Effective Models for Transition Planning

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# 2001-2002 Broadcast Schedule

For up-to-date schedule information visit our Web site at: www.emsc.

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<tr>
<th>Title</th>
<th>Broadcast Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Access to the General Education Curriculum</td>
<td>Wednesday December 12, 2001</td>
<td>3:00-4:00 PM, PBS</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Wednesday January 9, 2002</td>
<td>3:00-4:00 PM, PBS</td>
</tr>
<tr>
<td>Achieving a Balanced Approach to Teaching Reading</td>
<td>Wednesday February 13, 2002</td>
<td>3:00-4:00 PM, PBS</td>
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<tr>
<td>Teaching Reading to Students with Disabilities</td>
<td>Wednesday March 13, 2002</td>
<td>3:00-4:00 PM, PBS</td>
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<tr>
<td>Effective Models for Transition Planning</td>
<td>Wednesday April 10, 2002</td>
<td>3:00-4:00 PM, PBS</td>
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<tr>
<td>Reading for Results</td>
<td>Wednesday May 8, 2002</td>
<td>3:00-4:00 PM, PBS</td>
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Program Description

Transition planning to prepare a student with disabilities to move from high school to adult life in the community must begin no later than age 14, according to federal requirements. Incorporated within a student’s Individualized Education Program (IEP), good transition planning takes into consideration a student’s interests and abilities as specific goals are set for the student’s life after high school including where that student hopes to work, live in the community, or go on to a post-secondary educational program or training. The IEP transition components must include instruction, related services, community experiences, employment and other post-school adult living objectives, and, when appropriate, the acquisition of daily living skills and a functional vocational evaluation to prepare the student to achieve those post-school outcomes.

In this Tools for Schools program, “Effective Models for Transition Planning,” Rita Levay, Manager of Special Education Policy, New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities, details the requirements of effective transition planning and discusses how planning needs may change according to the post-school options the student chooses. Video segments include:

1. Committee on Special Education (CSE) meetings to discuss transition planning that include: students, their families, representatives of adult agencies, members of the CSE, and other invitees, as appropriate.

2. A visit to Grover Cleveland International High School in Buffalo where a bilingual 18-year old makes plans to attend an auto mechanics program at a local community college.

3. In a program for post-graduate students with disabilities housed at Daemen College, a young man receives support services in acquiring the daily living skills he needs to become more independent.

4. A young woman graduate of the Canton Central School District continues to receive support services in her job at a local sandwich shop.

5. A young woman with a physical disability has an internship in a North Country office while she completes her high school education. She and her mother take part in a planning session to discuss her transition into the office job full-time following graduation.

6. A young man makes a successful move from high school to college, availing himself of the on-campus services for students with disabilities and advocating strongly for himself at Genesee Community College.
Introduction

*Effective Models for Transition Planning* is one of a series of *Tools for Schools* programs in the 2001-2002 New York State Education Department’s Satellite Broadcast Network series to help schools build their capacity to reach higher learning standards. The programs are designed to provide basic tools for teachers, school administrators and members of the general school community to use in helping all students achieve success in school and in life. The State’s new learning standards incorporate the knowledge and skills that all students will need in an ever-changing and more complex society. Schools throughout the State have been working to build higher learning standards and transition planning into their curriculum and instruction, and the *Tools for Schools* programs draw upon their experiences as potential models that may be helpful to others.

The Effective Models for Transition Planning broadcast provides information to assist schools in strengthening the transition planning process; incorporating transition into the Individualized Education Program (IEP); implementing effective programs and services; and improving post-school transition outcomes for students with disabilities. The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to prepare them for employment and independent living. Providing education programs and services that enable students with disabilities to achieve higher learning standards and participate in the general education program with their nondisabled peers to the greatest extent possible, helps ensure that students are well prepared for adult life.

Beginning at age 14, the IDEA mandates the specific provision of transition programs and services to incrementally prepare secondary school students with disabilities to live, learn and work in the community as adults. For young adults, the IEP continues to focus on the student’s participation in the general education curricula but also begins to incorporate transition programs and services into the student’s program components that will prepare the student to make the transition to adult life. Students, families and schools face the challenge of taking a long-range view and creating a holistic IEP that addresses academic requirements leading to the highschool diploma while providing knowledge, skills and experiences with a career focus.

The core transition planning strategy is to assure that the present levels of performance, annual goals and objectives, and special education programs and services incorporate academic, life and career skills in the student’s IEP. It is the school’s responsibility to provide a balanced program that prepares students to become productive members of their community. Video segments of transition programs and services and in-studio discussions with individuals knowledgeable about effective transition planning models provide insights on how the following six tools have aided schools in improving post-school outcomes for students with disabilities.

(Continued)
First, **Responsive Leadership** establishes clear expectations for high academic achievement and student success, and provides the direction, support and encouragement for initiating changes to improve student performance.

Second, **On-going Staff Development** provides teachers and school staff with the knowledge and skills they need to implement teaching and learning strategies for helping students reach the learning standards.

Third, **Engaging/Relevant Curriculum** creates learning opportunities and experiences for students that motivate them to learn while at the same time, focuses on meaningful tasks that are directly linked to the learning standards.

Fourth, **Flexible Resources** enable schools to use the talents and skills of school staff, the support of parents and community members, time available for instructional activities, and discretionary funds to support student learning.

Fifth, **Supportive Involvement of Parents and Community** assists teachers, school staff and administrators in providing the support, help and encouragement that students need to achieve the school’s educational goals.

Sixth, **Comprehensive/Strategic Planning** forms the basis for organizing the school’s financial and human resources to implement activities to meet students’ needs identified through analysis of assessment results.

The *Effective Models for Transition Planning* broadcast features the following key areas.

- Transition programs and services will be defined with descriptive illustrations of effective strategies, which incrementally prepare students with disabilities to live, learn and earn within their community.

- On-site video segments provide viewers with an opportunity to follow several individuals with disabilities through a typical day. For youth in school, the activities include those transition programs and services that are integrated into the students’ Individualized Education Programs (IEP). In addition, viewers will see those supports available in the community after students have exited school and made successful transitions to the community. Students, families, individuals and representatives from the schools, participating agencies, colleges and employers will participate in discussions about transition programs and services.

- Rita Levay, Manager of Special Education Policy in the Office of Vocational and Educational Services for Individuals with Disabilities, New York State Education Department, will discuss the key principles of transition planning and services and highlight why transition planning and services are critical to the student’s success in adult life.
Introduction

♦ Students Jose from the Grover Cleveland International High School in the Buffalo City School District, and Leslie from the Elizabethtown-Lewis Central School District in conjunction with the Champlain Valley Educational Services, are participating in the transition programs and services outlined in their Individualized Education Programs. The video segment will highlight strategies that have been effective in their transition planning process, activities they participate in throughout the course of their day and their participation in the Committee on Special Education (CSE) meetings.

♦ Brian, an individual enrolled in the Day Habilitation Program of People, Inc., located at Daemen College in Amherst, NY, explores career options while focusing on social and work skill development. Brian is seen working at his internship in the maintenance department of a local primary school.

♦ Johanna, a young woman who has recently graduated from high school with an IEP Diploma, has successfully transitioned to the workplace and is an employee of Jrecks Sandwich Shop in Canton, New York. In addition to seeing Johanna carrying out her job responsibilities, interviews will feature key participants instrumental in planning and providing previous and current services and supports that have contributed to Johanna’s successful transition to employment.

♦ Nick, a student who has been successful in his transition to college, will discuss the challenges he faces and the supports he receives while enrolled as a full-time student at Genesee Community College.

Viewers will be provided with information and a description of a variety of resources by which they can learn more about effective transition programs and services and how they can be applied across a variety of environments. Participants will offer “tool tips” that they have found useful in preparing students to live, learn and earn within their community. The facilitator’s guide will also contain additional resources and practical suggestions useful in developing and implementing transition programs and services throughout the State.

What Are Transition Programs And Services?

The purpose of transition programs and services is to incrementally prepare students with disabilities to live, learn and earn within the community by providing them with career and life skills, knowledge and experiences. Transition planning and implementation should drive the development of the Individualized Education Program (IEP) from the age of 14 to 21. Transition service needs should be incorporated into the identified abilities and needs in the present level of performance section of the IEP and should be based on student needs, preferences and interests. This forms the basis for developing annual goals and objectives. Beginning at age 14, courses of study (e.g., instructional activities and educational experiences) should

(Continued)
meet identified transition needs. In addition, beginning at age 15, the IEP should contain a summary of the coordinated set of activities that will promote student movement from school to post-school activities. This set of activities includes:

- instruction
- related services
- community experiences
- the development of employment and other post-school adult living objectives, and
- acquisition of daily living skills and functional vocational evaluation (if appropriate)

Transition programs and services should prepare students to achieve successful long-term adult outcomes. These outcomes may include:

- postsecondary education and training
- vocational training
- integrated competitive employment
- supported employment
- continuing and adult education
- adult services
- independent living, and
- community participation

The Goal Of Transition Planning And Services

The goal of transition programs and services is to prepare students to live, learn and earn within the community. To assist them in doing this, students may need help in addressing key questions, that every student needs to be able to answer to become productive and successful members of society, such as:

- Who Am I?
- Where Am I Going?
- How Will I Get There?

There are also a number of central questions each person involved in the transition planning process should be prepared to answer. The following questions organized around the six tools may help viewers consider how the tools can be used to enhance transition planning and services for students with disabilities.
Responsive Leadership

- As an administrator, have I demonstrated a commitment to strengthening the capacity to provide effective transition programs and services in the school program?
- As a teacher, have I explored ways of incorporating the Career Development and Occupational Studies (CDOS) Learning Standards across academic areas?
- As a parent, have I encouraged my child to explore career options?

On-Going Staff Development

- As an administrator, have I provided staff with the tools, knowledge and resources necessary to prepare students to live, learn and earn in the community?
- As a teacher, am I aware of the regulations with respect to transition and am I able to incorporate the concepts in the instructional strategies used in the classroom to support student success?
- As a parent, am I aware of the postsecondary options available for my child?

Engaging/Relevant Curriculum

- As an administrator, have I promoted programs and networks with community agencies to facilitate the student’s smooth transition to the community?
- As a teacher, am I providing functional, meaningful, standards-based learning activities that incrementally prepare students to live, learn and earn within the community?
- As a parent, am I involved in the development of the goals for my child and do I understand how they relate to lifelong learning and future success?

Flexible Resources

- As an administrator, have I considered how staff can provide assistance to others in the school and community with respect to the transition process and the development of the IEP?
- As a teacher, have I considered utilizing community resources such as vocational rehabilitation counselors, job coaches, employers, and others to strengthen my program?
- As a parent, have I explored the community resources available to my child to assist in the pursuit of employment, residential options and leisure time activities?

(Continued)
Supportive Involvement of Parents and Community

- As an administrator, have I identified and addressed any barriers that interfere with parental involvement in the transition planning process?

- As a teacher, have I included parents and community agency representatives in transition planning?

- As a parent, have I taken advantage of the opportunity to participate in the transition planning process?

Comprehensive/Strategic Planning

- As an administrator, have I developed a mechanism for collaboration between the school and the workplace and postsecondary institutions?

- As a teacher, am I developing instructional strategies and experiences based on annual goals and benchmarks, which will incrementally prepare students to reach post-school outcomes for living, learning, and earning within the community?

- As a parent, have I explored options to support my child’s aspirations for the future?

Sustaining School Improvement Initiatives

The Tools for Schools theme will be the focus of one additional Satellite Broadcast Network program during 2001-2002 designed to help schools continue to build their capacity to reach higher learning standards. A complete schedule of the topics and airdates of the programs broadcast during the current school year is provided at the beginning of this document. Information requests and questions about any of the Tools for Schools programs may be directed to the Satellite Broadcast Network, Questar III Office at (518) 477-6749.
How to Participate in the Teleconference Series

Each program in the series will be one hour in length from 3:00 to 4:00 p.m.
The programs will cover four areas.

♦ Information will be provided about transition planning.
♦ Video segments will show demonstrated, proven and effective teaching practices.
♦ Practical tips and suggestions will be offered.
♦ Resources will be identified.

Closed-captioned copies of the videotape will be available on request.

You may access these programs on your local public television station. The following stations will carry the programs:

WNED/Channel 17..........Buffalo
WMHT/Channel 17.........Capital Region
WCFE/Channel 57.........Plattsburgh
WCNY/Channel 24.........Syracuse
WSKG/Channel 46........Binghamton
WNET/Channel 13.........New York City
WXXI/Channel 21.........Rochester
WPBS/Channel 16.........Watertown
WLIW/Channel 21.........Long Island

If you have any questions call or e-mail Suzanne Carroll at the New York State Broadcast Network, Questar III Office (518) 477-6749, scarroll@questar.org. Visit our Web site www.emsc.nysed.gov/ciai/satellite.html.
Across the nation, urban, rural, and suburban schools are striving to reach higher standards and to improve the academic performance of their students. Creating continuous opportunities for learning and development enhances the ability of schools to provide training for teachers, administrators, parents, and the greater school community. High quality, timely, and interactive teleconference formats can provide information, tools and materials that create strategies to improve teaching and learning. By their very nature, teleconferences offer a flexible framework for administrators and classroom teachers to focus on specific issues, interact with each other, raise concerns, and create an agenda for higher achievement in their own school environment.

The Satellite Broadcast Network teleconferences can provide a powerful tool for your school to:

♦ learn about the latest information on transition planning;
♦ create flexible learning opportunities for administrators, classroom teachers and support staff involved in the transition process;
♦ offer teachers and administrators a direct view into promising school and classroom practices and work experience sites; and
♦ aid in public information efforts with parents and the community.

Following are tips for using the teleconference format in a variety of ways:

♦ Make the Teleconferences Part of Your Overall Staff Development Program

The topics proposed for the "Tools for Schools" teleconference series closely parallel the on-going staff development efforts of individual school buildings and districts. Review the teleconference schedule in coordination with your own framework for staff development, and blend the two to offer a comprehensive approach to teaching and learning. The use of teleconferences may enhance and strengthen your internal initiatives.
Encourage Self Learning

Encourage classroom teachers, support staff and administrators to view the programs on their own, at their convenience. Use the accompanying facilitator's guide as a viewing guide to stimulate thinking. Provide a feedback sheet for input into what may be of interest in your school. Summarize feedback received by teachers at staff meetings or through other school communication tools.

Promote Viewing in Your Own School

Assure that all general and special education classroom teachers and support staff have access to the program schedules. Post schedules on faculty room bulletin boards. Announce upcoming programs at faculty meetings. Provide monthly reminders on frequently read bulletin boards. Summarize key points of interest to your school in internal e-mails, faculty bulletins, or community or parent newsletters.

Have the school's media specialist or librarian videotape the programs. Keep multiple copies available for teachers and administrators to check out for private viewing or for use by various school-related organizations.

Create Opportunities for Teachers to View Teleconferences Together

Teachers tell us that they gain more from the teleconferences when they have an opportunity to watch them with colleagues and discuss the program content in relationship to their own teaching experiences. Schedule a time when all teachers can gather and view the programs together, either at regular meetings or during special times during the day. Include teachers who teach children with disabilities and children who are English language learners to ensure that a full discussion about all students, including those students who are diverse learners, can occur.

Provide a place where viewing can occur without interruption. If the viewing is scheduled at alternative times, such as before school, during lunch, or after school, create a climate that encourages interaction and congeniality. Ask someone to facilitate the viewing, and to encourage interaction and discussion. The facilitator's guide provides a resource for challenging queries and thought-provoking ideas for discussion.
♦ Facilitate Viewing the Entire Teleconference

The teleconference format is designed to build upon a variety of techniques to encourage the viewer to observe a topic from different viewpoints. Issues are discussed with educational experts and practitioners offering diverse approaches. Classroom experiences are selected to provide alternative approaches and promising practices in addressing issues. By viewing the program in its entirety, teachers and administrators emerge with an understanding of varied approaches to teaching and learning.

Individual segments can then be used to stress specific points or as lead-ins to further discussion or activity. Segments can also be used to promote further viewing of the entire program, or with specific audiences, such as a PTA or with a group of teachers focusing on a specific segment for further discussion and action.

♦ Provide the Opportunity for Teachers and Administrators to Use What They Learned

The teleconferences are designed to stimulate thinking and to challenge the school community to try new ideas. Give teachers and administrators an opportunity to discuss ideas that they would like to try. Provide encouragement for examining and investigating new ideas in the classroom.

Recognize teachers who watch the programs and incorporate "promising practices" into their own classroom instruction. Provide opportunities for teachers to discuss what worked and what needed improvement. Create a "community of learners" environment, where all teachers can benefit from the experience of others when new concepts or ideas are implemented. Promote creativity through internal newsletters, at meetings, and through the media.

♦ Use the Facilitator's Guide to Enhance Viewing

Each program has an accompanying Facilitator's Guide designed to help schools gain the most from each program. The guide not only provides a framework for viewing the program, but also includes challenging questions, ancillary activities designed to stimulate discussion, selected resources, and overheads for use in staff development. The guides are designed for ease of duplication.

Schools may wish to select a volunteer or appoint someone to serve as a facilitator for group discussions. Each guide offers a variety of activities that can be used in association with the teleconference to promote an active viewing and learning environment. Resources included in each guide can assist classroom teachers in their own classroom.

(Continued)
Creating a Learning Environment

♦ Create Opportunities for Promoting Your Staff Development Efforts

Promoting staff development efforts in community newspapers and publications provides the community with opportunities to understand that your school is engaged in on-going efforts to promote high achievement. News releases highlighting key points of the teleconference and changes in actual practice enhance the ability of the school to engage the community in school achievement.

The use of "Tools for Schools", either in its entirety or in selected segments, by community groups can help to promote understanding of your school's initiatives to promote teaching and learning, and enhance support for higher achievement for your students.

Summaries of teleconference topics can be used to provide in-depth articles in community newspapers and periodicals to support your school's efforts and educational issues. Interviews of school staff by local media, using the teleconference as a base, can support your school's initiatives.

Tell Us What You Think

Your comments and suggestions are important. The design of this year's teleconference formats and facilitator guides are a direct result of comments from you, our viewing audience. Use the handy feedback form in the Facilitator's Guide to share your comments and those of your teachers so that we may provide the highest quality product to meet your needs.

♦ Comment On-line

You may also comment on this Facilitator's Guide or on the New York State Broadcast Network's Tools for Schools program by completing the 2001-2002 Tools for Schools viewer survey. The survey can be found on the New York State Education Department home page at www.nysed.gov/ and at the New York State Broadcast Network home page at www.emsc.nysed.gov/ciai/satellite.html. Your comments and suggestions will be helpful as future guides and programs are developed.
Facilitating a Group
Facilitating Discussion

Teachers and administrators may choose to meet in small groups as an activity to stimulate discussion. Such groups often use a facilitator to guide the group in its discussion. It is important to make clear the role of the facilitator, particularly if the group has not previously used a facilitator. The following may be useful in defining the role of the facilitator.

The role of the facilitator is to:

♦ help the group focus its energies on the task (may appoint a recorder)
♦ remain neutral in terms of the content of the meeting
♦ deflect personal comment and defend individuals from personal attack
♦ make suggestions about the process or progress of the meeting

The functions involved in facilitating a meeting include:

♦ Guiding the agenda
  ♦ reviewing to ensure all participants understand order of items, allocate times, etc.
  ♦ allowing members to add items
  ♦ keeping track of where group is on agenda (may appoint a timekeeper)

♦ Keeping the discussion on topic

♦ Clarifying and rephrasing
  ♦ acting as translator if members are not being well understood
  ♦ checking with person speaking for accuracy of interpretations

♦ Equalizing participation

♦ Pacing
  ♦ maintaining delicate balance between allowing time for group to discuss and understand an issue and not allowing group to get bogged down

♦ Reformulating
  ♦ separating areas of agreement from areas of disagreement
  ♦ identifying new issues as they arise and bringing to group's attention

Adapted from "Building United Judgment: A Handbook for Consensus Decision Making" by Center for Conflict Resolution.
If teachers and administrators choose to meet in small roundtable or discussion groups, the following suggestions will assist group members in actively participating in small group discussions, especially if a facilitator for the small groups has not been selected.

♦ If a facilitator has not been chosen for the task, select a person to serve as a discussion leader.

♦ Select a person to record the critical points raised in the discussion. This person may also be asked to share these observations with other meeting participants.

♦ Take a moment to "break the ice". Have each group member introduce themselves and make one statement about their expectations about the outcome of the discussion.

♦ Give each group member time to look at the materials or instructions provided. Take a few minutes to determine whether any group member would like to comment on the materials, recommend changes to the process, or present other suggestions. These can be reported as part of the group's recommendations.

♦ Establish time frames for discussion and any other activities in which the group will engage. Stick to these time frames.

♦ Develop any ground rules that the group may desire. Examples of group ground rules have been:
  ♦ Everyone has the right to freely express their ideas. Learning about others viewpoints will help shape the group's tasks and process.
  ♦ Any person may speak, but no longer than ___ minutes at any one time.
  ♦ No person may interrupt another person.
  ♦ If a group member leaves the group to attend to another task, it is their responsibility to "catch-up" when they return, not the group's.

♦ Make the most of the discussion. Look for opportunities to build new relationships and linkages with others in the group.

♦ Where necessary, anyone in the group can take a moment to check on the group's process. Is there broad enough participation? Is the group staying on track? Do people seem committed? Are there decisions being made? If not, offer a comment, such as, "We haven't heard from Bob yet," or "Let's review where we agree."

♦ Build in time for feedback to the group by the recorder. It is the group's responsibility to ensure that the recorder's notes are accurate.
The following checklist includes many things a facilitator can do to make a meeting more efficient and effective. The more items checked, the more likely it is that participants thought this was a "good" meeting.

- Did I clearly explain my role?
- Did I allow the participants to revise the agenda?
- Was I effective in getting the group to focus on a common task?
- Was I effective in getting the group to use one method or procedure at a time (i.e., reporting information, planning, decision making)?
- Was I able to keep the meeting moving along smoothly?
- Did I avoid talking too much?
- Did everyone have a chance to participate?
- Did I protect group members and their ideas?
- Did I keep supervisors, administrators, and others with "power" from dominating the meeting?
- Did I handle disruptive behavior (if any) well?
- Was I able to remain neutral and not get involved?
- Did I avoid becoming defensive when criticized?
- Was I effective in bringing the group to closure and getting them to agree on specific action plans?
- Did I define and assign a recorder and timekeeper to help me manage my role?

Adapted from "How to Make Meetings Work" by Michael Doyle and David Straus.
Effective Models for Transition Planning

Facilitator’s Evaluation Form

Facilitator: ________________________ Site: ________________________ Date: ____________

School District or Organization: ____________________________________________________

Contact Phone Number: ________________________________________________________

Your input is important to us! Please take a few minutes to provide us with your comments and thoughts about this teleconference and facilitator guide.

Brief description of event related to teleconference:

**Target audience:** (Who was invited? Who attended? Was your target audience reached?)

**Activities:** (In what activities did the participants engage? Were these activities effective? What would you do differently next time?)

**Teleconference Format:** (Was the teleconference format an effective means of communication to stimulate discussion? Are there other issues that could be included in future presentations?)

**Event Results:** (Were the desired outcomes of the event achieved?)

**Accomplishments:** (How can we build on your accomplishments? What are the next steps you would propose?)

**Facilitator Guide:** (Was the facilitator guide helpful in leading discussions? Are there other components you would like to see added? Are their other activities you would suggest for future guides?)

Do you have any other comments?

**Please return this form to:** John Quinn, Office of Curriculum and Assessment, EBA, Rm. 668, New York State Education Department, Albany, NY 12234
Effective Models for Transition Planning

Group Exercises
Effective Models for Transition Planning: Putting the Pieces Together

Transition Planning + Implementation = Results

Family Involvement

District Program Structure

Student Development

Student Involvement

Interagency and Interdisciplinary Collaboration
Putting the Pieces Together

In your school, what is currently in place to assure that your school or district is preparing all students with disabilities to successfully transition to living, learning and earning in their community? How do the tools (responsive leadership, on-going staff development, engaging relevant/curriculum, flexible resources, parent and community involvement, and comprehensive/strategic planning) contribute to preparing students to successfully transition to post-school outcomes?

The following key components in transition planning must be present to enable students to become contributing members of their community:

- District Program Structure
- Student Involvement
- Family Involvement
- Interagency and Interdisciplinary Collaboration
- Student Development

Does your school program have the flexibility to address the program options necessary to address the needs, interests, and abilities of each of the students?

Are transition policies and procedures integrated into district plans?

Is there a multi-disciplinary effort involved in transition planning and implementation?

What steps are necessary for the student centered transition planning process to be effective?

Has the student and family been engaged in dialogue as to how the student hopes to live, learn and earn in the community?

Are transition planning decisions driven by the student and family?

Have the student’s aspirations for living, learning and earning been central to the dialogue and the development of the Individualized Education Program (IEP)?

Do educational experiences on the IEP correspond to post-school outcomes?

What community resources can assist you in making curriculum more relevant for students?
## Review of Key Components in My School and Classroom

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<th>Description</th>
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<td><strong>Responsive Leadership</strong></td>
<td>Responsive leadership provides flexible programming that meets individual student needs. Program structure, process and services are clearly articulated to support a successful transition. There is active participation with parents, students and key members of the community. Funding is used creatively to allocate sufficient resources to accomplish what is recommended. Parents and students are active participants in the district planning process. Data from student outcomes is used to guide continuous program improvement. Qualified personnel are assigned to support effective transition practices.</td>
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<tr>
<td><strong>On-going Staff Development</strong></td>
<td>On-going staff development ensures that transition is included in all staff development plans for example, Comprehensive System of Personnel Development (CSPD) and Comprehensive District Education Plan (CDEP). Community representatives that have practical functional experience are recruited to provide on-going staff development. Systems are in place to monitor the process changes and/or student achievement that result from staff development activities. Staff development uses effective principles of learning. Student centered transition planning process is included in on-going staff development.</td>
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<td><strong>Engaging/Relevant Curriculum</strong></td>
<td>Engaging curriculum moves students toward achieving their individual transition outcomes by: infusing SCANS skills and career plans into the learning standards core content areas; using the community as a classroom resource; using multiple teaching styles to provide information to match multiple learning styles of students; and preparing students to make informed choices about their future.</td>
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<td><strong>Flexible Resources</strong></td>
<td>Flexible resources enable schools to use their time, staff skills and program funding to focus on transition planning and implementation. Resources from multiple sources (school, community, federal and state funds) are coordinated. Resources are targeted to identified students, staff and school/community partnerships. Technology and assistive technology are used to facilitate the student’s ability to live, learn and earn in the community.</td>
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<tr>
<td><strong>Supportive Involvement of Parents and Community</strong></td>
<td>Supportive involvement of parents and community ensures that students and parents are involved in the planning and implementation of the student’s Individualized Education Program (IEP). Caring adults are committed to lend their talents and skills to enhance the school’s educational goals. Community members act as mentors and/or extend the classroom experience into the community.</td>
</tr>
<tr>
<td><strong>Comprehensive/Strategic Planning</strong></td>
<td>Comprehensive/strategic planning means collaborative planning that includes the student, parent, district and community. Transqual (Transition Quality Indicators Self-Assessment) is used as a tool to include transition in the multi-year strategic district planning process. Individual student planning reflects knowledge of and commitment to all learning standards. Student needs and abilities are addressed in classroom instruction.</td>
</tr>
</tbody>
</table>
**Review of Key Components in My School and Classroom**

**Directions:** The concept of “Tools for Schools” provides a framework for thinking about your own teaching and learning environment, in your school and in your classroom. This exercise can stimulate thinking and dialogue as you view the teleconference. A review of the key components in relationship to your school and classroom can assist you in determining whether current school and classroom practice support students in reaching the higher learning standards and transition goals. Completing the chart may be helpful in determining areas of strength and areas where development of additional strategies can support your initiatives. Sample ideas for each of the six key components are included in the overhead portion of the facilitator’s guide and will provide additional resources for this activity. These ideas were provided by the teachers and administrators participating in “Tools for Schools” teleconferences.

<table>
<thead>
<tr>
<th>Key Components</th>
<th>In My School</th>
<th>In My Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsive Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going Staff Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging/Relevant Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Involvement of Parents and Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive/Strategic Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Small Roundtable Discussion Groups

Sample Framework Discussion Guide

(In some settings, school administrators and teachers may wish to discuss the key components in “Tools for Schools” and develop strategies to enhance transition planning and implementation within the school system.)

Discussion Group Members:
Recorder:

Proposed key components we would like to improve or enhance to help our students achieve successful post-school outcomes:

Questions to Think About

Are we currently using the key components (responsive leadership, on-going staff development, engaging/relevant curriculum, flexible resources, supportive involvement of parents and community, and comprehensive/strategic planning) to support our efforts to reach higher standards and appropriate student post-school outcomes? If not, how can we enhance or strengthen the key components in our school and classroom environment?

Have we embraced the concept of integrating transition planning and implementation in our school and classroom practice? What strategies have we used to achieve successful post-school outcomes? How have we matched curriculum, teaching, and testing to ensure that we can meet the challenge to prepare students to live, learn and earn in the community?

How can we build our capacity to incrementally prepare students for life in the community? Which of the key components can strengthen our capacity in our school and in our own teaching practice?

How can we focus on results and strive to improve them? Do we take responsibility for our results? How can our results be used to improve our planning, teaching and learning process? Which key components can we apply to strengthen or enhance our initiatives?

How can we coordinate and use all the key components to overcome challenges and reach our goals?)
Small Roundtable Discussion Groups

Sample Action Plan

(In some settings, administrators, teachers and support staff may wish to discuss the key components. This format can be used if the group wishes to develop an action plan to implement, enhance or improve a key component discussed in "Tools for Schools").

Discussion Group:  
Recorder:  
Contact Number:  

Our Goal:

Proposed Strategy:

<table>
<thead>
<tr>
<th>Associated Tasks</th>
<th>Who</th>
<th>When</th>
<th>Resources</th>
</tr>
</thead>
</table>

Group Exercise 4
Throughout New York State, teachers and administrators have devoted time and expertise towards implementing higher standards and preparing students to demonstrate their knowledge and skills in school and in life. Teachers and administrators are not only focusing on student learning and the teaching process, but also on enhancing the school and classroom environment. The following scenarios provide an opportunity for teachers and administrators to discuss potential approaches to use the “Tools for Schools” framework to create an active learning environment, and to support the successful transition of students with disabilities to post-school outcomes. Any of the following scenarios may present an opportunity for discussion.

♦ **You are a 10th grade teacher of a student with moderate cognitive impairment currently functioning at the 3rd grade level in math.** The parent and student want the student to follow in his father’s footsteps and become a Certified Public Accountant (CPA). The student is a local diploma candidate and has not passed the Regents Competency Test (RCT) in math. As a teacher, what is your responsibility in helping the student discuss this desired post-school outcome at the annual review? What kinds of coordinated activities should you arrange to help the student explore this post-school outcome through school and community activities? What might be the role of a multi-disciplinary team to help the student explore this option?

♦ **You are a CSE chair in an urban setting.** A 12th grade student with a developmental disability is successfully participating in a health aide training program at the career and technical high school. She has an opportunity to participate in a cooperative placement at a local hospital. She has not learned to use the public transportation system. How would you enable the student to participate in the co-op work experience program? How does the solution help the student to develop skills to travel independently in the community? What might be the role of other agencies?

♦ **You are a school guidance counselor in a rural high school.** A student graduated with his class, receiving a Regents diploma. At the time, he had received appropriate supports and accommodations to address a learning disability and difficulty with social interaction. The student, enrolled in college, came to visit in November stating that he is having a difficult time and probably won’t return for the second semester. He had not told the college of his disability. What information would you need in order to further identify the student’s needs? How would you advise the student? What coordinated activities might have been useful while the student was still in high school to better prepare him for college?

♦ **You are a high school principal in a suburban school.** A 19-year-old student who graduated in June with an IEP diploma has returned over the winter break and expressed an interest in becoming an auto mechanic. What is the school’s responsibility to this student? What are the next steps that you as the principal should take? Who else within or outside the district should be involved in helping this student?

Are there other scenarios in your own school that you would like to discuss?
Role-Play: Person Centered Transition Planning

Determining a Student’s Hopes, Aspirations, Dreams, Strengths, Talents and Abilities through Strength Based Assessment

A local school district needs to do annual guidance reviews for each student in the school. Annual guidance reviews are required for those enrolled in general education as well as for those classified students receiving special education services. As transition planning for the Committee on Special Education (CSE) meeting for those receiving special education services and the annual guidance reviews are a similar process and involve many of the same people, staff have agreed to join forces to meet these requirements.

Dr. Smith has recently found a process for assessing students that appears to generate the appropriate kinds of information. This process is referred to as Strength Based Assessment. *An overview of the Strength Based Assessment (SBA) process, and guidelines for conducting Strength Based Assessments are contained in the Resource Section of this guide.*

**Directions for Role-Play**

Using the strength based assessment guidelines found in the Resource section of this guide, focus on the annual guidance review and transition planning in preparation for the student’s CSE meeting. Allow 10-15 minutes for role-playing the situation and 10-15 minutes to process the information discussed in the role-play.

Below are the roles to be assigned for this role-play.

**Facilitator** – The facilitator will guide the meeting. The facilitator’s role is to keep the discussion focused and positive. Using the SBA (strength based assessment) form, Dr. Smith will elicit discussion to address what the school records show; what the student’s hopes for the future are; and what the hopes and concerns of the parents and significant others are.

**Student** – The student, a sophomore planning to receive a Regents diploma is enrolled in general education while receiving resource services to support organizational skills, study habits, reading comprehension and written language expression. In level one career assessments, the student indicated an interest in living on his/her own and participating in the community. The student likes drawing and exhibits social/personal problems with peers.

**Parent** (Mom & Dad) – Mom envisions the student working at the restaurant at the corner of their street. Mom wishes to continue “keeping an eye on her child”. Dad envisions “anything practical” so the student can support herself and “earn good money.”

**School Staff** – The participants from the school include a guidance counselor, resource room teacher, and an art teacher.
Observers (2 members of the group) – Using the observer’s checklist, the observer’s role is to monitor the process. When the observers notice one of the guidelines for Strength Based Assessment is not being followed (e.g., school staff begins identifying things the student does wrong), the observers will interrupt the meeting and suggest change. The information can be recorded in the observer’s checklist.

After the preceding roles are assigned, the following steps are suggested for the role-play:

♦ The facilitator briefly explains the purpose of the meeting.
♦ Using the guidelines for conducting Strength Based Assessments contained in the Resource Section of this guide, the student starts the process with the Dreams question. Then the parent responds to the Dreams question.
♦ The student then responds to the Barriers question. Then the parent responds to the Barriers question.
♦ The student responds to the Abilities question. Then the parent responds to the Abilities question. The school staff responds next. At this time, the “abilities list” should be read back to the student, and the student is reminded that he/she can add, delete or accept the list.
♦ The Dreams should be reread and the student asked what he/she needs to achieve the dreams. A question that could be used is: “What helps you to be successful?” Ask the parent and the school staff the same question.
♦ There is no need to transcribe the meeting. It may be more useful to write the meaningful parts of participants’ statements in their own words, rather than paraphrasing their comments.
♦ The chart on the following page should be used by the observers to complete the exercise.

Consider the following questions when processing the information discussed in the role-play:

♦ What did you learn from this role-play situation?
♦ Is this similar to, or different from, other conversations you have had with students, parents and/or other school staff?
♦ How can the information be used to complete the guidance review and as a source of information to develop the transition components of the Individualized Education Program (IEP)?
♦ What are the next steps for the school, families and students with respect to this process?
### Observer Checklist

<table>
<thead>
<tr>
<th></th>
<th>Examples of when this was done</th>
<th>Examples of when this was not done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Non-Judgmental</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Own Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dreams/Fears</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multi-Path Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All of Life</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Abilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strength Based/Positive Communication</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the information provided in Tammy’s Strength Based Assessment to complete the following exercise.

1. Develop the Present Levels of Performance to be included in the Individualized Education Program (IEP) for each of the core areas:
   - Academic and Educational Achievement and Learning Characteristics
   - Physical Development
   - Social Development

2. Develop the post-school outcome statements* to be included in the Individualized Education Program (IEP) for each of the following areas:
   - Employment
   - Further Education
   - Community Living

3. Determine what additional information will be required.

4. Identify the next steps necessary in the transition planning process.

*Previously referred to as Long-Term Adult Outcome Statements.
# Strength Based Planning Worksheet

**Projected Graduation Date:** 2005  
**School Year:** Freshman  
**Student:** Tammy  
**Date:** 6/6/01

<table>
<thead>
<tr>
<th>Student</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dreams: What are your hopes and dreams for the future?</strong></td>
<td><strong>Parent:</strong></td>
</tr>
<tr>
<td>♦ I want to find a job I enjoy and that is challenging. (A job where I have to think out stuff).</td>
<td>♦ I hope she accomplishes what she wants to do and that people are accessible for her.</td>
</tr>
<tr>
<td>♦ I want to learn more about computers.</td>
<td>♦ I want her to have a social setting where she enjoys her day. I hope she will be intellectually challenged and work gainfully at least part-time or maybe voluntary where she can give to the community.</td>
</tr>
<tr>
<td>♦ I want to help other people like me.</td>
<td>♦ I want Tammy to go on a speaking tour.</td>
</tr>
<tr>
<td>♦ I want to try to invent stuff for people like me. I want to work at a job where I use my head. I want to work with people. I want to write my life story. I want to have challenges.</td>
<td></td>
</tr>
<tr>
<td><strong>Fears: What will stand in the way of what you want?</strong></td>
<td><strong>Parent:</strong></td>
</tr>
<tr>
<td>♦ My physical disability.</td>
<td>♦ Tammy needs a caregiver.</td>
</tr>
<tr>
<td>♦ My reading and writing is behind.</td>
<td>♦ Her perceptual difficulties (i.e. tracking) can be a hindrance as well as her LD (learning disabilities).</td>
</tr>
<tr>
<td>♦ I have trouble writing things on the computer.</td>
<td></td>
</tr>
<tr>
<td>♦ I have difficulty with my eyes. For example, in my power wheelchair, it’s hard to visualize where I want to go.</td>
<td></td>
</tr>
<tr>
<td><strong>Abilities: What are your strengths, gifts, talents, skills, likes and dislikes?</strong></td>
<td><strong>Parent:</strong></td>
</tr>
<tr>
<td>♦ I like it when people are real to me.</td>
<td>♦ Tammy is extremely social. People enjoy being with her and she with others.</td>
</tr>
<tr>
<td>♦ The really big thing is I realize what I am, who I am and how to deal with it.</td>
<td>♦ Very patient with her self and others. She accepts what she can’t control.</td>
</tr>
<tr>
<td>♦ I’m fun to be with.</td>
<td>♦ She knows how to deal with frustration.</td>
</tr>
<tr>
<td>♦ I understand a lot of things about life that people don’t understand.</td>
<td>♦ Tammy is extremely motivated. She will pursue what she wants to the best of her ability.</td>
</tr>
<tr>
<td>♦ People have learned from being around me how to deal with life. (Life is not made of honey, but you can make it honey.)</td>
<td>♦ She has a good sense of humor and always has a witty remark.</td>
</tr>
<tr>
<td>♦ I’ve been told I would be a very good psychologist.</td>
<td></td>
</tr>
<tr>
<td>♦ I like talking on the phone.</td>
<td></td>
</tr>
<tr>
<td>♦ I like going to parties.</td>
<td></td>
</tr>
<tr>
<td>♦ I love to use my head and do something with my life</td>
<td></td>
</tr>
<tr>
<td>♦ I have a good perspective [on life].</td>
<td></td>
</tr>
</tbody>
</table>
**Student**

**Abilities: What are your strengths, gifts, talents, skills, likes and dislikes?**

(Continued)

- Re: religion class: I enjoy the socializing and the school and the classes especially when people talk about their life experiences.
- My life is forcing me to understand what I don’t want to understand.

**Dislikes:**

- Sometimes people treat me like a baby.
- I don’t want to go back to the religious school because I’ll have to make new friends.

**Robin (OT):**

- She is a good teacher. She shares her patience.
- Tammy has a very good memory and she uses it for learning. She remembers her appointments and personal details.
- She has a good understanding of her limitations.
- She is mature.
- She enjoys talking on the phone.

**Bruce (Admin.)**

- Tammy is mature beyond her years.
- She sews.
- She works to improve herself to overcome challenges. She works hard to become a winner.
- She is an inspiration to others.
- She cares about others and puts them ahead of herself.
- She always has a smile.

**Susan (Speech)**

- Speech and language is the way to go. She should communicate her experiences with the world.
- Tammy is bilingual.

**Needs: What helps you to be successful? What helps you do a good job?**

- My aim is for a social life right now. Maybe aim for computers later.
- A sewing machine that is easy for me to use.
- We need to get our thoughts together to come up with the right job where I will think deep thoughts.

**School Needs to Address:**

- Moving freely between communities.
- Transportation needs to be addressed.
- Environments need to be accessible.
- Money management.
- More time for brainstorming and talking together.
- Have the group home become more involved in understanding Tammy [her needs, her potential and abilities].
- Look at adult education/continuing education.
Present Levels of Performance

Academic/Educational Achievement and Learning Characteristics

Present Levels:

Strengths/Abilities:

Effect on Participation in General Education Curriculum:

Needs:

Post-School Transition Needs:

Physical Development

Present Levels:

Strengths/Abilities:

Effect on Participation in General Education Curriculum:

Needs:

Post-School Transition Needs:

as of 3/15/02
Present Levels of Performance

Social Development
Present Levels:

Strengths/Abilities:

Effect on Participation in General Education Curriculum:

Needs:

Post-School Transition Needs:

Projected Post-School Outcomes*:

Employment:

Postsecondary Education/Training:

Community Living:

*Previously referred to as Long-Term Adult Outcome Statements.
### Group Exercise 8

**My Own Professional Development**

**Effective Models for Transition Planning: Thinking It Through**

| How do I perceive my skills as a teacher and/or administrator? With respect to the transition planning and implementation process, do I have the knowledge and skills to: |
| ♦ Understand and apply federal and State regulations regarding transition requirements |
| ♦ Integrate academic and career and technical education curricula into instructional strategies |
| ♦ Consider and build upon student strengths, hopes and aspirations when facilitating the transition planning process |
| ♦ Actively involve parents and students in the process |
| ♦ Make the necessary connections with the community to support the transition process |
| ♦ Utilize the principles of Strength Based Assessment and Person Centered Planning when developing Individualized Education Programs (IEP) with transition components |
| ♦ Facilitate the Determination of Present Levels of Performance (PLP) and the development of appropriate post-school outcomes based on student input and assessments |
| ♦ Use creative and flexible resources to enhance the process of transition |
| ♦ Assist in preparing students to live, learn and earn in the community |
| ♦ Continuously assist students in reviewing and revising their plans for transition to adult life |
| ♦ other topic(s): __________________________ |

| What knowledge and skills about transition planning and implementation would I like to further develop? |
| What professional development strategies do I believe would assist me in developing my knowledge and skills? |

| What is my role/contribution to the team within my school that supports the transition planning process? |
| Can I help in establishing a culture (initiate a study group, present seminars, summarize journal articles) to support the transition planning process in my school? |

| What resources are available in my school district to help me strengthen my role in the transition planning process? |
| What resources might be available in my community? |

| What action steps would I like to initiate? |