on Transition

The background features a pattern of hexagonal cubes. Some are light gray, while others are colored in red, orange, green, purple, blue, and pink. The colored cubes are arranged in a staggered grid pattern.

# Need Evidence-Based Practices for Secondary Transition & PreETS Implementation?

February 15, 2018

Catherine Fowler, [chfowler@uncc.edu](mailto:chfowler@uncc.edu)

Mary Morningstar, [mmorningstar@ku.edu](mailto:mmorningstar@ku.edu)



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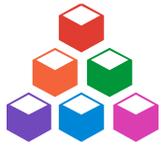
# NTACT Team



UNIVERSITY OF  
CENTRAL FLORIDA

- PLUS cast of many content experts
- collaborative effort OSEP & RSA
- January 1, 2015 - December 31, 2019.





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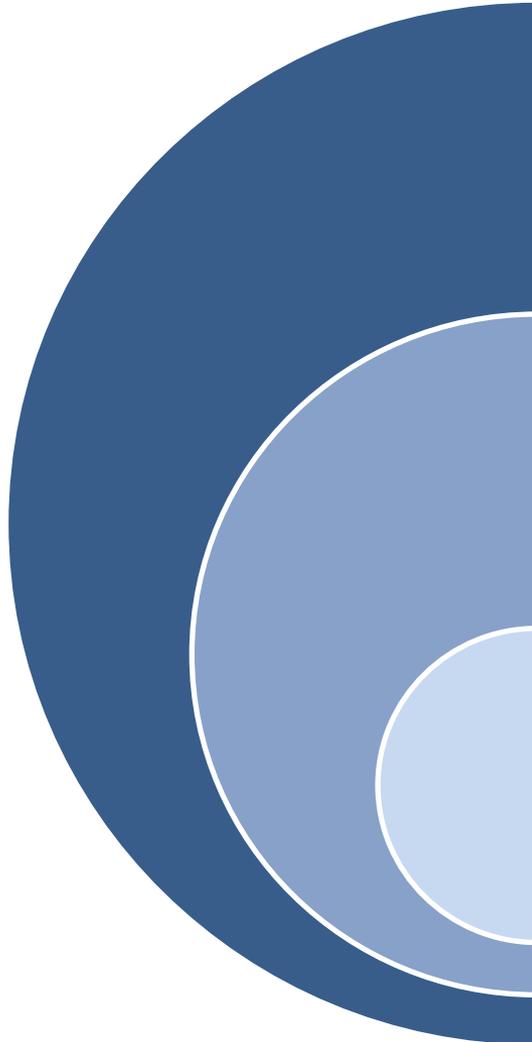
# Purpose

- Assist:
  - State Education and Vocational Rehabilitation Agencies,
  - Local Education Agencies,
  - VR Service Providers
- To **implement evidence-based and promising practices**
- ensuring students with disabilities, including those with significant disabilities,
- graduate prepared for **success in postsecondary education and employment.**





# Levels of Support



## Universal Accessible to All

- Accessible website
- Practical briefs and toolkits
- Access to self-directed online learning modules
- National CoPs
- Webinar for priority content areas
- eNewsletters
- General SSIP guidance
- Response to inquiries

## Targeted Time-limited & Task specific

- Support for SEA/VR review of data and development of strategic improvement plans
- Topical CoPs
- EBP LERN online coaching
- CBI and targeted regional cadre meetings
- Ask the Experts Webinars
- Support for use of EWIS, STEPSS, [transitionprogramtool.org](http://transitionprogramtool.org), and Quality Indicators-2

## Intensive State application

- Data-driven selection of states with commitment of SEA and VR
- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended practices for integrated, inter-departmental service provision
- Coaching during exploration to installation with state and local levels
- Initial implementation including evaluation to inform research and practice
- Transition Self-Studies

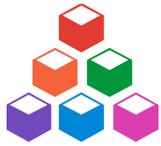


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# Today's Objectives

- Increase knowledge of resources at [www.transitionta.org](http://www.transitionta.org)
  - specifically evidence-based resources associated with implementing Pre-Employment Transition Services
- Awareness of use resources in context of effective professional development in your agency, program, or school

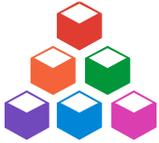


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# What Should PD Achieve?

- Implementation of effective practices
- Improved practice
- Enhanced programs
- Reflective personnel
- Increased learning & development
- Improved student outcomes
- Continuous improvement



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## What PD Often Looks Like



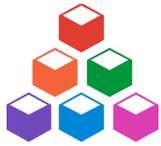


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## How Can PD Look Like THIS?





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# Elements of Effective PD

- Relevant Content
- Active Learning
- Team-based
- Feedback & Reflection
- Coaching & Support
- Sustained Duration

Morningstar, Clark & Holzberg, 2017; Darling-Hammond, Hyler & Gardner, 2017



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# Elements of Effective PD @ [transitionta.org](http://transitionta.org) & [transitioncoalition.org](http://transitioncoalition.org)

- Relevant Content
- Active Learning

Morningstar, Clark & Holzberg, 2017; Darling-Hammond, Hyler & Gardner, 2017



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# Universal Resources @transitionta

- Practice & Predictor Descriptions and Lesson Plan Starters
- Quick Guides & Annotated Bibliographies
- Toolkits
- Guidance Documents and Summaries
- Webinar Recordings & Materials
- Data Collection Tools & Guidance
- Program Assessment Tools



# Transitionta.org



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Self-Determination Project  
(Washington, DC)



Oregon Youth Transition Project



Oregon Youth Transition Project

Improving Postsecondary Outcomes for  
All Students with Disabilities



- Resource Home
- Annotated Bibliographies
- Data Tools
- Lesson Plans
- Quick Guides
- Top Resources
- Toolkits



## ing Postsecondary es for All Students abilities

Welcome to NTACT's website! NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

[More Information about NTACT](#)

## Resources & Guidance

NTACT provides resources and guidance in the following areas:



### Transition Planning

Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students. [Video Overview](#)

[VIEW RESOURCES](#)



### Graduation

Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

[VIEW RESOURCES](#)



### Post-school Success

Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

[VIEW RESOURCES](#)



### Data Analysis & Use

Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

[VIEW RESOURCES](#)





## Resources for Transition Planning



### Transition Planning

Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students.

[VIEW RESOURCES](#)

- Quality Transition Planning
- Indicator 13
- Effective Practices
- Additional Resources



## Resources for Graduation

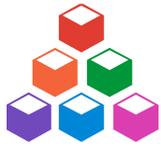


### Graduation

Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

[VIEW RESOURCES](#)

- **Effective practices (for retention, reentry, and school completion of youth with disabilities)**
- **Additional Resources**



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## Resources for Post-school Success



### Post-school Success

Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

[VIEW RESOURCES](#)

Resources in this section focus on preparation for successful engagement in postsecondary education, employment, and independent living.



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## Resources for Data Analysis and Use



### Data Analysis & Use

Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

[VIEW RESOURCES](#)

- **SPP/APR Part B Indicators 1,2, 13. 14 information**
- **What is the SSIP?**
- **Data Analysis and Use for Program Improvement**



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- RESOURCES ▾
- EFFECTIVE PRACTICES
- EVENTS
- ABOUT



## Improving Postsecondary Outcomes for All Students with Disabilities

Welcome to NTACT's website! NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

[More Information about NTACT](#)

## Resources & Guidance

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# Effective Practices

## Effective Practices and Predictors Matrix

[Effective Practices and Predictors \(PDF / Printable List\)](#)

EVIDENCE



Evidence-Based Practices

RESEARCH



Research-Based Practices

PROMISING



Promising Practices

- demonstrates some success for

UNESTABLISHED



Unestablished Practices

### Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice
 Evidence-based Practices	Education	<ul style="list-style-type: none"> <li>o Student-focused Planning Practices</li> <li>o <a href="#">Published curricula to teach student involvement in the IEP</a></li> <li>o Student Development (Academic, Employment, and Life Skills) Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Graphic Organizers to teach reading comprehension</a></li> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMi) to teach goal attainment</a></li> <li>▪ <a href="#">Strategy Instruction to teach math</a></li> <li>▪ <a href="#">Strategy Instruction to teach reading comprehension</a></li> <li>▪ <a href="#">Time Delay to teach science</a></li> </ul> </li> </ul>
	Employment	<ul style="list-style-type: none"> <li>o Student-focused Planning Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Published curricula to teach student involvement in the IEP</a></li> </ul> </li> <li>o Student Development Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMi) to teach goal attainment</a></li> </ul> </li> </ul>
	Independent Living	<ul style="list-style-type: none"> <li>o Student-focused Planning Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Published curricula to teach student involvement in the IEP</a></li> </ul> </li> <li>o Student-Development Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Constant Time Delay to teach food preparation</a></li> <li>▪ <a href="#">Response prompting to teach food preparation</a></li> <li>▪ <a href="#">Response prompting to teach home maintenance</a></li> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMi) to teach goal attainment</a></li> <li>▪ <a href="#">Simulations to teach purchasing skills</a></li> <li>▪ <a href="#">System of least-to-most prompts to teach self-determination skills</a></li> </ul> </li> </ul>
 Research-based Practices	Education	<ul style="list-style-type: none"> <li>o Predictors of Postsecondary Education               <ul style="list-style-type: none"> <li>▪ <a href="#">Inclusion in general education</a></li> <li>▪ <a href="#">Occupational courses</a></li> <li>▪ <a href="#">Paid employment/work experience</a></li> <li>▪ <a href="#">Transition program</a></li> <li>▪ Vocational education</li> <li>▪ <a href="#">Youth autonomy</a></li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o School Completion Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Accelerated Middle Schools for staying and progressing in school</a></li> <li>▪ <a href="#">Assign adult advocate for dropout prevention</a></li> <li>▪ <a href="#">Check and Connect for staying and progressing in school</a></li> <li>▪ <a href="#">High School Redirection for school completion</a></li> <li>▪ <a href="#">Provide academic support and enrichment for dropout prevention</a></li> </ul> </li> <li>o Student-focused Planning Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Self-Advocacy Strategy to teach student involvement in the IEP meeting</a></li> <li>▪ <a href="#">Self-Directed IEP to teach student involvement in the IEP meeting</a></li> </ul> </li> <li>o Student Development (Academic, Employment, and Life Skills) Practices*               <ul style="list-style-type: none"> <li>▪ <a href="#">Anchored Instruction to teach math</a></li> <li>▪ <a href="#">Corrective Reading to teach reading skills</a></li> <li>▪ <a href="#">Graduated Sequence of Instruction to teach math</a></li> <li>▪ <a href="#">Graphic Organizers to teach science</a> <b>NEW</b></li> <li>▪ <a href="#">Mnemonics to teach math</a></li> <li>▪ <a href="#">Mnemonics to teach science content</a></li> <li>▪ <a href="#">Peer Tutoring to teach reading</a></li> <li>▪ <a href="#">Peer Tutoring to teach science</a></li> <li>▪ <a href="#">Peer Tutoring to teach social studies content</a></li> <li>▪ <a href="#">Schema-Based Instruction to teach math</a></li> <li>▪ <a href="#">Self-Management Instruction to teach math</a></li> <li>▪ <a href="#">Self-Monitoring to teach reading</a></li> <li>▪ <a href="#">Structured Inquiry to teach science content</a></li> <li>▪ <a href="#">Using Repeated Reading to Teach Reading Fluency</a></li> <li>▪ <a href="#">Whose Future is it? to teach self-determination skills</a></li> </ul> </li> </ul>
	Employment	<ul style="list-style-type: none"> <li>o Predictors of Postsecondary Employment               <ul style="list-style-type: none"> <li>▪ <a href="#">Inclusion in general education</a></li> <li>▪ <a href="#">Occupational courses</a></li> <li>▪ <a href="#">Paid employment/work experience</a></li> <li>▪ <a href="#">Vocation education</a></li> <li>▪ <a href="#">Work study</a></li> </ul> </li> <li>o Student-Focused Planning Practices               <ul style="list-style-type: none"> <li>▪ <a href="#">Self-Advocacy Strategy to teach student involvement in the IEP meeting</a></li> </ul> </li> </ul>



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# Lesson Plan Library



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## Research to Practice Lesson Plan Starters

Please be sure you are logged in at [www.transitionta.org](http://www.transitionta.org) to access the documents you are seeking. Thank you.

**Student-Focused Planning** – lesson plans associated with SFP (student involvement in the IEP)

- [IEP using Person Centered Planning](#)
- [Self-Advocacy Strategy-1](#)
- [Self-Advocacy Strategy-2 Multimedia](#)
- [Self-Advocacy Strategy-3](#)

### Student Development

#### Academic Skills

##### Math

- [Using Anchored Instruction to Teach Mathematical Problem Solving](#)
- [Using Cover, Copy, Compare to Teach Multiplication Facts](#)
- [Using CRA \(Concrete-to-Representable-to-Abstract\) to Teach Algebra. Lesson 1: Concrete](#)
- [Using CRA \(Concrete-to-Representable-to-Abstract\) to Teach Algebra Lesson 2: Representational](#)



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# Universal PD on TC Website

- Modules & Study Guides
- Webinars
- Assessment Review
- Resource Hub – customizable brochures



**Seek. Learn. Apply. Results.**



*Help students with and without disabilities leave high school with a diploma.*



Watch a video tour of TC and NTACTION online resources!



Join us Oct. 5 for the INSIDE SCOOP on I'm Determined!

**LOG IN**

Email

Password

Remember Me

[Log In](#)

[Create Account](#)

[Lost Password](#)

**TRANSITION NEWS**

 2 SEP, 2017  
Webinar: Increase Grad Rates and Decrease Dropout Rates

 29 AUG, 2017  
Free Lesson Plans for Transition!

 15 AUG, 2017  
Are You a New Transition Coordinator????

[See all the news >>](#)

**ASK THE EXPERT!**

Learn and discuss with experts John McNaught and Amanda Randall I'm Determined October 5, 2017

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Receive news & events!

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**WE PARTNER WITH**



**TC module study guides**

Use these guides as a group or individually to reinforce the concepts in our learning modules.



**Get more from your module!**

**So, you're a new Transition Coordinator...**

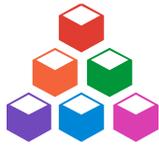
Don't be overwhelmed. Helpful tips and expert advice are available.



**Find information & resources to develop and improve your transition program!**

 [TC Cornerstone - Transition Assessment Guide](#)

 [Quality Indicators - how is your transition program doing?](#)



# Assessment Review

HOME TRAINING TOOLS RESOURCE HUB NEWS ABOUT Login Create account

Home » Assessment Reviews

### Assessment Reviews

Here is a list of many transition assessments. Please review any that you use and suggest others that we should include. Click the title or the image to read reviews or get the assessments.

**SUGGEST AN ASSESSMENT!**  
Click to recommend an assessment that you like to share with other transition professionals.

- 

**Work Experience Guide**  
No ratings yet! Be the first to rate this assessment!  
Free Resource  
This manual was created as a guide for schools to use when incorporating work experiences into their curriculum.
- 

**Life Skills Inventory/Independent Living Skills Assessment Tool**  
★★★★★ (2 ratings)  
Free Resource  
The Life Skills Inventory/Independent Living Skills Assessment Tool gathers information to identify if an individual is prepared with the appropriate life skills to live independently.
- 

**Secondary School Success Checklist**  
No ratings yet! Be the first to rate this assessment!  
Free Resource  
This checklist was designed to be used with students who have Autism. It is intended to be completed with information from the student, school staff, and the student's family.
- 

**Personal Data Wizard**  
No ratings yet! Be the first to rate this assessment!  
Help students transition from school to work with this online job search and portfolio system.
- 

**Your Employment Selection (YES!)**  
No ratings yet! Be the first to rate this assessment!  
Participants can watch videos covering 120 jobs and select their preferences with help in identifying the best-matched job, strengths and weaknesses, and training priorities.
- 

**Every Move Counts Clicks and Chats**  
No ratings yet! Be the first to rate this assessment!  
Use this sensory based tool with individuals with significant sensory motor differences, developmental differences and autism to help with communication skills.
- 

**Personal Preference Indicators: A Guide for Planning**  
No ratings yet! Be the first to rate this assessment!  
Free Resource  
Use this assessment to help your planning team identify and focus on preferences connected to choice-making activities, person-centered planning, and self-determination efforts.

HOME TRAINING TOOLS RESOURCE HUB NEWS ABOUT Login Create account

Home » Assessment Reviews » Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities, 3rd Ed.

[PIN TO FAVORITES!](#)

### Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities, 3rd Ed.

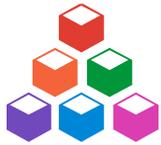
**Average Rating**  
★★★★ (4 ratings)  
Cloninger, C.J., Giangreco, M.F., Iverson, V.S. (1998)  
Baltimore, MD: Paul H. Brookes Publishing Co.  
Get this assessment!

**Description**  
COACH is an educational planning guide for students aged 3-21 that gives a step-by-step process for professionals and families to help collaborate on individualized educational plans. COACH promotes plans with opportunities for students with developmental disabilities.

[Write a review](#)

-  **mlois@nu.edu** | March 22, 2014 at 1:19 pm  
The COACH model provides a variety of informal assessments to help the IEP team develop IEP's for students. It includes 2-major parts, the IEP development section as well as strategies to implement the COACH model individually with each student. I like how it informally collects data that helps the IEP team create the most individualized and accommodating plan for each student.  
★★★★
-  **leahmgzmail.com** | March 22, 2014 at 1:19 pm  
This informal guide is comprehensive, including information focused on students aged 3-21. It helps the entire IEP team collaborate and come up with plans for students with cognitive delays.  
★★★★
-  **ramar@nu.edu** | March 22, 2014 at 1:19 pm  
The COACH assessment tool helps IEP team member identify and decide what is most important for a student who is transitioning into adulthood. It is organized in two sections that address IEP development and a section that identifies strategies to implement individually with each student. It is comprised of a variety of informal assessments. The collected data aids IEP teams in developing the most individualized and accommodating plan for each student.  
★★★★
-  **jwehrl@web@gmail.com** | March 22, 2014 at 1:19 pm  
In my opinion, this is more of a formal assessment. It allows for a family interview to give their outlook on student from their perspective. The student is assessed by what they can and can not do. There are many different areas and outcomes that are assessed. I don't believe it gives a good overview of the student, just yes or no. It doesn't provide areas for the inbetween, no rubric to determine if they are able to do so or not.  
★★★★





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## Webinars



### Ensuring that Work-based Learning for Students with Disabilities Aligns with the Fair Labor Standards Act Training Agreement

Dr. Mary Morningstar discusses the importance of work-based learning for youth with disabilities to promote employment post school outcomes. Ensuring employment programs adhere to the requirements of the Fair Labor Standards Act Training Agreement (1992) is an important aspect of positive work-based learning programs. Become familiar with the four components of the FLSA and requirements for work-based learning experiences.

### WHAT DOES IT TAKE TO BE COLLEGE & CAREER READY?

Mary E. Morningstar, University of Kansas  
Allison Lombardi, University of Connecticut

October 16, 2014

### What Does it Take to be College and Career Ready?

Dr. Mary Morningstar, Director of the Transition Coalition & Associate Professor at the University of Kansas, Department of Special Education and Dr. Allison Lombardi, Assistant Professor at the University of Connecticut present this webinar. It focuses on six primary areas that should be addressed when preparing students with disabilities for college and careers.

### The Student Engagement Project

Improving behavior & reducing exclusionary discipline  
Improving graduation & reducing student dropout

Kansas Transition Coalition  
Ask the Experts Webinar  
December 11, 2014



Reece L. Peterson, University of Nebraska-Lincoln

### Strategies for Building Student Engagement-Reducing Dropout and Disciplinary Exclusion

Dr. Reece Peterson, professor at University of Nebraska-Lincoln presents an Ask the Experts webinar entitled Strategies for Building Student Engagement-Reducing Dropout and Disciplinary Exclusion. Dr. Peterson provides 40+ strategies schools can use to reduce student dropout and decrease the use of exclusionary discipline consequences.



### Preparing Youth with Low Incidence Disabilities for Employment

Ellen Condon, Transition Projects Director at the University of Montana's Rural Institute on Disabilities discusses work experiences for youth with disabilities including identification of and planning for student's individualized support needs to increase independence at work sites. Creating opportunities for work experience in rural areas is also addressed.





## Online Modules

The Transition Coalition provides FREE research-based online training for anyone who is involved in transition planning. Our modules are developed using up-to-date research in transition, effective practices in professional development, and materials and resources for implementation.



Get an overview of the transition requirements and how to use the major components required in transition planning.



will practice for



Complete this module to identify various types and approaches to transition assessment and understand the steps of the assessment process. Critical features of the assessment process and the focus on the use of various formal and informal assessments are provided.

# Work-Based Learning 101



Explore some of the unique strengths and challenges encountered when working with families and use a framework for supporting collaboration, and increasing mutual understanding of parent-professional partnerships.



Receive an overview of career development as a critical aspect of vocational training and employment experiences for students with disabilities. Information and resources are provided for teachers to use with students in employment and school settings.



Learn the transition supports needed for students with emotional and behavioral disabilities. Participants will be able to identify the critical features of successful transition programs for adolescents with ED/BD, describe the transition specialist's role in the process, and apply models of job and support.



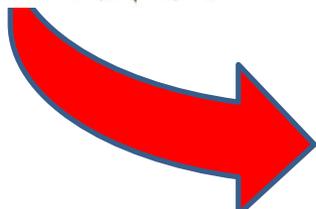
Move beyond awareness and understanding of stereotypical cultural differences when working with families from culturally and linguistically diverse backgrounds during transition. Utilize information and activities on how culture influences people and systems, and how the differences in values and perceptions of disability can affect families' access to services.



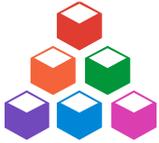
Gain general knowledge of self-determination and a framework for providing self-determination instruction to students. Information about numerous curricula and instructional resources and links to them are provided.



Learn about the significance of completing high school, reasons why students with disabilities drop out, strategies, and community-wide approaches that promote school completion. This module is full of useful resources, tips, and tools that you can use right now!







- Learning Objectives
- Case-Based Examples & Activities
- Conceptual Models/Unifying Frameworks
- Important Points
- Now It's Your Turn
- More Information
- My Library
- Interactivity:
  - Click & Compare; True/False; Games; Audio/video
- Session Summaries

## General Content

- Pre/Post Test
- Learning activities
- Reflective questions
  - Impact on teaching
  - Barriers to implementation
  - Reflections

## User Portfolio







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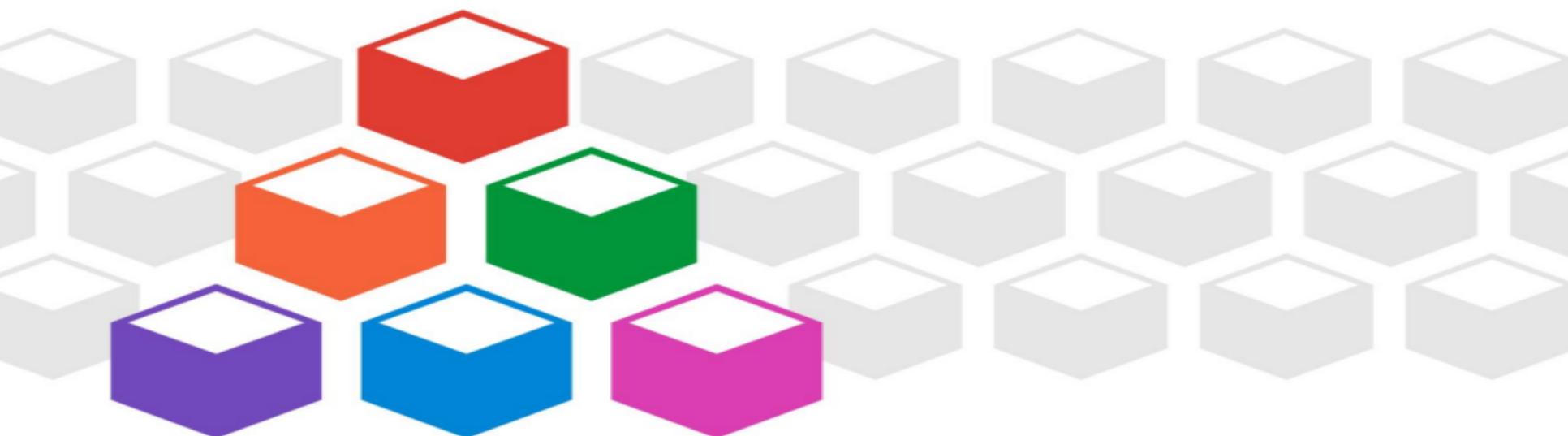
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# Pre-ETS Related Resources [@transitionta.org](https://transitionta.org)



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**A Guide for Teachers/Educators for Collaborating with Vocational  
Rehabilitation Services for Youth with Disabilities**

Prepared by:  
National Technical Assistance Center on Transition

Final Draft November 28, 2017



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# Teachers Guide to VR

- Roles & Responsibilities
- Referral Process
- IEPs & IPEs
- Student Release Time Consideration
- Information Exchange
- Evaluation of Partnership Efforts
- Forms
- Examples





# Competitive Integrated Employment Toolkit

Welcome to the National Technical Assistance Center on Transition's (NTACT) Competitive Integrated Employment (CIE) Toolkit. The toolkit was developed in accordance with the requirements of the Rehabilitation Act of 1973 (Act), as amended by the Workforce Innovation and Opportunity Act (WIOA) and the Individuals with Disabilities Education Act (IDEA) as a resource for use by educational and vocational rehabilitation (VR) agencies to improve post school employment outcomes for students with disabilities. The toolkit was developed to facilitate the collaboration necessary to implement secondary transition services across agencies at the state, community and student levels and increase the use of evidence based practices (EBPs).

The CIE Toolkit has been developed as a framework to assist state and local teams in collaboratively implementing transition services to improve post school employment outcomes for students with disabilities. The Toolkit is organized in four sections; 1) CIE the Desired Outcome; 2) Transition Services: An overview of the five required activities of pre-employment transition services included in WIOA, as well as secondary transition service requirements found in IDEA and Evidence Based Practices in each area; 3) Interagency Collaboration: Effective practices that support the cross agency and state, community, school and student level collaboration necessary to provide secondary transition services; and 4) Professional Development: information and resources useful in developing skills necessary for both education and vocational rehabilitation professionals.

The toolkit is dynamic in nature and as such, it will continue to grow as we further identify and develop resources and tools that are useful in the implementation of EBPs specific to pre-employment transition services.

## Downloads

- [Complete Document](#)
- [Table of Contents](#)
- Sections
  - [Section 1: Competitive Integrated Employment \(CIE\) Overview](#)
  - [Section 2.1: Transition Services](#)
  - [Section 2.2: Effective Practices and Predictors of Post-School Success](#)
  - [Section 3: Interagency Collaboration](#)
  - [Section 4: Professional Development](#)
- [References](#)



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## **Section II: Pre-Employment Transition Services (WIOA)/ Transition Services & Activities in IEPs (IDEA)**

- Job Exploration Counseling
- Work Based Learning
- Counseling on Opportunities of Post Secondary Education
- Workplace Readiness Training to develop social skills and independent living
- Instruction in self advocacy



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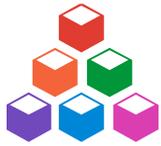
## Section II: Work Based Learning (WBL)

- Experiences are provided across a continuum
- Early experiences can take place in either the school or community environments
- Includes community integrated experiences in authentic work sites
- Information about experiences are collected from students, employer, job supports and used in student planning.



## Section II: Work Based Learning

Paid Employment		
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <a href="#">Supported Employment for competitive integrated employment</a></li> <li>• <a href="#">Using Least to Most Prompts to teach job specific skills</a></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <a href="#">Career Awareness</a></li> <li>• <a href="#">Community Experiences</a></li> <li>• <a href="#">Paid Employment/Work Experiences</a></li> </ul>	
Reviewed Resources		
Resource	Content Area	Audience
<p><a href="#">Kansas Public Schools. (n.d.). Quality Work-based Learning Toolkit, Creating Quality Work-Based Learning Guide</a></p> <p>Provides an introduction to the principles of quality work based learning and lays the foundation for developing any work-based learning experience.</p>	<p>Job Shadowing Non-paid work experience Internships Paid Employment Career Mentorship</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>



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# Section III: Collaboration at State & Local Levels

- Defining Roles
- Researched Models
- Examples/ Guidance for State & Local
- Resources



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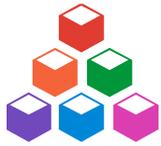
# Section IV: Professional Development Resources

- Competencies for different audiences
- Links with explanations



## Practice Descriptions & Lesson Plans

- Curricula to Teach Student Involvement in the IEP
- Self-Determined Learning Model to teach Self-Determination or Goal Setting
- Practices & Lesson Plans to teach
  - job specific skills
  - communication skills for employment
  - completing a job application
  - counting money
  - navigating the community
  - academic skills (reading comprehension, algebra)



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## NTACT's Quick Guides

- Rationale for the topic
- Research support
- Resources
- Relevance for different audiences (administrators, teachers, VR counselors, family members, other professionals)
  - Competitive Integrated Employment
  - Culturally and Linguistically Diverse Youth and Transition Planning
  - Mental Health & Transition Planning
  - Transportation and Travel



WHAT'S NEW EVENTS & WEBINARS

<u>DATE &amp; TIME</u>	<u>TYPE</u>	<u>LOCATION</u>	<u>EVENT DESCRIPTION</u>
May 15, 2018 to May 17, 2018	In-Person Training	Denver, Colorado	<p><b>12th Annual Capacity Building Institute 2018</b></p> <p>The 2018 NTACT Capacity Building Institute will be held in Denver, Colorado on May 15-17, 2018. Mark your calendars! Here is the reservation link to make your online reservations: <a href="#">Book your group rate for NTACT Capacity Building Institute</a></p> <p><a href="#">Registration</a></p> <p>Downloads</p> <ul style="list-style-type: none"> <li>• <a href="#">2018 CBI Draft Agenda-updated (1).pdf</a></li> </ul>
February 15, 2018 3:00 pm EST	Webinar	Webinar	<p><b>Need Evidence-based Practices for Secondary Transition and Pre-ETS implementation?</b></p> <p><a href="#">Register Now</a></p> <p>This webinar will share how to navigate the myriads of evidence-based and predictors for post-school success resources for dropout prevention/school engagement, Pre-ETS implementation, and online professional development available through the NTACT website and the Transition Coalition. Resources will be shared relevant to Special Educators, Vocational Rehabilitation Counselors, along with state level SEA and VR contacts.</p> <p>Presenters: Catherine Fowler &amp; Mary Morningstar</p>
January 11, 2018 3:00 pm EST	Webinar	Webinar	<p><b>Engaging Families and Elevating Expectations: A Focus on Employment</b></p> <p>Families of youth with significant disabilities may have difficulty thinking about the transition to adulthood and envisioning a future that includes competitive employment. This webinar will highlight strategies for engaging families of youth, including those with significant disabilities around planning for employment. Innovative parent training efforts will be discussed as will the need to engage around specific outcomes and ideas for working with families who are apprehensive about exploring employment options for their youth.</p> <p>Presenters:</p>



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## Archived Webinar Resources

- Creating School, Community, Business Partnerships
- Work Based Learning & Work Experiences
- Creating Working Relationships for Parents, Schools, & VR
- Work Experiences for Students with Complex Support Needs
- Results of Maryland's Seamless Transition Project
- Innovative PreETS Implementation in Schools
- Engaging Families and Elevating Expectations



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# What can you use for PD?

- What high quality content do you currently use for PD on transition services?
- What activities are included in the content?
- How relevant is it for your personnel?
- What NTACT resources can add to your current materials?





# Targeted Resources @ transitionta and transitioncoalition

- Topical Communities of Practice
- Ask the Experts (AtE) online presentation and discussion
- Time limited coaching on implementation of universal resources
- Use of the Risk Calculator, STEPSS, transitionprogramtool, the Transition Gradebook and Quality Indicators
- LERN + coaching for implementation of practice
- Module Study Guides used with a group
- Capacity Building Institute (May 15 – 17)



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# Elements of Effective PD

- Relevant Content
- Active Learning
- Team-based
- Feedback & Reflection
- Coaching & Support

Morningstar, Clark & Holzberg, 2017; Darling-Hammond, Hyler & Gardner, 2017

# TC Module Study Guides



[PIN TO FAVORITES!](#)

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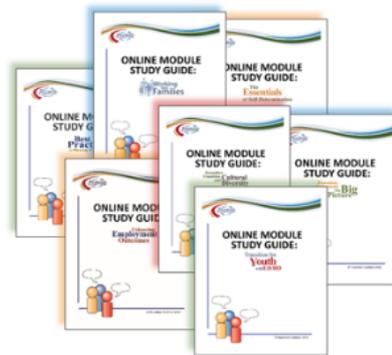
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## Module Study Guides



TC modules are **comprehensive, free, and research based**. Our *Module Study Guides* can help you learn the content more deeply and apply the concepts to your work!

Organized around each module, the study guides are intended to help you further harness the concepts. **Do better!** Use these guides individually or as professional development with a group.

### STUDY GUIDES HELP YOU TO:

- Reflect on your practices
- Apply module content to enhance your practices
- Identify strengths and areas of improvement
- Make plans for school/district improvement

### PREVIEW AND DOWNLOAD MODULE STUDY GUIDES

Download a pdf of each study guide below. Don't forget to complete the **TC modules** associated with each study guide, free for all account holders!

## Activity 2: Individual Application



It's time to apply some of what you learned in Sessions 2 & 3 in the module about effective career programs to your practice. Identify one of the six key components of the *Effective Career Preparation Programs* and a new practice to implement this year. Below, create a plan for implementing that practice this school year. Then implement it!

- What component of *Effective Career Preparation Programs* did you select?

- Career Assessment
- School-Based Activities
- School-Business Partnerships
- Work-Site Experiences
- On-Site Support & Training
- Postsecondary Education & Training



- Related to the component you identified above, **what specific practice** will you add, enhance or change?
- How will this specific practice **positively impact students**?
- What is the **expected outcome** of implementing this specific practice?
- What **resource materials** will you use to help you implement the practice? These might include instructional guides, documents, curriculum, games, student materials, assessment, model programs, evidence-based practice, etc. Will you need to **research or develop resource materials**?

## Activity 2: Group Discussion Questions



- On a scale of 1-5 (★ = poor, ★★★★★ = excellent), how would you rate how our school/district implements each of the key components of Effective Career Programs?

*Career Assessment* ★★★★★

*School-Business Partnerships* ★★★★★

*School-Based Activities* ★★★★★

*On-Site Support & Training* ★★★★★

*Work-Site Experiences* ★★★★★

*Postsecondary Education & Training* ★★★★★

- Using what we learned about each of the 6 components in the module as a guide, what are our school/district's strengths and needed improvements for each area?

Element of Effective Career Programs	Strengths	Needed Improvements
<i>Career Assessment</i>		
<i>School-Based Activities</i>		
<i>Work-Site Experiences</i>		
<i>School-Business Partnerships</i>		
<i>On-Site Support &amp; Training</i>		
<i>Postsecondary Education &amp; Training</i>		



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**WELCOME, DANA LATTIN**

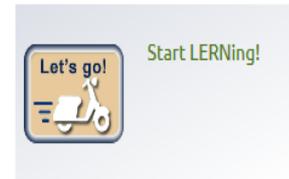


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**MY PORTFOLIO**

- My Self-study
- My Modules
- My Pinned Items
- My Q1-2 Summary

**LERN-SDLMI INTRO**



Learn how to implement the SDLMI in educational settings to effectively support students in setting and going after goals.



**Coach Kathryn Burke** – I am a Graduate Research Assistant at KU completing my Ph.D. and conducting research at the Kansas University Center on Development Disabilities. I have taught students with disabilities as an elementary special education teacher in Philadelphia. I also have experienced implementing interventions to promote self-determination of high school students and adults with disabilities. I enjoy exploring the outdoors with my golden-doodle, Harry.



**Coach Sheida Raley** – I am a Graduate Research Assistant at KU completing my Ph.D. and conducting research at the Kansas University Center on Development Disabilities. I have taught students with disabilities in elementary and secondary special education settings. With a math general education teacher, I have implemented the SDLMI in high school math general education classrooms. I enjoy trying new restaurants and playing with my nephew and my dog, Boone.

**Self-Determined Learning Model of Instruction - SDLMI**  
Your Progress

(green items are completed)

**LERN - SELF-DETERMINED LEARNING MODEL OF INSTRUCTION (SDLMI)**

- Launch
- Engage
- Reflect
- Network
- LERN Satisfaction Survey
- SDLMI

Powered By WP Courseware

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**MY PORTFOLIO**

- My Self-study
- My Modules

**ENGAGE**

**Start**

Review and download the Study Guide and materials below.

Study Guide | [↓](#)

Presentation slides | [↓](#)

SDLMI Teacher's Guide 2.0 | [↓](#)

**Directions**

Watch and LERN from the video below.

Take notes and jot down ideas on the Study Guide to prepare for the Q/A after the video!

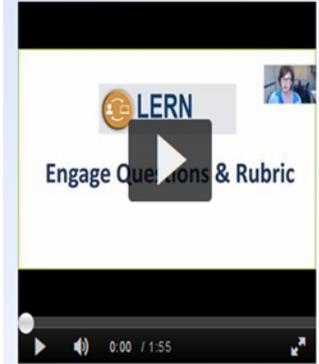
**Action**

Watch the video on the right, *Answering the Questions & Rubric*.

Read and answer the questions below. Some questions have more than one part. **Be sure to answer thoroughly.**

Compare your answers to the rubric and score them.

**Answering the Questions & Rubric**



**Your self-graded responses:**

**Describe the three (3) phases of SDLMI. Share how this aligns with your professional practice and how the intervention situates within the day-to-day context of your school/program/community.**



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# ASK the Expert

## Ask the Expert

Ask the Expert events provide opportunities to see an expert present PLUS respond to comments and questions about the topic after the live event.



### How to participate?

There are 2 parts:

- **Watch** the live presentation OR the recording (available after the live event)
- **Discuss** the topic online with the presenter and others for 2 weeks after each event



### I'm Determined

Sponsored by NTACT, Amanda Randall and John McNaught, state coordinators of the Virginia Department of Education's I'm Determined Project will share resources, strategies and stories on implementing I'm Determined in your school. Learn how to incorporate youth, educator and parent perspectives in the self-determination process in order replicate outreach activities and classroom strategies. All resources are free and available for download at [www.imdetermined.org](http://www.imdetermined.org)

**LIVE EVENT: October 5, 2017**

**ONLINE CHAT: October 5-October 19, 2017**



### Student Engagement Strategies

Sponsored by NTACT, Dr. Reece Peterson, Professor Emeritus at the University of Nebraska-Lincoln, will share resources and strategies to get student's engaged. His website, **Student Engagement Project**, focuses on two main areas: strategies to reduce exclusionary discipline and strategies to reduce school dropout. Get ideas, new resources, advice and strategies for individual student planning and school improvement planning!

**LIVE EVENT: September 21, 2017**

**ONLINE CHAT: September 21-October 5, 2017**



### Gaining Momentum in Middle Schools - Wisconsin Strategies

Sponsored by NTACT Nancy Molfenter (WI Dept. of Public Instruction) and Jennifer Hilgendorf (WI Transition Improvement Grant) share professional development strategies for implementing transition practices at the middle school level. Learn how middle school teachers can use existing initiatives to provide their students with some important transition competencies.

**LIVE EVENT: May 11, 2017 Recording Available**

**ONLINE CHAT: May 11 - May 26, 2017**

## Two Ways to Get there:

<https://transitioncoalition.org/ask-the-experts/>

<https://transitionta.org/events-details>

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Domain: Transition Planning

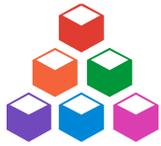
	Completely achieved	Mostly achieved	Partially achieved	Not achieved
1. Transition planning begins early in a student's educational experience (but no later than 16 years old).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Progress toward a student's postsecondary goals are reviewed on an ongoing basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Transition planning incorporates student-centered approaches (e.g., MAPS, Personal Futures Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Postsecondary goals are based upon student strengths, interests, and preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Postsecondary goals target postsecondary education/training, employment, and when appropriate independent living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Transition services and a course of study are identified to assist the student to reach postsecondary goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual IEP goals addressing both academics and transition needs are identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Approaches are used during transition planning to identify outcomes supporting student and family cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain: Transition Assessment

	Completely achieved	Mostly achieved	Partially achieved	No action
9. A wide variety of formal and informal transition assessments are available to use with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Assessments for each student evaluate specific transition needs, strengths, preferences, and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The transition assessment process is ongoing throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Transition assessment results are shared with students, families and staff in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Student postsecondary goals are based on transition assessment results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. A summary of performance with recommendations for meeting postsecondary goals is developed when student exits high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# QI-2 Survey & Report

Domain	SCORE
<b>Transition Planning Domain Score:</b>	<b>1.75</b>
1. Transition planning begins early in a student's educational experience (but no later than 16 years old).	3
2. Progress toward a student's postsecondary goals are reviewed on an ongoing basis.	2
3. Transition planning incorporates student-centered approaches (e.g., MAPS, Personal Futures Planning	1
4. Postsecondary goals are based upon student strengths, interests, and preferences.	0
5. Postsecondary goals target postsecondary education/training, employment, and when appropriate independent living.	2
6. Transition services and a course of study are identified to assist the student to reach postsecondary goals.	2
7. Annual IEP goals addressing both academics and transition needs are identified.	1
8. Approaches are used during transition planning to identify outcomes supporting student and family cultures.	3
<b>Transition Assessment Domain Score:</b>	<b>1.50</b>
9. A wide variety of formal and informal transition assessments are available to use with students.	3
10. Assessments for each student evaluate specific transition needs, strengths, preferences, and interests.	2
11. The transition assessment process is ongoing throughout the year.	2
12. Transition assessment results are shared with students, families and staff in a meaningful way.	2
13. Student postsecondary goals are based on transition assessment results.	0
14. A summary of performance with recommendations for meeting postsecondary goals is developed when student exits high school	0
<b>Family Involvement Domain Score:</b>	<b>1.00</b>
15. Family members (including extended family, friends, or legal guardians) regularly participate in transition planning and IEP meetings.	1
16. The family's needs and supports are taken into consideration during transition planning	1



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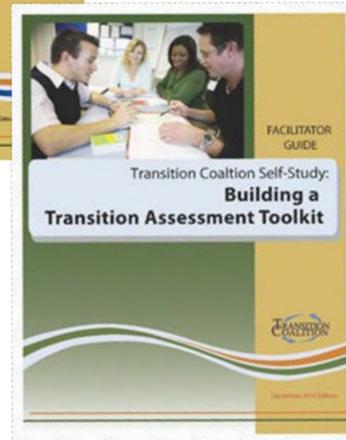
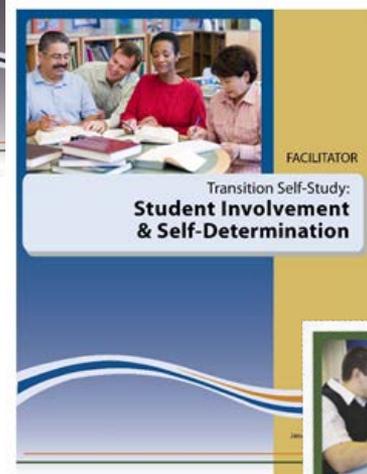
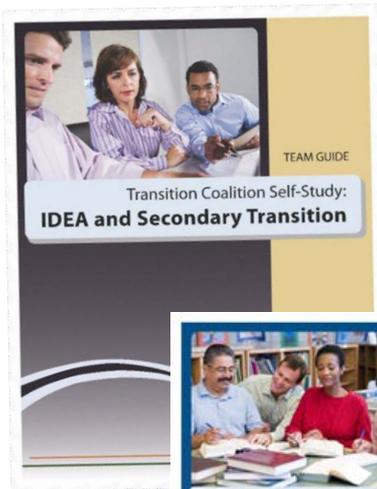
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# Intensive Resources

- 12 states in partnership with NTACT for intensive technical assistance to improve employment, education, and life outcomes
- Build capacity of state to increase change at local level
- Opportunity for local teams to participate in TC Self-Study for intensive (12 week) professional development



# Transition Coalition Self-Study



## PD for building teams

- Learn content
- Apply new learning
- Identify needs
- Develop & implement action plans

## Multiple Units

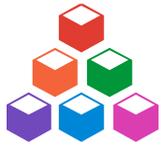
- IDEA & Secondary Transition
- Transition Assessment
- Self-Determination

## Support for Team Facilitators

- TC staff
- SS Facilitator Community
- Email/phone call support
- Video presentations/tutorials

## Embedded evaluation

*“We gained a wealth of knowledge allowing us to see the purpose of the transition plan and how to develop an effective one. What we accomplished has changed our way of thinking and provided us with a new way of approaching the development of transition plans.”*

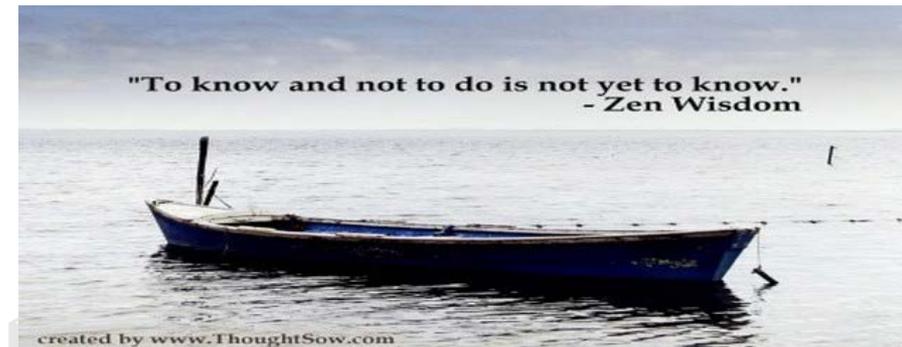


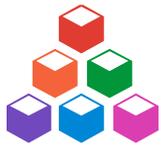
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## Self-Study Process

- Weekly assignments for 6 weeks
- One week: Independent work. Next week: Team work
- Learn & Reflect on content & practices
- Collect & Reflect on data
- Plan for “do-able” change (short-term goal: 6 weeks)
- Implement action plan *together as a team*
- Accountability to each other and Transition Coalition
- Ongoing Support & Feedback





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# Major Elements

- Building or district-level teams w/Facilitator
- Independent & team work – assignments for 6 weeks
- Learn & reflect on content & practices
- Collect & reflect on data to make decisions
- Action planning for “do-able” change
- Implement action plan as a team
- Ongoing support & feedback



***“ This self-study has been an eye opening experience - helping us to see the value and the power of a strong, compliant transition plan. ”***





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# Implementing NTACT PD Resources

- What elements of effective PD do you have in place?
- What is missing?
- How can you use NTACT resources to build effective PD systems?
- What is 1 thing you will do when you go back to work regarding these resources?



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# Additional Resources Relevant to Today's Topic

- [WINTAC's resources on Pre-Employment Transition Services](#)
- [Job Driven Toolkits](#)
- [Professional Development for Youth Service Professionals \(direct service providers\)](#)



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## Find us on:



[www.transitionta.org](http://www.transitionta.org)





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## Contact Us

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