WELCOME!

• Today’s webinar will begin shortly.

• Options to consider for improving your experience:
  • Use 🎤 to turn on live captions if needed AND personalize captions using gear icon at bottom right (next to closed caption icon 🎤).
  • Use 📚 to ask questions.

• If you experience any technical issues, notify us by email at ESSTransition@azed.gov
Transition Activities

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION
Agenda

1. Brief Overview of the Transition Planning Process
2. Foundational Concepts of Transition Activities
3. COVID-19 Options for Transition Activities
4. Technical Assistance Opportunities
Secondary Transition Planning

Ongoing planning that helps students develop independence, which in turn helps them to make progress in reaching their career and adult-living goals.

FOR INFORMATION ON COMPLIANCE:

✓ ADE ESS Program Support & Monitoring Webpage
✓ 2019-20 Guide Steps
✓ IDEA website

Beyond compliance…
Effective Best Practice Strategies
Lingo

PINS
Preferences, Interests, Needs & Strengths

MPGs
Measurable Postsecondary Goals
The Transition Planning Process

**STEP 1: Assessment**
- Identify student:
  - Interests
  - Preferences
  - Strengths
  - Needs
- Identify effective predictors & practices for:
  - Activities
  - Courses of Study
  - Annual IEP Goals

**STEP 2: Postsecondary Goals**
- MPG areas should be based on age-appropriate assessments:
  - Education/Training
  - Employment
  - Independent Living (as appropriate)

**STEP 3: Instruction & Services**
Step 3 – Instruction and Services

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

What are Transition Activities?

Tasks that the STUDENT performs (various environments)
- On or off campus
- During or outside of school hours/year
- Typically a one-time task

- Classes
  - Could include an assignment from a class
Purpose of a transition activity:
✓ To support students in making progress towards accomplishing their MPGs (per IDEA)
✓ To strengthen student skills and knowledge related to MPGs
✓ To produce more assessment data to verify whether or not an MPG is appropriate
# LRE Approach to Activities

<table>
<thead>
<tr>
<th>Community</th>
<th>Campus</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Off-campus</td>
<td>➢ Includes District Resources</td>
<td>➢ Within the 4 Walls</td>
</tr>
<tr>
<td>➢ Real-world</td>
<td>➢ Consider “Human Capital”</td>
<td>➢ Target Assignments to be Purposeful</td>
</tr>
<tr>
<td>understanding of the</td>
<td>➢ Controlled Environment</td>
<td>➢ Professional / Employment Skills</td>
</tr>
<tr>
<td>work environment</td>
<td>➢ Predictors of Postschool Success</td>
<td>➢ Predictors of Postschool Success</td>
</tr>
<tr>
<td></td>
<td>➢ Community experience</td>
<td>➢ Occupational Courses</td>
</tr>
<tr>
<td></td>
<td>➢ Paid Work Experience</td>
<td>➢ Vocational Education</td>
</tr>
<tr>
<td>Predictors of</td>
<td>Predictors of Postschool Success</td>
<td></td>
</tr>
<tr>
<td>Postschool Success</td>
<td>➢ Career Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Inclusion in General Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Self-Advocacy/ Determination</td>
<td></td>
</tr>
</tbody>
</table>
Don’t forget to keep in mind the student’s …

- Previous activities to identify next appropriate task
- Student skill level
- Available level of resources
Identifying Individualized Transition Activities

1. Identify the task
2. Break down the task into subtasks
3. Identify steps for the sub-task

Task analyze the MPG
Individualizing Transition Activities

**Employment MPG:** After graduation, Michael will be employed as a welder at Intel.

1. **Identify task to task-analyze:**
   a. Research company (Intel) hiring process
   b. Search for job description from company (Welder from Intel)
   c. Create resume using keywords from company job posting
   d. Apply for the job
   e. Interview for the position
   f. Accept the job offer
   g. Present proper hiring documentation
   h. Attend orientation & begin work
Individualizing Transition Activities

**Employment MPG:** After graduation, Michael will be employed as a welder at Intel.

1. **Identify the task:**
   a. Research company hiring process

2. **Breakdown the task (subtask):**
   a. Search Intel online
   b. Locate information for hiring process (Intel)
   c. Identify hiring tips
Individualizing Transition Activities

Employment MPG: After graduation, Michael will be employed as a welder at Intel.

1. **Identify the task:** Research company hiring process
2. **Breakdown the task (subtask):** Identify hiring tips (Intel)
3. **Identify steps in subtask:**
   a. Identify application platform & format
   b. Outline interview process
   c. List expectations for first day of work
Visualize the Difference…

1. **Task**: Research Intel hiring process
2. **Sub-task**: Identify hiring tips specific to Intel
3. **Steps to subtask**: List expectations for first day of work at Intel

What will your student produce with 1 & 2 versus 3?
COVID-19 Options for Activities

Document activities that are already happening as a natural part of the student’s day.

With all 3 LREs in mind identify activities that can be completed at home that expose students to information/experiences that relate to their MPGs.

In both instances, activities must align to MPGs.
A transition activity can align 2 ways to an MPG:

- Practicing a **skill** associated with accomplishing the MPG
- Increasing content **knowledge** related to the MPG
Identifying Activities (that are already happening)

Communicate with the student/parent

- Learn about the student’s current routine to identify any possible aspects that may align to the student’s MPGs.

Examples

- Self-care, lots of time on make-up/hair (hairdresser, funeral service worker)
- Help younger sibling learn how to mow the lawn (welding)
- Grooming the dog (vet/assistant, groomer)
- Workouts (firefighter, welder)
- Cooking (chef)
Give the activities some focus…

CURRENT ROUTINE: Help younger sibling learn how to mow the lawn

Connection to Welding
- Common work activity for a welder is “Teach others” (SKILL)
- Job description requires
  - multilimb coordination (SKILL)
  - understanding of safety considerations (KNOWLEDGE)

Transition Activity
- Record yourself reviewing on/off & gas features with younger sibling prior to demonstrating use of lawn mower (3 weeks in a row)
Identifying Activities (that are already happening)

Communicate with the student’s teachers

• Discuss assignments to identify if any alignment to the student’s MPGs exists.

Examples

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>Skill</th>
<th>Career Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>write essay</td>
<td>judicial case XYZ</td>
<td>written expression</td>
<td>law clerk</td>
</tr>
<tr>
<td>draw a timeline</td>
<td>non-fictional civil rights event</td>
<td>reading comp</td>
<td>social worker</td>
</tr>
<tr>
<td>worksheet</td>
<td>perfect square trinomial</td>
<td>problem-solving</td>
<td>accountant</td>
</tr>
</tbody>
</table>
Give the activities some focus…

**ASSIGNMENT:** Complete worksheet of perfect square trinomials

**Connection to Welding**
- Job description requires employees to use problem-solving skills to discover and resolve issues (SKILL)

**Transition Activity**
- Complete 1 worksheet with 10 perfect square trinomial problems
COVID-19 Options for Activities

1. Document activities that are already happening as a natural part of the student’s day.

2. With all 3 LREs in mind identify activities that can be completed at home that expose students to information/ experiences that relate to their MPGs.

In both instances, activities must align to MPGs.
Identify Activities to be Completed at Home

Know Your Resources

https://padlet.com/SecondaryTransition

- What can they offer?
- How can they support?
- Which one will meet the purpose of the activity?
Examples of Activities Using CareerOneStop

Online

✓ Occupational Profile
  • Watch the welder career video & write a short summary of important facts
  • Identify & list potential training institutions for welders

✓ GetMyFuture, Get a job feature
  • Job applications tab > Download & complete “Personal Data Worksheet”
  • Resumes tab > Download & edit “sample resume”
  • Interviews tab > Download & answer “common interview questions”
Examples of Activities Using CareerOneStop

**Offline**

✓ Occupational Profile (OP), Typical Tasks list (modify task as needed)

  *Task listed on OP*: Estimate materials needed for production and manufacturing and maintain required stocks of materials.

  *Activity*: Write a list of estimated groceries needed for a week’s worth of family meals.

✓ GetMyFuture, Get a job feature

  • Make a list of work documents student has on file
  • Identify process for acquiring a state ID
  • Request criminal record to confirm accuracy of report
  • Complete printed copy of Personal Data Worksheet
Remember the Purpose

Currently on the IEP:
Tour the Disability Resource Center (DRC) for Yavapai Community College (YCC)

Options to accomplish same concept:
1. Visit YCC DRC website to identify eligibility criteria (make a list)
2. Identify & acquire any missing documents required to apply for DRC services at YCC
3. Summarize important facts from phone call with YCC DRC representative
4. Download & complete DR Intake Form from YCC website
For Next School Year...

Complete your quarterly progress reports to inform next year’s decisions
Using the Best Practice Rubric to Evaluate Transition Plans

<table>
<thead>
<tr>
<th>Component</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; Include info on accountability</td>
<td>At least 2 of the following strategies are evident: Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program; Include info on accountability</td>
<td>One activity aligned with each MPG</td>
<td>No activities for one or more MPGs; activities are not individualized to student’s MPGs</td>
</tr>
</tbody>
</table>

- Developed by ADE Secondary Transition Specialists
- Based on NTACT best practices and ADE guide steps
Technical Assistance

We are inviting participants to send redacted IEPs to the email address below.

Secondary transition specialists will use a rubric based on the NTACT best practice strategies as presented in the workshop.

Scores and feedback will be provided to the participant via email.

What’s the catch?? Absolutely NO CATCH! This information will not be used for monitoring; this is for technical assistance and your benefit only!

INTERESTED?
Contact the ADE Secondary Transition Specialists at ESSTransition@azed.gov
Contact Information

Secondary Transition Team

Mailing Address:
1535 W. Jefferson St., Bin #24
Phoenix, AZ  85007
(602) 542-3855

Virtual Connection Information:
http://bit.ly/AZsecondarytransition1
ESSTransition@azed.gov
Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition
✓ http://www.azed.gov/specialeducation/transition/
✓ Or use the bitly link @: bit.ly/AZsecondarytransition1

National Technical Assistance Center for Transition (NTACT)
✓ http://transitionta.org/

Foundations of Vocational Rehabilitation, (Rubin & Roessler)
