



Resources for Successful Transitions

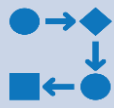
Session 2

Agenda

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Today's Schedule



10:30–11:30 a.m. Session 2, Part 1: Resources for Successful Transitions



11:30 a.m. –12:30 p.m. Lunch (on your own)



12:30–2:00 p.m. Session 2, Part 2: Resources for Successful Transitions



2:00–3:30 p.m. Session 3: Creating Effective Transition Plans

Session Objectives

- Investigate components of a transition plan.
 - Six key components of an IEP.
- Discover and explore transition assessments
- Identify community programs and postsecondary options.
- Learn how to access transition resources for students.

Engagement Tools



**Engagement
Guide**

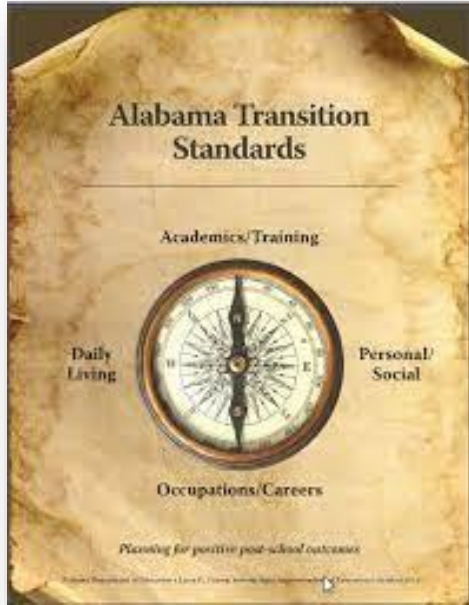


Discussion

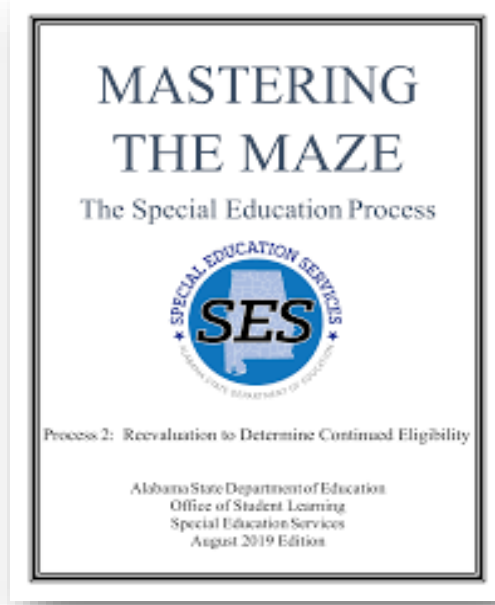


**Post-It
Activity**

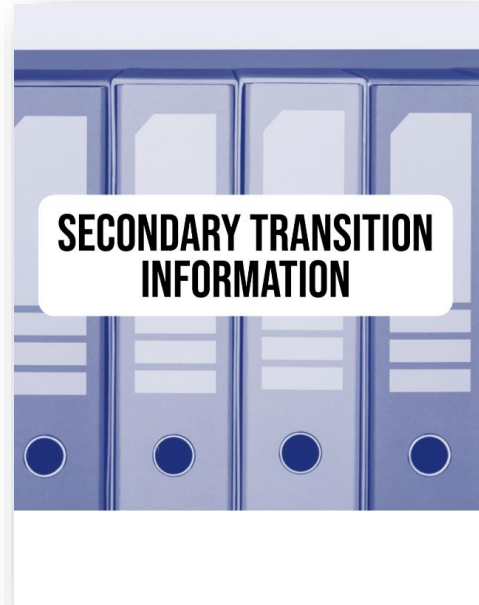
Resources



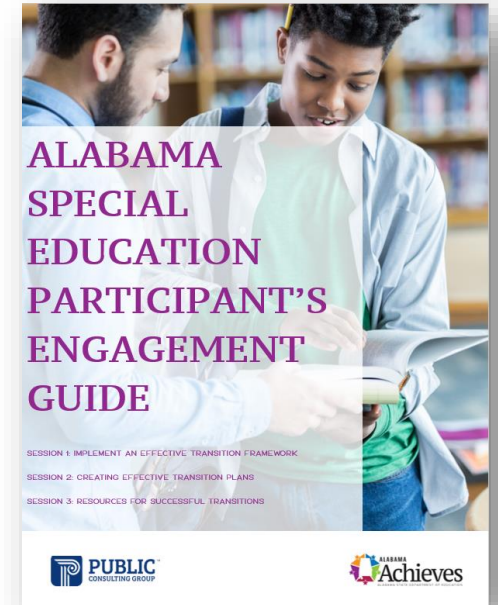
Alabama Transition Standards



Mastering the Maze



Secondary Transition Live Binder



Alabama Special Education Participant's Engagement Guide

Six Key Components of Transition

- Age-appropriate Transition Assessments
- **Postsecondary Goals:**
 - **Postsecondary Education/Training Goal,**
 - **Employment/Occupation/Career Goal,**
 - **Community/Independent Living Goal**
- Transition Services
- Course of Study
- **Alignment with Annual IEP Goals**
- Collaboration with Community Partners

Activity: Six Key Components of Transition



Complete Applying the Key Components of Transition Planning in small groups. For each of the components you will discuss the following:

- How are you meeting the criteria in your school/district?
- What would you like to do differently? What will you need to implement?

Activity: Share Out



How are you meeting the key components of transition?

What is going well in your transition practice?

What is a challenge or barrier?

What do you need to overcome that barrier?



Applying the Key Components of Transition Planning



01

Conduct Age-Appropriate Transition Assessments

- Strengths
- Preferences
- Interests
- Needs

02

Write Measurable Postsecondary Goals

- Education/Training
- Employment/Occupation/Career
- Community/Independent Living
- Identify Transition Services

03

Specially Designed Instruction

- Related Services
- Community Experiences
- Employment & Living Skills

04

Write the Course of Study

05

Write the Annual IEP Goals

06

Collaborates with Community and Adult Agencies

Transition Assessments



“

The IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

”

Age-Appropriate Transition Assessments

An ongoing process of collecting information.



The foundation for transition services.



Tools that assist the student in exploring their preferences and identifying their strengths, interests, skills, and needs.



Formal instruments or informal processes based on data collected from a variety of sources and experiences.



Reflect on Assessment: Why Do We Assess?

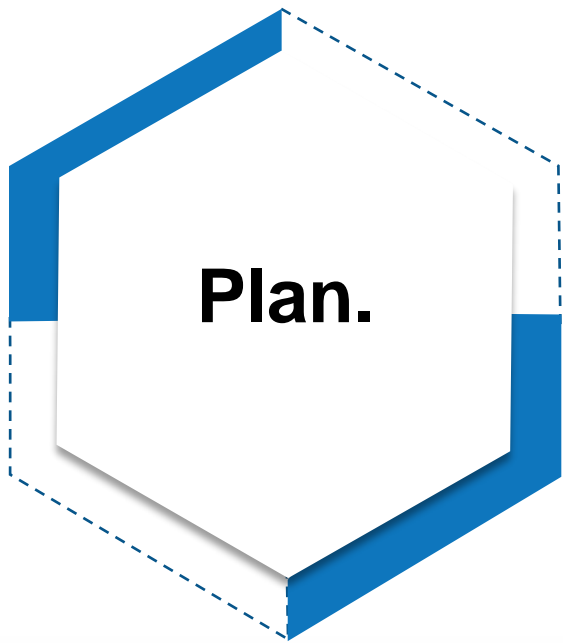


In your Engagement Guide, reflect on why you start with Transition Assessments to begin creating a Transition Plan.

- How does the assessment data support the creation of transition goals?
- How does the assessment data help to identify and develop transition services and coordinated activities to support students?
- How can the assessment data uncover the instruction and supports that are needed for postsecondary success?

Why Do We Assess?

We use assessment to do the following:



Assessment drives transition!

How Can Assessments Help Create Effective Transition Plans?

Identify

Identify

Give

Serve

Assist

Effective Assessments Answer the Following Questions



Take a moment to write down three questions assessments should answer.

Example: What are the student's unique talents and interests?

- 1.
- 2.
- 3.

Why Is a Structured Assessment Plan Helpful?



Utilizes a multi-disciplinary approach.



Well-rounded data collection.



Allows for closing the gaps.



Familiarity with the assessments.



Recognizes and honors a student's needs and cultures.

Transition Assessment Resource

Transition Assessment Resource



Let's explore the Transition Assessment Resource, which includes two key areas:

- Part 1: Transition Assessment Domain Matrix
- Part 2: Transition Assessment Descriptions



Let's Practice

With a partner, complete Part 2 of the Transition Assessment Resource. You may use the following resources:

1. Comprehensive Transition Assessments and Resources.
2. Transition Assessment Matrix.

Now, as a whole group share your findings:



Which domain is the most challenging to select an assessment in?



How will this template help you structure your assessment plan?

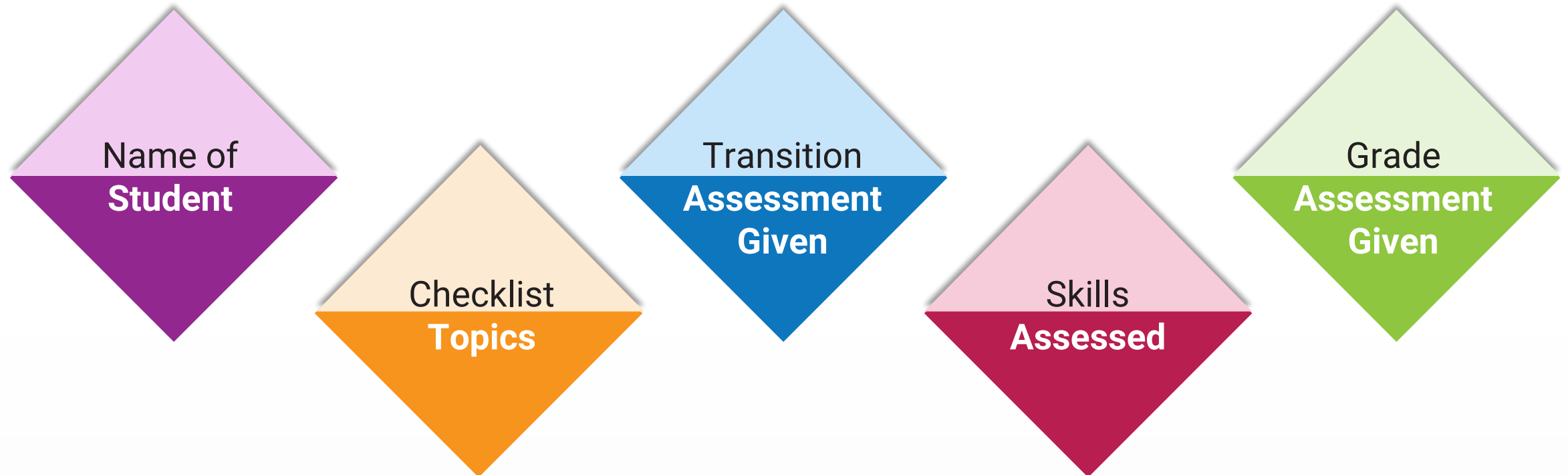
Transition Assessment Record



Transition Assessment Record

Let's explore the Transition Assessment Record Example.

You will note the key areas include the following:



Transition Assessment Record



Independently or with your school team, select a student and complete the Transition Assessment Record.

Make sure to use appropriate Transition Assessments from the previous activities.

Community Programs, Postsecondary Options, and Accessing Transition Resources

Community Programs and Postsecondary Options

Community Programs

Help adults with disabilities to take part in their community and improve their personal skills by providing access to regular meaningful social contact and stimulating activities.

Postsecondary Options

Programs for students with disabilities to continue academic, career and technical, and independent living instruction in order to prepare for employment.

Think College

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Think College in Alabama

<u>Bulldog LIFE</u>	Alabama A & M University	Normal, AL	Sharon Brown, sharon.brown@aamu.edu
<u>Crossing Points Certificate in Occupational Studies</u>	The University of Alabama	Tuscaloosa, AL	Dr. Amy Williamson, crossingpoints-CCOS@ua.edu
<u>CrossingPoints Summer Bridge Program</u>	The University of Alabama	Tuscaloosa, AL	Dr. Amy Williamson, crossingpoints-CCOS@ua.edu
<u>CrossingPoints Tier 1 Program</u>	The University of Alabama	Tuscaloosa, AL	Dr. Amy Williamson, crossingpoints-CCOS@ua.edu
<u>EAGLES Program</u>	Auburn University	Auburn University, AL	Jessica Milton, eagles@auburn.edu
<u>Falcon Flight</u>	University of k Montevallo	Pelham, AL	Susan Skipper, sskipper@shelbyed.org

Think College in Alabama

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Academy of Craft

The **Academy of Craft** Training is a public/private partnership between the commercial construction industry and the State of Alabama's K-12 Career and Technical Education System. Our mission is to recruit, educate and guide high school students for educational and employment opportunities in the construction industry.

Three locations: Birmingham, Mobile, North Alabama

ALA Postsecondary Alliance for Intellectual Disabilities

Mission

The Alabama Postsecondary Alliance for Intellectual Disabilities (APAID) was formed in 2018. The goal of the alliance is to educate our state about postsecondary opportunities for students with intellectual disabilities, provide training in K–12 settings that will help prepare youth and parents for a transition into postsecondary, push legislation supporting students with intellectual disabilities in postsecondary, and to support each other in our efforts to create the most beneficial opportunities for students with intellectual disabilities in postsecondary settings.



ALA Postsecondary Alliance for Intellectual Disabilities

Dr. Trudy Able	University of North Alabama	Lion Buddies
Dr. Abigail Baxter	University of South Alabama	Passage USA
Dr. Sharron Brown	Alabama A&M	Bulldog Life
Dr. Cynthia Connor	Jacksonville State University	Transition University (TU)
Dr. Betty Patten	Auburn University	Eagles Program
Dr. Brian Geiger	The Horizons School	
Dr. Katie Kinney	University of North Alabama	Lion Buddies
Ms. Carla Layton	Shelby County Schools, University of Montevallo	Falcon Flight
Dr. Kagendo Mutua	The University of Alabama	CrossingPoints Program
Dr. Amy Williamson	The University of Alabama	CrossingPoints Program

Community Programs and Post Secondary Options



With a partner, complete the Community Resource Scavenger Hunt. Partners will use his or her device to research the provided resources and find community supports needs in your school district area or community to support your students.

At the end, partners will share out the community resources within their district or community.

Questions

What additional questions do you have about assessments, resources, and activities?

Wrap Up and Break