Transition Planning: Implementing Quality Transition Services

Academic Skills

- **College Ready Programs**
- **Difference Between High School and College**
  Brief PowerPoint presentation to delineate some of the distinctions between services and responsibilities for students with disabilities, regarding the high school setting and the college and other postsecondary training and education settings.
  - **Handout PDF**
- Resources regarding the core standards for English Language Arts and Mathematics at **www.corestandards.org**.
- Resources regarding standards for career and technical education at **http://www.careertech.org/CCTC**.
- **Transition Skills and Common Core ELA**
- **Transition Skills and Common Core Math**

Employment Skills

Type of Work Based Learning Experience (WBLE)	Definition
Career Exploration	Career Exploration involves visits by youth to workplaces to learn about jobs and the skills required to perform them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which youth can learn about jobs and careers." (Luecking, 2009, p.l3)
Job Shadowing	"Job Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties." (Luecking, 2009, pg.l3)
Job Sampling / Work Sampling	"Work Sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job task and "soft skills" required in the workplace." (Luecking, 2009,p. l3)
Service Learning	"Service Learning is hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required." (Luecking, 2009, p. l3)

Internships	"Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks." (Luecking, 2009, p.l3)
Apprenticeships	"Apprenticeships are formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components." (Luecking, 2009, p.l3)
Paid Employment	"Paid Employment may include existing standard jobs in acompany or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school day. It may be integral to a course of study or simply a separate adjunctive experience." (Luecking, 2009,p.l3)
Mentoring	"Mentoring is a person who through support, counsel, friendship, reinforcement and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills."(Office of Disability Employment Policy, 20 12)

- **Guidance for Career Development Activities/ Work-Based Learning Experiences**
  When planning activities and coursework in preparation for careers, practitioners may consider this **Work Based Learning Experiences Timeline** and the below definitions from Luecking's (2009) *The Way to Work.*

- **Rehabilitation Services Administration Technical Assistance Centers focused on youth**
- The College and Career Readiness and Success Center's employability skills framework and module at **www.ccrscenter.org**

Self-Determination and Youth Leadership Development

- Resources from the Zarrow Center for Learning Enrichment at the University of Oklahoma **Zarrow Center SD Resources**
- I'm Determined: **http://www.imdetermined.org/**
- Youthhood: **http://www.youthhood.org/index.asp**
- Many States support **state-specific resources for students** to use as they plan for their futures. Here are a few:
    o California: **https://secure.californiacolleges.edu/Career_Planning/_default.aspx**
    o Colorado: **https://www.collegeincolorado.org/**
    o District of Columbia: **http://ossesecondarytransition.org/topic/determination**
    o Pennsylvania: **http://www.secondarytransition.org/**

- **Self-Advocacy and Conflict Resolution Strategies...made easy!**
  This website includes information on the differences between high school and college (e.g., law, documentation, instructional differences, etc.), relevant literature supporting the importance of and need for self-advocacy in postsecondary educational settings, resources - including lesson plans, scripted notecards, sample powerpoints, data collection sheets, operational definitions of the target behaviors, and training videos.

Collaborative Planning and Services

Collaborative planning includes examining data as a stakeholder group to identify needs, priorities, and develop an action plan. NTACT provides a toolkit for hosting a Transition Planning Institute for district level teams to engage in such planning. **Access the Transition Institute Toolkit**. Additionally, sustaining leadership for improving transition education and services at the state or local level can be a challenge. A change in leadership can prove to be a barrier to forward movement. Please view our **Team Leader Sustainability Toolkit for resources**.

For resources and guidance regarding the **role of related service providers** in transition planning see the **Archived Webinars** for occupational therapists, physical therapists, and speech language pathologists. **A Guide to Developing Collaborative School-Community-Business Partnerships**

- **CIRCLES**
  Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES) was developed as a model for interagency collaboration to support the successful transition of students with disabilities. The CIRCLES model is made up of three levels of interagency collaboration. The community-level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.
- **School Community Business Partnerships Guide**
  Provides information and resources for developing collaborative School-Community-Business Partnerships
  - **Business Partner Engagement Strategies**
  - **Community Agency and Program Partners**
  - **Family Role in Systems and Individual Student**
  - **Partners and Benefits**
  - **School-Community-Business Partners and Roles**
  - **Strategies to Engage Education Partners**

Family Engagement

- **A Parent's Guide to Age of Majority**
  This links to resources developed by the Center for Parent Information and Resources in partnership with NTACT and others, intended to assist families making decisions with their transition-age child.