HOUSEKEEPING

- **Materials**: Access the presentation at **http://bit.ly/Transition-Tuesdays**

- **Questions**: Use the Chat feature & we'll address questions at the end

- **Movement Prompts**: When you see one of the images below, take a moment to stretch!

DISCLAIMER: Consult with your doctor if you have any medical conditions or previous injuries to hands, elbows, shoulders, or upper and lower back. Stop if you have any pain/strong discomfort. These should not increase your pain. If you have increased discomfort in any of these areas the following day, stop that stretch.

DISCLAIMER

The Arizona Department of Education/Exceptional Student Services (ADE/ESS) does not prescribe, endorse, or provide advertising space for textbooks, software, devices or curriculum materials. The ADE/ESS does not evaluate textbooks, software, devices or curriculum materials for compliance with meeting the state minimum curriculum standards and does not recommend any specific textbooks, software, devices or curriculum materials. Each Public Education Agency (PEA) is responsible for selecting curriculum materials that will meet the minimum state curriculum standards. PEAs may also establish their own policies for textbook, software and curriculum materials selection and adoption.
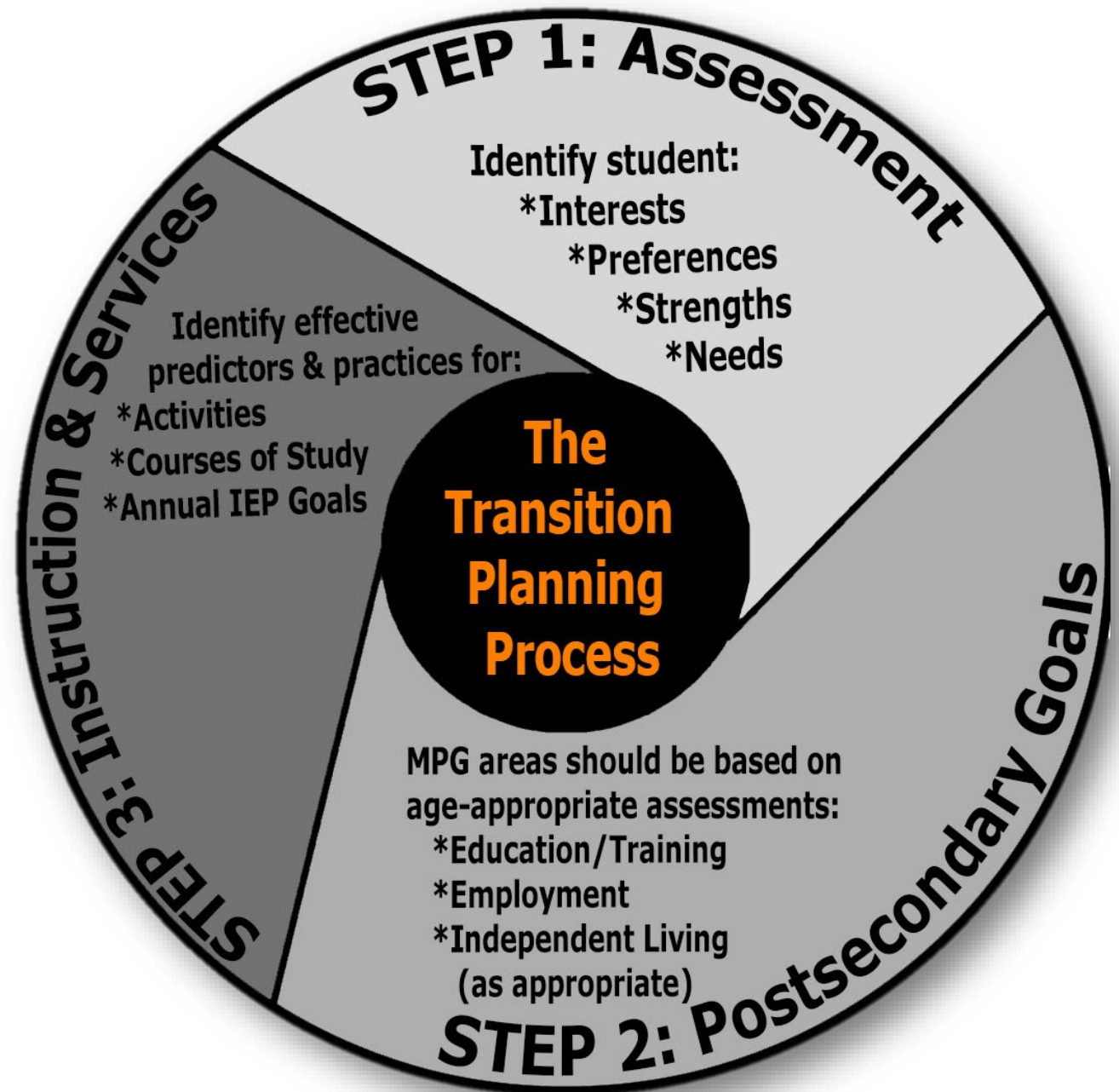
The Exceptional Student Services Secondary Transition team (ESS-ST) does frequently review software, devices and curriculum support items to determine if they may be used to assist students with disabilities in accessing and benefiting from the general education curriculum. These supports may be considered Assistive Technology, as defined in the Individuals with Disabilities Education Act (IDEA). The ESS-ST Team may procure, demonstrate and provide training on a wide range of assistive technology and other items, and may compare and contrast the features of these items, but are precluded from making any recommendations of one product over another.

OBJECTIVES

- Review the transition planning process & predictors of post-school success

- Explore online resources that support self-determination

- Reflect on how to incorporate digital resources in your practice

NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION

(NTACT)

STEP 1: Assessment

Identify student:
*Interests
*Preferences
*Strengths
*Needs

STEP 3: Instruction & Services

Identify effective predictors & practices for:
*Activities
*Courses of Study
*Annual IEP Goals

The Transition Planning Process

MPG areas should be based on age-appropriate assessments:
*Education/Training
*Employment
*Independent Living (as appropriate)

STEP 2: Postsecondary Goals

PREDICTORS OF POST-SCHOOL SUCCESS

Evidence-based practices that promote successful outcomes for students with disabilities.

NTACT: Post-School Success

NTACT — National Technical Assistance Center on Transition

IDEAs that Work

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

SELF-ADVOCACY /
SELF-DETERMINATION

Self-Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

NTACT

(Rowe et al., 2015)

ESSENTIAL CHARACTERISTICS
OF SELF-ADVOCACY/SELF-DETERMINATION

self-monitor

transition assessments

consider culture

leadership skills

practice

opportunities

direct instruction

collaborate

self-awareness

communication

informed choices

student driven IEP

embed choices

ELEMENTS OF SELF-DETERMINATION

Source: I'm Determined

CHOICE MAKING	DECISION MAKING	PROBLEM SOLVING
The skill of selecting a path forward between two known options	The skill of selecting a path forward based on various solutions that have each been thoughtfully considered	The skill of finding solutions to difficult or complex issues
Cm	**Dm**	**Ps**
GOAL SETTING & ATTAINMENT	SELF-REGULATION	SELF-ADVOCACY
The ability to develop a goal, plan for implementation, and measure success	The ability to monitor and control one's own behaviors, actions, and skills in various situations	The skills necessary to speak up and/or defend a cause or a person
Gs	**Re**	**Ad**
INTERNAL LOCUS OF CONTROL	SELF-EFFICACY	SELF-AWARENESS
The belief that one has control over outcomes that are important to his or her own life	Belief in one's own ability to succeed in specific situations or accomplish specific tasks	Basic understanding of one's own strengths, needs, and abilities
Lc	**Ef**	**Aw**

RESOURCE HUB

Secondary Transition Team's Padlet dashboard

https://padlet.com/SecondaryTransition

The I'm Determined project, a state-directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior.

https://www.imdetermined.org/

The College and Career Competency Framework, developed by Drs. Gaumer Erickson and Noonan, supports educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content.

http://www.cccframework.org/

The toolkit is used to document the items needed for the student to be successful in the classroom. It allows for a history of the programs, apps, tools and strategies trialed. The toolkit can be a conversation starter to support a student in advocating for themselves.

https://www.toolkit4transition.com/

A FEW MORE RESOURCES
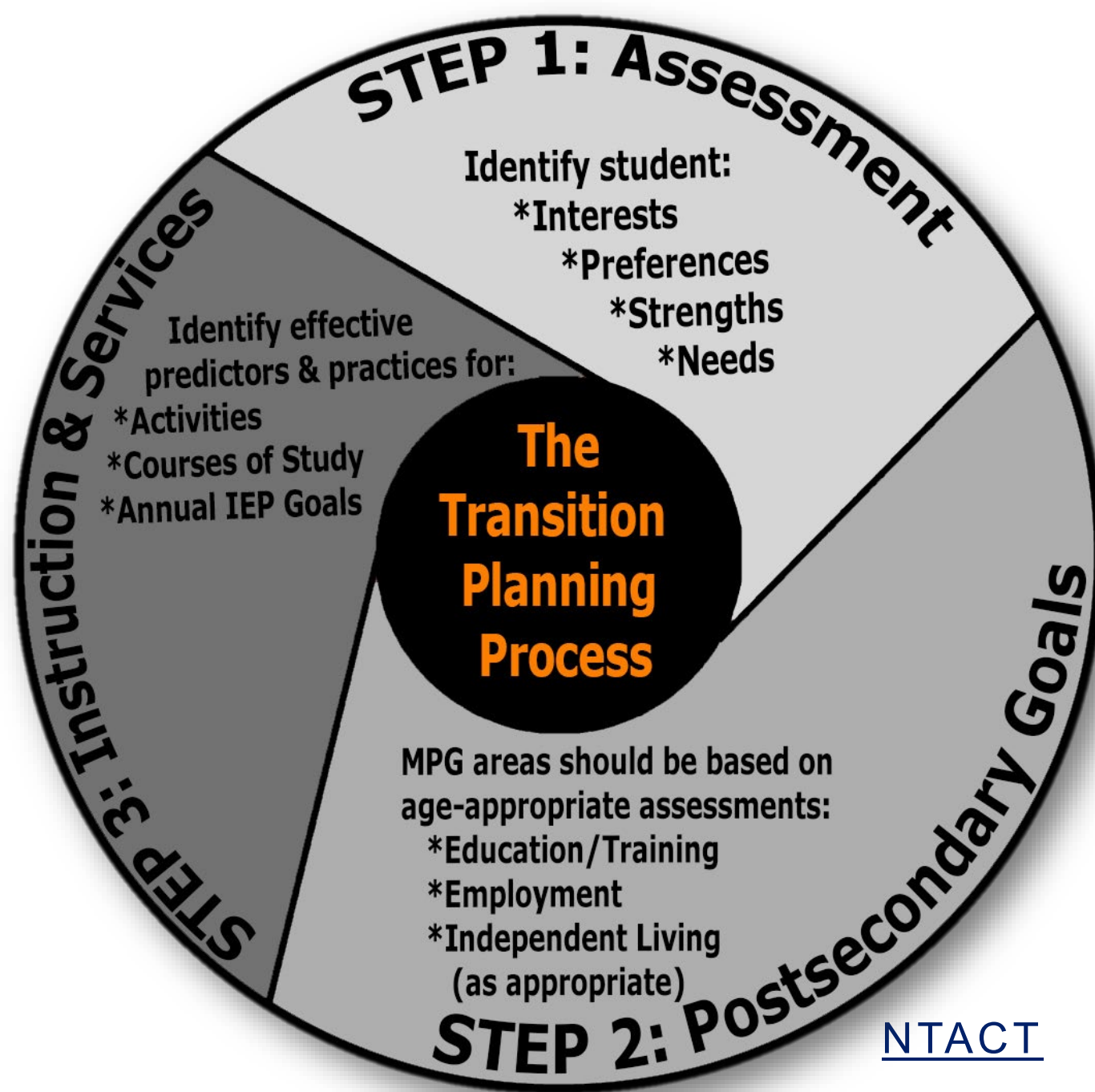
Disability Disclosure

- [The 411 on Disability Disclosure Workbook for Youth](#)

Accommodations & Assistive Technology

- [Job Accommodation Network](#)

Social Emotional Learning

- [Arizona Social and Emotional Learning Competencies](#)

The Transition Planning Process

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NTACT

ANY QUESTIONS?

SECONDARY TRANSITION TEAM

TECHNICAL ASSISTANCE OPPORTUNITY

ADE/ESS Secondary Transition

Best Practice Implementation Project

Wondering if you are using best practice strategies in your transition plans? Curious if your staff are implementing strategies from a training?

The ADE/ESS Secondary Transition Team can help you determine if you are

Putting It All Together

- ✓ Age-Appropriate Transition Assessments
- ✓ Measurable Postsecondary Goals
- ✓ Transition Activities
- ✓ Courses of Study
- ✓ Aligned Annual IEP Goals

We are inviting case managers, specialists, and directors to submit redacted IEPs to the link below. Secondary Transition Specialists will use a rubric based on National Technical Assistance Center on Transition best practice strategies to review five components of Indicator 13, including assessing for predictors of post-school success. Scores and feedback will be provided to the participant via email.

This information will not be used for monitoring; this is for technical assistance and your benefit only!

INTERESTED? Submit your redacted IEPs at: bit.ly/ST-BPIP

✉ ESSTransition@azed.gov   ☎ 602.542.3855   bit.ly/AZsecondarytransition1

ESS Special Projects | Secondary Transition
Exceptional Student Services

UPCOMING TRANSITION TUESDAYS

Next office hour:

- September 15, 2020 @ 2:30 p.m.

Webinars:

- **ECAP without AZCIS** – October 6, 2020 @ 2:30 p.m.

- **Pump the Brakes: Merging Person-Centered Planning & the Transition Planning Process** – November 17, 2020 @ 2:30 p.m.

- **In the Know with PSO: Preparing for Post School Outcomes Data Collection** – December 1, 2020 @2:30 p.m.

A registration link will be sent out about one week prior to each event.

CONTACT US

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Exceptional Student Services

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Exceptional Student Services

Special Projects Unit

Secondary Transition Team

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Secondary Transition Website

Transition Training Request Form