# Program Development for Transition Planning – Part I

UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

**Center for Disabilities**
University Center for Excellence in Developmental
Disabilities Education, Research and Service

Dedicated to *Life* Without Limits

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**HUMAN DEVELOPMENT CENTER**
BUILDING CAPACITY INSPIRING CHANGE

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# Goals

1. Brief overview of transition program development

2. Understand program development as a continuous and ongoing effort

3. 12 key questions for a program development initiative

4. Knowledge of strategies, resources, and tools for program development

5. Strategies for evaluating and improving program development efforts

# What is "program development"?

Activities that:

- Build capacity
- Inform program improvement
- Monitor and manage implementation
- Evaluate outcomes and impact
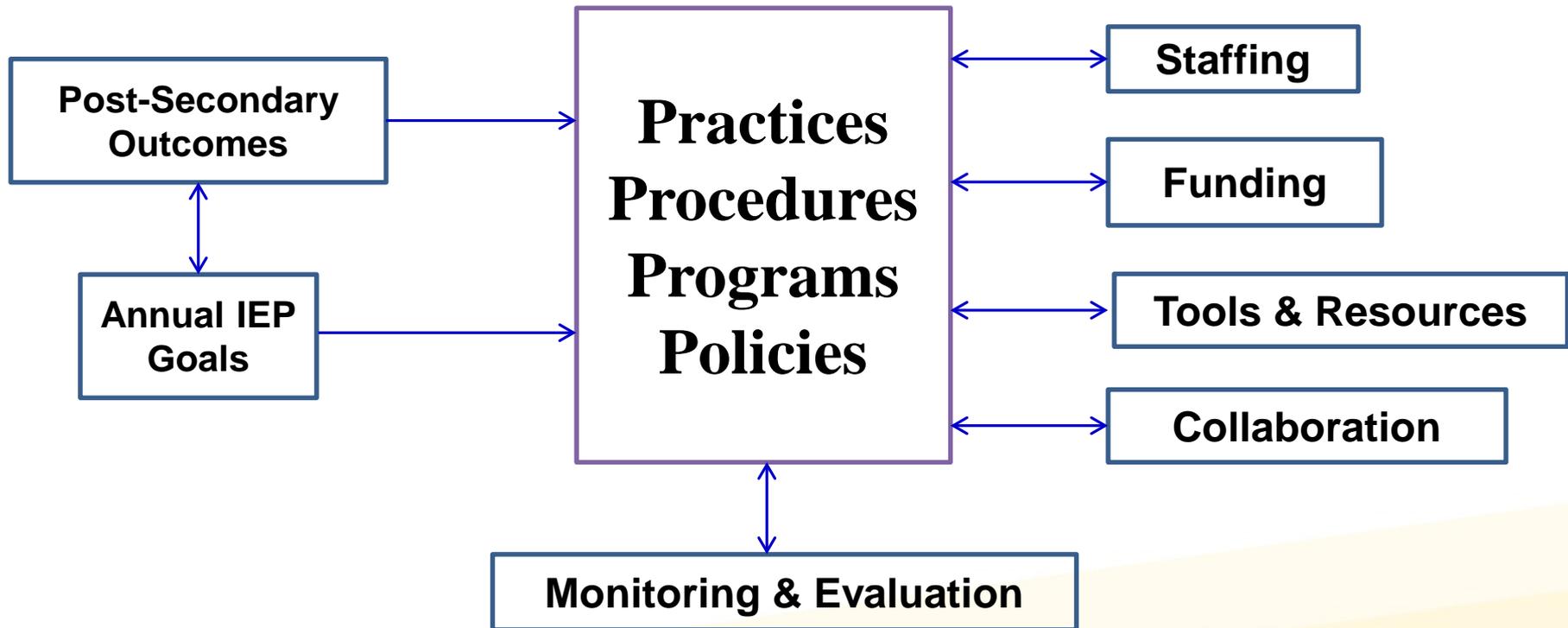
# 4P Model of Continuous Program Development

- **Practice:** generally refer to instructional and educational strategies that maximize the probability of effective instruction and desired learning outcomes (e.g., SDLMI – Goal Setting, Problem Solving)

- **Procedures:**  explicit (often written) instructions or steps that are required or specify how a task should be implemented or completed; usually refers to a description of how specific school-based operations should be implemented (e.g., steps for getting transportation of a student to a community job site approved)

- **Program:** an identifiable set of activities comprised of unique practices, policies and procedures with clearly defined goals (e.g., Project Pay Check; travel training program; PSE orientation)

- **Policies**:  statements that define the behavior, boundaries  and rules that govern how programs, organizations and staff operate (e.g., policies governing number of hours students may work in a community-based work setting)

# *"Program" Development*

- For the purpose of this webinar, *program* development refers to elements required to implement and continuously improve essential elements of transition planning, implementation and evaluation

**4P Improvement & Expansion**

**Practices Procedures Programs Policies**

Post-Secondary Outcomes

Annual IEP Goals

Staffing

Funding

Tools & Resources

Collaboration

Monitoring & Evaluation

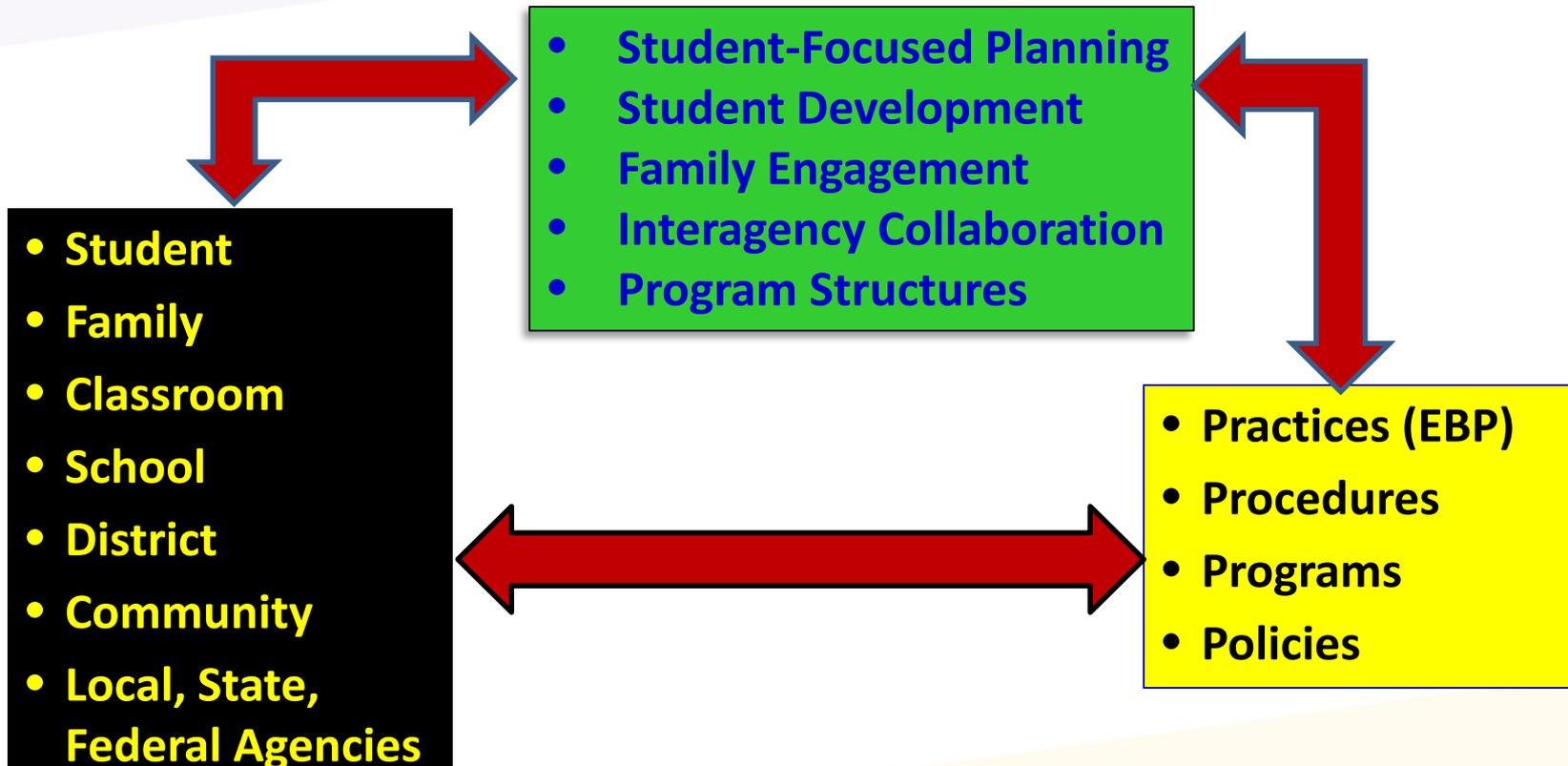# 12 Questions & Steps to Continuous Program Development & Improvement

1. What are the postsecondary outcomes students should achieve?
2. What skills or knowledge are needed by students that are essential to achieving outcomes?
3. How do you know whether or not students have the skills and knowledge they need?
4. What are practices, procedures, program, and policies (4Ps) are essential (minimally required) to achieve transition outcomes?
5. What tools and resources do you need to implement the 4Ps you have and need?
6. What kind of funding is needed to support the full implementation of 4Ps?

7. What kind of staffing is needed to implement the 4Ps you have and need?

8. What kind of staff support is needed to implement 4Ps?

9. What policies and procedures support or inhibit full implementation of 4Ps?

10. What kind of collaboration is needed from other local, state and federal agencies, parent organizations, advocacy organizations, community agencies, universities, employers, etc.

11. How are you assessing, evaluating, monitoring and improving 4P effectiveness?

12. How are you gathering and using information for program improvement, expansion, and sustainability?

# Coordinated Systems Approach

**Full implementation of the transition provisions of IDEA requires a *coordinated systems* level approach (4Ps)**

- Student-Focused Planning
- Student Development
- Family Engagement
- Interagency Collaboration
- Program Structures

- Student
- Family
- Classroom
- School
- District
- Community
- Local, State, Federal Agencies

- Practices (EBP)
- Procedures
- Programs
- Policies

# Question #1

**What are the postsecondary outcomes students should be prepared to achieve?**

Transition planning is focused on postsecondary outcomes

What is expected of students after leaving school

- School completion/graduation
- Employment
- Post-secondary education
- Living independently
- Social-recreation
- Community participation

# Question #2

**What skills or knowledge are needed by students that are essential to achieving postsecondary goals and outcomes?**

- Annual IEP goals
  - Academic
  - Socio-behavioral
  - Career/occupational/job skills
  - Leisure-recreation
  - Health management
  - Self-determination (choice-making, goal setting, self-management)
  - Independent living
  - Community participation
  - Financial literacy

What skills are attainable by graduation/completion date?

What adaptations and accommodations may be needed to acquire skills or knowledge?

# IEP Transition Plan Requirements

1. Measurable postsecondary goals
2. Updated annually
3. Based on age appropriate transition assessment
4. Description of transition services
5. Courses of study
6. Annual IEP goals related to the student's transition services needs.
7. Student invited to the IEP team meeting
8. Representative of any participating agency was invited to the IEP team meeting
9. Evidence of coordination
10. Summary of Performance

# Tools & Resources

- [Indicator 13 Checklist](#):  (Note: Scroll down and selection on Indicator Checklist Form A or B)

- Should be used as a guide for all program development activities

- Emphasis on student level program development

- Addresses several areas of program development (not complete)
  - Transition assessment
  - Interagency collaboration

# Indicator 13 Checklist

- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate *measurable postsecondary goals* that are *annually updated* and *based upon an age appropriate transition assessment, transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals related to the student's transition services needs*. There also must be evidence that the *student was invited to the IEP Team meeting* where transition services are to be discussed and evidence that, if appropriate, a *representative of any participating agency was invited to the IEP Team meeting* with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

# Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

2. Is (are) the postsecondary goal(s) updated annually?

3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

# Indicator 13 Checklist (cont.)

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

# A Transition-Rich IEP

Transition Assessment &
Present Level of Achievement

Measurable
Postsecondary
Goals

Designated
Responsibility

Annual
Goals

Annual Activities and Services,
including Course of Study

18

# Tools & Resources

[Taxonomy for Transition Programming 2.0: A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs](#)

Detailed list of practices, policies and procedures for each of the core elements of the Taxonomy for Transition Programming.

# More Tools & Resources

- [Listing of Evidence-based Practices](#)

- [Lesson Plan Resources](#)

- [Lesson Plan Starter (Search)](#)

- [Transition Assessment Goal Generator (TAGG)](#)

- Transition & Self-Determination Resources

  - [University of Oklahoma Zarrow Center](#)

  - [Beach Center](#)

- Pro-Ed: [Transition Planning Inventory–Second Edition: Computer Version (TPI-2:CV) Single User](#)

# Question #3 (a & b)

**What skills do students need to achieve postsecondary goals and achieve annual IEP goals?**

**How do you know whether or not students have the skills and knowledge they need?**

- Transition assessment (e.g., TAGG)
- Career/occupational assessment and inventories
- Person centered plans
- Student performance data
- Formal and informal vocational evaluations
- [Summary of performance](#)
- Other

# Complete Student Exit Portfolio

- Summary of Performance
- Key personal documents (e.g., location of ID, SS card, birth certificate, other)
- Disability determination
- SSI/SSDI documentation
- Functional vocational evaluations performed, dates, summary of results
- Work & other performance samples (include video and photos; social media links)
- Completed generic job application or resume
- Summary of transition and career/occupational assessments and inventories
- Most recent transition plan
- Career/occupational assessment and inventories
- Person centered plans
- Student performance data
- Formal and informal vocational evaluations
- Work samples including photos & video (YouTube; Instagram; Facebook)
- Letters of recommendation from employers
- Other

## Using Student Level Documents for Program Development

- Review Postsecondary and annual IEP goals for similar themes

- Identify common strategies especially evidence-based strategies across students

- Identify strategies and practices that may be implemented in full or adapted to meet a variety of skill levels and needs

- Identify tools and resources used by one or more students that may be more broadly applied

- Review students' Summary of Performance to identify what works, what doesn't and what to survey after exit

# Question #4

**What practices, procedures, program, and policies (4Ps) are essential (an absolute must) to achieve transition outcomes?**
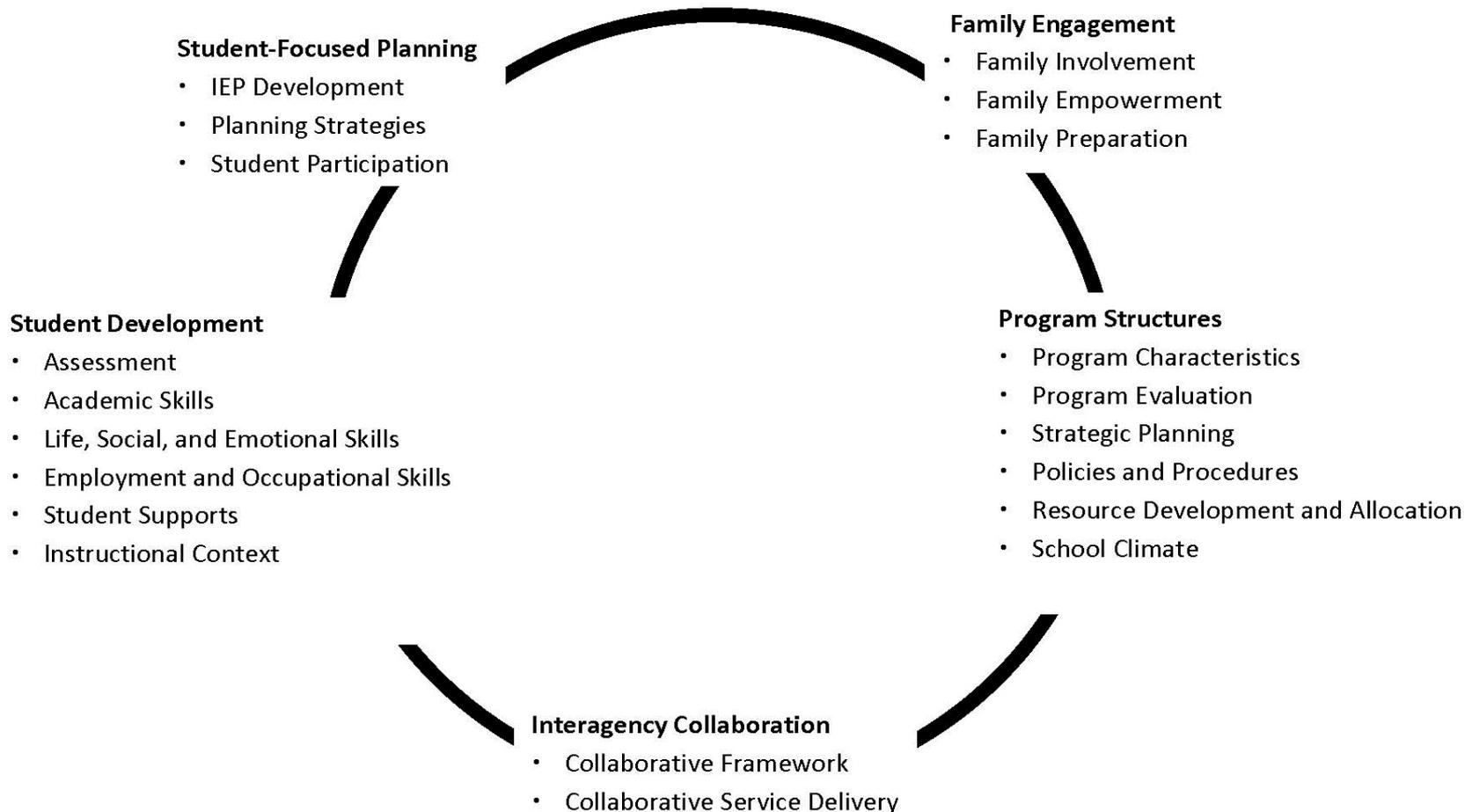
*Conducting a 4P Review & Needs Assessment*

- What essential 4Ps do you have in place?
- Do you conduct a periodic 4P needs assessment?  How frequently?
- **DOI:** To what extent are the 4Ps you have in place fully implemented?
- **Essential**: What essential 4Ps are not in place?
- **Scope & Range:** Is the range of 4Ps sufficient to address student needs?
- **Minimum Requirements:** What 4Ps not in place can you develop and implement with minimum effort and resources available?
- **Priority**: What 4Ps are a high, medium and low priority for implementation?
- **EBTP**: What evidence do you have that evidence-based transition practices are routinely implemented?

# Question #4

## Essential 4Ps

- Use of Kohler's Taxonomy for Transition Programming as a framework for continuous program development  and capacity building

**Student-Focused Planning**
- IEP Development
- Planning Strategies
- Student Participation

**Family Engagement**
- Family Involvement
- Family Empowerment
- Family Preparation

**Student Development**
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

**Program Structures**
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

**Interagency Collaboration**
- Collaborative Framework
- Collaborative Service Delivery

# Question #4

**Essential 4Ps**

- Use of Kohler's Taxonomy for Transition Programming as a framework for continuous program development and capacity building
- Implementation of EBPs and assessment in the delivery of transition instruction, services and programs
- Work-based learning in the community
- Self-determination strategies (emphasis on goal setting & self-management)
- Post-school survey for assessing student status and program needs
- Strategic planning at local level
- Interagency collaboration engagement and agreements
- Ongoing professional development and support
- Student, family and community involvement and engagement
- Engagement of employers and business community
- Ongoing program review, monitor, management and evaluation

# Taxonomy for Transition Programming 2.0

**Student-Focused Planning**

- IEP Development
- Planning Strategies
- Student Participation

**Student Development**

- Assessment
- Academic Skills
- Life, Social & Emotional Skills
- Employment & Occupational Skills
- Student Supports
- Instructional Content

**Interagency Collaboration**

- Collaborative Framework
- Collaborative Service Delivery

**Family Engagement**

- Family Involvement
- Family Empowerment
- Family Preparation

**Program Structure**

- Program Characteristics
- Program Evaluation
- Strategic Planning

# SELECTED NTACT PLANNING TOOLS

State Transition Program Planning Tool

- *Introduction and Resources*
- *Programmatic Inventory & Needs Assessment*

Checklist for Identifying and Evaluating Program Areas

Examples for Planning and Evaluating Goals, Activities, Outcomes

# Summary

Transition program development involves

- Asking and answering key questions
- Systems level approaches
- Inclusive stakeholder engagement
- Problem-solving
- Multiple tools & resources
- Transparent and informed data gathering and reporting
- Stakeholder experience, knowledge & expertise
- Technical and adaptive leadership
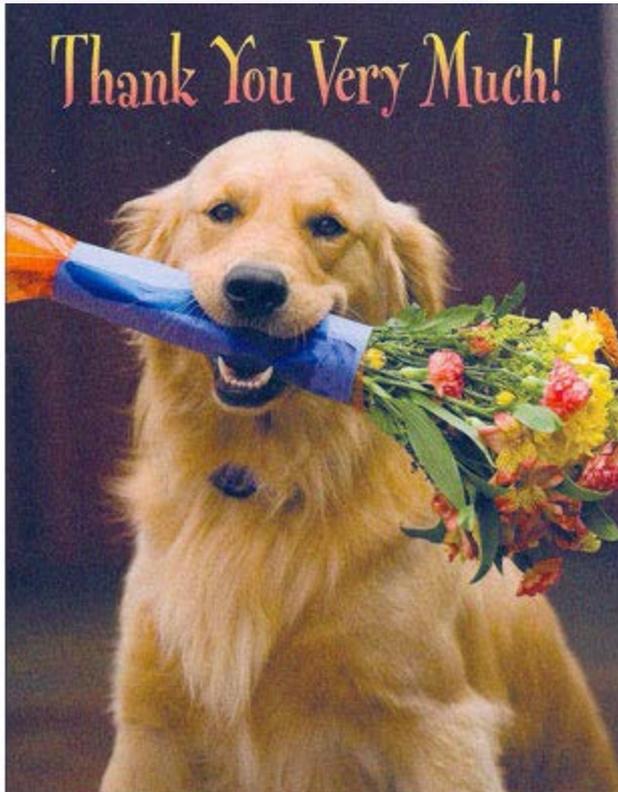
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