Accessing Quality Training and Resources

David W. Test, UNC Charlotte
Mary Morningstar, University of Kansas

Paper presented at the CEC Convention and Expo, April 14, 2016, St. Louis, Mo.
NSTTAC, NPSO, NDPC-SW are gone!
But, they have been replaced by...

The National Technical Assistance Center on Transition (NTACT)

http://www.transitionta.org
Partners

- University of North Carolina at Charlotte
- University of Oregon
- Western Michigan University
- University of Kansas
- TransCen, Inc.
- ...and a cast of many content expert advisors
- The Center is funded for $2.5 million per year as a collaborative effort with OSEP and RSA beginning January 1, 2015 and ending December 31, 2019.
Purpose

• To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.
Outcomes

• Increased access/participation in rigorous academic preparation so students are prepared for success in postsecondary education
• Increased access/participation in career-related curricula so students are prepared for post-secondary employment and careers
• Improved quality of secondary transition services
• Increased use of data-driven decision-making
• Increased knowledge/implementation of strategies, including early warning and intervention systems, to reduce drop out and increase graduation
Levels of TA

Universal
Accessible to All

- Accessible website
- Practical briefs & toolkits
- Access to self-directed online learning modules
- National CoPs
- Webinar for priority content areas
- eNewsletters
- General SSIP guidance
- Response to inquiries

Targeted
Time-limited & Task specific

- Support for SEA/VR review of data & development of strategic improvement plans
- Topical CoPs
- EBP LERN Online Coaching
- CBI and Targeted Regional Cadre Meetings
- Ask the Experts Webinars
- Support for use of EWIS, STEPSS, Planning Tool, and Quality Indicators

Intensive
15 Selected States

- Data-driven selection of states with commitment of SEA and VR
- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended practices for integrated, interdepartmental service provision
- Coaching during exploration to installation with State and Local
- Initial implementation including evaluation to inform research and practice
- Transition Self-Studies
Accessible to All:

- Accessible website
- Practical briefs, print materials, and toolkits
- Access to self-directed online learning
- National online learning forum and CoPs
- Webinars for priority content areas
- Guide to Collaboration and Coalition Building
- eNewsletter (NTACT Notes)
- General SSIP guidance
- Response to inquiries
Resources & Guidance

NTACT provides resources and guidance in the following areas:

**Transition Planning**
Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students.

**Graduation**
Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

**Post-school Success**
Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

**Data Analysis & Use**
Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

VIEW RESOURCES

VIEW RESOURCES

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VIEW RESOURCES
Resources for Transition Planning

- Quality Transition Planning
- Indicator 13
- Effective Practices
- Additional Resources
Resources for Transition Planning

1. Quality Transition Planning = Taxonomy 2.0 & student case study examples
2. I-13 all the forms and checklists
3. Effective Practices, links to Matrix
4. Additional Resources =
   • Transition Fair toolkit
   • Academic, Employment, and Life Skills materials
   • Self-determination and Youth Leadership links
   • Collaborative Planning and Services = “School Community Business Partnership Guide”
   • Family Engagement = “A Parent’s Guide to Age of Majority” materials
Resources for Graduation

• Effective practices (for retention, reentry, and school completion of youth with disabilities)

• Additional Resources

Graduation
Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

VIEW RESOURCES
Resources for Graduation

1. Effective Practices =
   • Effective Practices in School Completion and Dropout Prevention
   • Report on Minority Male Youth and Dropout Prevention
   • Research Synthesis of Cognitive Behavioral Interventions in Dropout Prevention
   • Literature Map of Dropout Prevention Interventions - Wilkins & Huckabee, 2014
   • Dropout Prevention Practice Guide

2. Additional Resources =
   • Reentry Options: Need
   • Reentry Options: Strategies to Locate
   • Reentry Options: Program Characteristics
   • Reentry Options and Resources: Summary
Resources for Post-school Success

• Effective Practices and Predictors
• Additional Resources
Resources for Post-school Success

1. Effective Practices and Predictors
   • PISA
   • Matrix
   • Predictors of Post-School Success
     • Linkable List of Predictors of Post-School Success
     • Predictors Correlated with Post-School Outcome Areas
     • Predictor Implementation Self-Assessment (fillable form – Word)
     • Predictor Implementation Self-Assessment (print version)
     • Aligning EBPs and Predictors
     • NLTS2 Secondary Analyses Annotated Bibliography
Resources for Data Analysis and Use

- SPP/APR Part B Indicators 1, 2, 13, 14 information
- What is the SSIP?
- Data Analysis and Use for Program Improvement

Data Analysis & Use
Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

VIEW RESOURCES
Resources for Data Analysis and Use

1. Core Data Tools for Dropout Prevention
   - Discussion Guide for the Dropout Data Tools
   - Core Dropout Data Tool
   - Academics Tool (Middle School)
   - Academics Tool (High School)
   - Attendance Tool (Middle School)
   - Attendance Tool (High School)
   - Discipline Tool (Middle School)
   - Discipline Tool (High School)
   - Graduation & Dropout Data Tool (Middle School)
   - Graduation & Dropout Data Tool (High School)

2. Vocational Rehabilitation Data = ExploreVR
Resources for Data Analysis and Use

3. Evaluation Toolkit

4. transitionprogramtool.org

5. QI-2 self-assessment instrument; available at www.transitioncoalition.org under "Tools".

6. State Toolkit for Examining Post-School Success (STEPSS)
Effective Practices and Predictors

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently, NTACT is not identifying “unestablished” practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended. Please see our descriptors, definitions, criteria, and about NTACT’s levels of evidence, if you are interested. Additionally, if you have questions about our ongoing process of reviewing the literature in the field of secondary special education and transition including transition planning, academic instruction, employment, and life skills preparation, school completion, and vocational rehabilitation, please contact Dr. David Test, dtest@unce.edu.

NTACT has developed Practice Descriptions and Lesson Plan Starters for many of the Effective Practices and Predictors. Additionally, NTACT will link users to outside sources, such as the Rehabilitation Research and Training Center on Evidence-Based Practices for Vocational Rehabilitation (RRTC on EBPs for VR) for more detailed explanations of practices identified through other sources. In each of the Effective Practice Descriptors, the evidence for the practice will be indicated.

Effective Practices and Predictors Matrix

<table>
<thead>
<tr>
<th>Evidence-Based Practices</th>
<th>Research-Based Practices</th>
<th>Promising Practices</th>
<th>Unestablished Practices</th>
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</thead>
<tbody>
<tr>
<td>• demonstrates a strong record of success for improving outcomes</td>
<td>• demonstrates a sufficient record of success for improving outcomes</td>
<td>• demonstrates some success for improving outcomes</td>
<td>• demonstrate limited success for improving outcomes</td>
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<tr>
<td>• uses rigorous research designs</td>
<td>• uses rigorous research designs</td>
<td>• may use rigorous research designs</td>
<td>• is based on unpublished research, anecdotal evidence, or</td>
</tr>
<tr>
<td>• adheres to indicators of quality</td>
<td></td>
<td>• may adhere to indicators of</td>
<td></td>
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</tbody>
</table>

Electronic Version:

[Effective Practices and Predictors Matrix](#)
# Effective Practices and Predictors Matrix

<table>
<thead>
<tr>
<th>Level of Evidence</th>
<th>Relevant Outcome Area</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based Practices</td>
<td>Education</td>
<td>○ Student-focused Planning Practices</td>
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<tr>
<td></td>
<td></td>
<td>▪ Published curricula to teach student involvement in the IEP</td>
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<tr>
<td></td>
<td></td>
<td>○ Student Development (Academic, Employment, and Life Skills) Practices</td>
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<td>▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</td>
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<tr>
<td>Employment</td>
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<td>Independent Living</td>
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<td>○ Student-focused Planning Practices</td>
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<tr>
<td></td>
<td></td>
<td>▪ Published curricula to teach student involvement in the IEP</td>
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<tr>
<td></td>
<td></td>
<td>○ Student-Development Practices</td>
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<tr>
<td></td>
<td></td>
<td>▪ Constant time delay to teach food preparation and cooking skills</td>
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<td></td>
<td></td>
<td>▪ Response prompting to teach food preparation and cooking skills</td>
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<tr>
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<td></td>
<td>▪ Response prompting to teach home maintenance skills</td>
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<td></td>
<td></td>
<td>▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</td>
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<td>▪ Simulations to teach purchasing skills</td>
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<td></td>
<td></td>
<td>▪ System of least-to-most prompts to teach functional life skills</td>
</tr>
<tr>
<td>Research-based Practices</td>
<td>Education</td>
<td>○ Predictors of Postsecondary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Inclusion in general education</td>
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<tr>
<td></td>
<td></td>
<td>▪ Occupational courses</td>
</tr>
</tbody>
</table>
Effective Practices and Predictors

Additional Background Resources

- Predictors Correlated with Post-School Outcome Areas
- NSTTAC Executive Summary Evidence-Based Practices and Predictors
- Literature Map of Dropout Prevention Strategies
- RRRTC-EBP VR
- Dropout Prevention Practice Guide
- Predictors Correlated with Post-School Outcome Areas
- Quality Checklist - Correlational Research
- Quality Checklist - Group Experimental Research
- Quality Checklist - Single Case Research
- Quality Checklist - Qualitative
Effective Practices and Predictors

Annotated Bibliographies

- **Family Involvement Annotated Bibliography**
  Annotated bibliography of resources on guidance and issues regarding parent and family involvement in the transition planning process.

- **Health Issues and Transition Planning Annotated Bibliography**
  Annotated bibliography regarding research and guidance for health issues and the transition planning process.

- **Sexuality and Transition Planning Annotated Bibliography**
  Annotated bibliography regarding sexuality and young adults with disabilities.

- **National Longitudinal Study - 2 Secondary Analyses Annotated Bibliography**
Effective Practices and Predictors

Quick Guides

– Competitive Integrated Employment
– Tier 1 Positive Behavior Interventions and Supports
– Tier 2 Positive Behavior Interventions and Supports
– Response to Intervention
Got resources? We do!

Professional Development through Self-Study

“Thanks again for the wonderfully organized and executed and immensely valuable Self-Study experience”
— Steve, Interested Teacher

Enhance your transition program
- Online learning
- Group discussions
- Applied learning activities
- Data driven analysis of your current practices
- Action planning and implementations

News and Noteworthy

The Amazing Race to Employment
Jun 2, 2015

“The Amazing Race to Employment” is an organized effort aimed at uniting students with disabilities with local employers in Manitowoc, WI.
Online Modules

Our modules are developed using up-to-date research in transition, effective practices in professional development, and materials and resources for implementation.

Best Practices in Planning for Transition

Get an overview of the transition requirements of IDEA and best practices in planning. Participants will practice using the major components required in transition IEPs and access materials and information to use for planning.

Transition Assessment: The Big Picture

Complete this module to identify various types and approaches to transition assessment and understand the steps of the assessment process. Critical elements of the assessment process and information about the use of various formal and informal assessments are provided.

Secondary Transition and Cultural Diversity

Move beyond awareness and understanding of stereotypic cultural differences when working with families from culturally and linguistically diverse backgrounds during transition. Utilize information and activities on how culture influences people and systems, and how the differences in values and perceptions of disability can affect families’ access to services.

Working with Families

Explore some of the unique strengths and challenges encountered when working with families and use a framework for supporting collaboration, and increasing mutual understanding in parent-professional partnerships.

The Essentials of Self-Determination

Gain general knowledge of self-determination and a framework for providing self-determination instruction to students. Information about numerous curricula and instructional resources and links to them are provided.

Enhancing Employment Outcomes

Receive an overview of career development as a critical aspect of vocational training and employment experiences for students with disabilities. Information and resources are provided for teachers to use with students in employment and school settings.

Transition for Youth with ED/BD

Learn the transition supports needed for students with emotional and behavioral disabilities. Participants will be able to identify the critical features of successful transition programs for adolescents with ED/BD, describe the transition specialist’s role in the process, and apply models of job and support.
Assessment Reviews

Here is a list of many transition assessments. Please review any that you use and suggest others that we should include. Click the title or the image to read reviews or get the assessments.

Average Rating ★★★★★ (7 ratings)
Babich, A.M., Burdine, P., Albright, L., & Randol, P. 1976
Free Resource

Transition Health Care Checklist.
Average Rating ★★★★★ (1 rating)
Pennsylvania Department of Health 2007
Free Resource

Transition Planning Inventory - Second Edition (TPI-2)
Average Rating ★★★★★ (4 ratings)
Clark, G. M., & Patton, J. R. 2014

Average Rating ★★★★★ (1 rating)
Wichita, KS: Murdoch Teachers Center. Republished 2003 by WVABE.
Get this assessment!
Free Resource!
Description
The Center for Innovative Teaching Experiences C.I.T.E. Learning Styles Instrument helps educators determine their students’ learning styles. Students rate themselves on 45 items, total their score, and come up with a major and minor learning style. Descriptions of each learning style are given to help understand a student’s preferred mode of learning. This is also a great tool for teachers to know the major learning styles of their students. FREE

Write a review!

I found the CITE Learning Styles Instrument to be a very easy instrument to administer and score. I liked how the instrument is very student oriented - the student must rate each statement on a 4 point rating scale. They do not have the option of stating I do not like or do not know – they are forced to make a choice.

The definitions and teaching techniques of the learning styles was beneficial. It defines the learning styles and while it may seem simple, clearly states how the student may learn best. It allows the students to take the basic knowledge of how they learn best with them. This knowledge can be applied to their lives in education and employment. The teaching techniques also state how to provide the information to the student and gives multiple suggestions for each learning style. This instrument is easy to understand, administer, score and implement the recommended techniques.

Although this assessment is not directly related to transition services, I believe that the information gathered from this assessment is beneficial when going through the
Transition Tips

These tips are from practitioners describing helpful transition practices and resources. Please review any that you use and suggest tips that might be helpful to others. Click the title or the image to read tips, or filter your results below.

Category: Student Involvement
State: All
Keyword:
Summary:
Results: 134 tip(s).

10 Steps Toward Transition from School.
No ratings yet! Be the first to rate this tip!
Step #1: Person Centered Planning: Give students a chance to share their dreams for the future...

A Way to Expose Families to their Choices and Help Facilitate Early Linkages is to Host a "Meet & Greet" for Families and Adult Agencies.
No ratings yet! Be the first to rate this tip!
This is not your typical transition fair...

After Giving Functional Transition Use a Picture Based Speech Program for Students with Significant Disabilities.
No ratings yet! Be the first to rate this tip!
Narrow down their interest areas using assessments such as the Transition Planning Inventory (TPI) and Your Employment Selection and by interviewing them...

Arrange Classroom Visits to Discuss Transition Options with Students.
No ratings yet! Be the first to rate this tip!
This year, I arranged classroom visits so that agencies can educate students with significant disabilities about transition and postsecondary options...
Additional Tools & Resources: Universal Level

• Products – reproducible brochures, NSTTAC toolkit, parent survey, etc.
• Tools – Tips for Transition, Assessment Review
• Mini-modules
QI-2

• **Universal**—*Anyone* creates account > QI-2 > summary of his/her responses only

• **Intensive** - Intensive TA state works with TC > multiple stakeholders take QI-2 > TC creates report (district, region, state, or stakeholder role)
Time-limited and Task Specific:

- Support for SEA/VR review of data and development of strategic improvement plans
- Topical CoPs
- Time limited coaching
- CBI and targeted regional cadre meetings
- Support for use of EWIS, STEPSS, Planning Tool, and Quality Indicators
- Access to EBP online learning platform + coaching for implementation of practices
- Participation in relevant state and national meetings
Implementing Peer Assistance Strategies: Questions/Concerns about involving peers

March 9, 2016 at 11:47 pm

What concerns or questions do have about involving peers in providing this type of support to students with severe disabilities?

Started by: Erik Carter

March 16, 2016 at 6:10 pm

I often work with students with severe disabilities. However, the population I work with often engage in disruptive and/or dangerous behavior (e.g., aggression, self-injury, property destruction). Therefore, I would like to hear your thoughts on how to utilize peer supports with this population, given the fact that it may be exposing the peer to potential harm.

Bradley-stevenson

March 23, 2016 at 2:22 pm

In all cases, it is important to identify what factors underly the challenging behaviors you are seeing. In some cases, it may be that the constant presence of an paraprofessional and the manner in which support is being provided is a trigger for those behaviors. If so, the fading of support and more opportunities to work with peers in typical ways might address those behaviors. We've also seen situations where peers can be helpful in redirecting students when they are getting frustrated (by pointing them to a visual schedule or reminding them to ask for help). This too can diminish challenging behaviors.

You should never put peers in situations where there is a good likelihood of harm. But likewise, the occurrence of challenging behaviors should not preclude students from having opportunities to work with peers. Figure out the function and put in supports to address the behaviors you are seeing.

In some cases, we have begun peer-mediated supports in special education classrooms, so peers have a chance to get to know and work with the student under the closer supervision of special educators. And then as that relationship is formed and skills taught, it becomes easier to envision how the students might work together in a general education classroom.
LERN
Launch, Engage, Reflect, Network
Launch

Watch the video below to learn about the requirements and process for completing this theme.

LAUNCH

Please, share something about yourself in the area on the right.

Type something about you:

Your group:

COACH DANA LATTIN: I work at the Transition Coalition, an NTACT partner. Married to a recovering house restoration addict, have 2 children who keep me driving too much, and a dog (Minnie) who is a purebred Heinz57. I enjoy reading, music, travel and hiking/camping.

Please take a moment to get acquainted and type something about yourself. Thanks.

Before you start!

This document gives you an overview of this LERN topic.

Introduction/Guide |

You have completed this item.
Engage

1. Watch the content video below to learn about this topic. You may want to take notes.
2. Respond to the 3 questions.
3. After you answer each question, you will be asked to review a rubric and identify your level of mastery of that information.
4. You can see how your level of mastery activity works by watching the video on the right side of your screen.

Library Resources
- Frontline Initiative
- Accessing Social Capital
- Presentation Slides, Dr. A. Trainer

Strategies for Building Social Capital Resources for Adolescents with Disabilities

ENGAGE

1. Respond to the content questions below.
2. Review the rubric and identify which response is most similar to yours.
3. Identify your level of mastery by indicating which section of the rubric is most similar to your response.
4. Continue for each of the content questions.

Your self-graded responses:

Q1: How does the concept of social capital relate to secondary transition?
Your answer: Testing 123
Best answer: Lorem ipsum dolor sit amet, prompta ornatus in vivis, per nemo faciliis et, pri quod laoreet facilis an. Quo minime saperet evertitur ei, lus in euribus laudem, placerat expetenda sed ex. No tantas salutandum quid. Te nec nibh signifercumque, est suas copiosae ei, id viv movet vocent. Has purto nobis defectus ex, et oratio tollit nonumy mea. Eos et everti oportere repudiare, eos vidit solet molestiae te. St nihil pericula te, mel ex legimus perfecto, aperìam consetuerit sit ex. Sed in diam tota liber, ex melis defectus pro, populo feugiat partiendo qui ne. Sit at menandri reprehenderit, duo id zril solet iudicabit.

Need More Practice

Q2: How would having your students complete a sociogram help them build social capital?
Your answer: This is the answer to question 2
Best answer: Mel ad elius ponderum platonem, cu quem aliquo duob, ex nihil idque consueit. Cu vel facilis perpetua. Lescere
Reflect

Think about the concepts presented in the video and your answers in the Q&A section and answer the following questions.

What do you think about the concept of "social capital" for students with disabilities?

How do you currently enhance social capital for your students?

Do you use strategies other than those included in the video to increase social capital?
Network

PARTICIPATE AND SHARE!

Your input is a valuable part of this learning process - don't be shy!
Check this discussion daily to see how you can contribute. Every LERN participant should engage in the discussions to receive coaching and learn from each other.

DISCUSS NOW: Creating Social Capital for Youth

The item cannot be marked as complete until everyone has participated in the discussion.

Have you finished this item? Mark it as completed before going on. Thanks!

Go back to previous page

February 22, 2016 at 1:24 pm
The video included 6 strategies for increasing social capital for students. Which of these do you already use? Which ones are you planning to implement?

Started by: Dana Lattin

March 21, 2016 at 1:16 pm
I am already involved with employers in my community (Demand Side), but I need to figure out how to connect students with them on a more personal level. Any ideas?

Reply | Report

March 21, 2016 at 1:17 pm
I’ve been really interested in developing Peer Networks for my students. I get them involved with clubs I sponsor, but that hasn’t been the best situation. I’d like to connect them with the clubs they are interested in. Has anyone worked with other teachers to teach them how to support these students so it’s a good experience?

Reply | Report

March 21, 2016 at 1:19 pm
1358ThIs is sometimes difficult. Consider starting small and making sure that the student has identified that club/interest themselves, then connect them with another student in that club to get things started. Also, talking with the club sponsor to explain the situation as well as ways that he/she and the peer can support the student during the club activities.

Reply | Report

March 21, 2016 at 1:24 pm
We’ve had really good experience with this! Sometimes the student or the student’s family or siblings can help identify another student in that club who will help engage them in activities. Also, we’ve gone to some of the peer support leaders in our school to ask them to help, and this has worked out really well.

Reply To: Creating Social Capital for Youth

Visual
15 Selected States:

- 3 states year 1 (AK, NV, ND), 7 states year 2 (AZ, AR, DE, NH, MD, OR, WV), 5 states year 3
- Data-driven selection of states with commitment from SEA and VR
- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended best available practice(s) for collaborative service provision
- Coaching during exploration to installation with state and local teams
- Initial implementation including evaluation to inform research and practice
- State involvement in team-based professional development units (including on-line) leading to local changes in practice
Transition Coalition Self-Study

Self-paced PD for building teams
- Learn content
- Apply new learning
- Identify needs
- Develop & implement action plans

Multiple Units
- IDEA & Secondary Transition
- Transition Assessment
- Self-Determination

Support for Team Facilitators
- TC staff
- Georgia CCaRS
- SS Facilitator Community
- Email/phone call support
- Video presentations/tutorials

Embedded evaluation

“We gained a wealth of knowledge allowing us to see the purpose of the transition plan and how to develop an effective one. What we accomplished has changed our way of thinking and provided us with a new way of approaching the development of transition plans.”
Self-Study Units

Transition Coalition Self-Study: Building a Transition Assessment Toolkit

Transition Self-Study: Student Involvement & Self-Determination

Transition Coalition Self-Study: IDEA and Secondary Transition
Self-Study Process

- Weekly assignments for 6 weeks
- One week: Independent work. Next week: Team work
- Learn & Reflect on content & practices
- Collect & Reflect on data
- Plan for “do-able” (6 week) goal
- Implement action plan as a team
- Accountable: each other and Transition Coalition
- Ongoing Support & Feedback
Goal Attainment (N=27)

- Attained Much More: 29.6%
- Attained Somewhat More: 25.9%
- Attained Goal: 40.7%
- Attained Somewhat Less: 3.7%
For Questions or More Information:

• David W. Test: dwtest@uncc.edu
• Mary Morningstar: mmorningstar@ku.edu

OR

• Project Coordinator:
  Catherine Fowler: chfowler@uncc.edu