



Using the Student-Directed Transition Planning Lessons to Teach Transition Knowledge and Self-efficacy Skills

What is the evidence base?

This is a promising practice for **students with disabilities** based on one methodologically sound group experimental study across 19 students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement the *Student Directed Transition Planning* lessons is by accessing the associated lesson materials directly:

- The University of Oklahoma's Zarrow Center for Learning Enrichment
 - [Student-Directed Transition Planning Materials: Lessons 1 - 8 and Assessments](#)

With who was it implemented?

- Students with
 - Disability not specified (1 study, n=19)
- Ages ranged from 14 to 20
- Males (n=12), females (n=7)
- Ethnicity
 - African American (n=2)
 - American Indian (n=4)
 - White (n=13)

What is the practice?

Student-Directed (SD) Transition Planning lessons teach students with disabilities awareness of their disabilities; to develop postschool goals in employment, postsecondary education, and adult living; to write a course of study; to connect with adult supports and services; and to develop a Summary of Performance (SOP) script to use at IEP meetings to facilitate involvement in transition discussions. The lessons involve pre-IEP meeting instruction and gathering of input from secondary students with disabilities and their families to facilitate decision making and active student participation during transition discussion at IEP meetings (Woods, Sylvester, & Martin; 2010).

In the study used to establish the evidence base for using the SDTP lessons to teach transition knowledge and self-efficacy skills, SD transition planning included using a teacher's guide with step-by-step scripted instructional suggestions. The guide includes: (a) school to adult life transition terms and concepts, and (b) knowledge needed in IEP meetings (Woods, Sylvester, & Martin, 2010).

Where has it been implemented?

- High School classroom (1 study)

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, G.6-12)
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, G.6-12)
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

<http://www.corestandards.org/ELA-Literacy/RI/9-10/4/>

How does this practice relate to the Common Career Technical Core?

- Education & Training Career Cluster
 - Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
 - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
 - Use critical thinking to process educational communications, perspectives, policies and/or procedures.

References used to establish this evidence base:

Woods, L. L., Sylvester, L., & Martin, J. E. (2010). Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process. *Career Development for Exceptional Individuals*, 33, 106-114. doi:10.1177/0885728810368056

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using the Self-Directed Transition Planning to Teach Transition Knowledge and Self-efficacy Skills*.

