

Taxonomy for Transition Programming

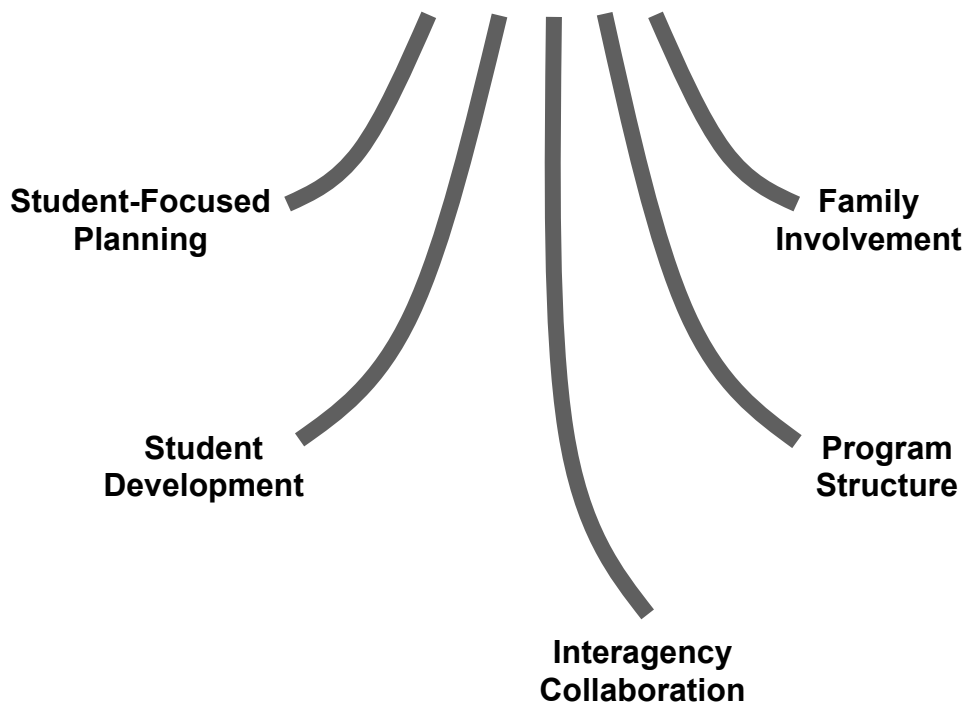
*A Model for Planning, Organizing, and Evaluating
Transition Education, Services, and Programs*



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The
TAXONOMY
for
**TRANSITION
PROGRAMMING**



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PROGRAMMING**

**Student-Focused
Planning**

- IEP Development
- Student Participation
- Planning Strategies

**Family
Involvement**

- Family Training
- Family Involvement
- Family Empowerment

**Student
Development**

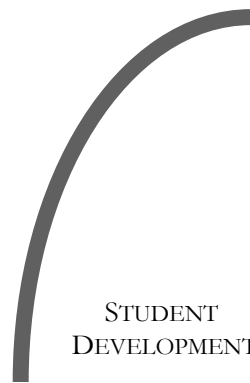
- Life Skills Instruction
- Career & vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

**Program
Structure**

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

**Interagency
Collaboration**

- Collaborative Framework
- Collaborative Service Delivery



STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development

- Options identified for each outcome area or goal
- Post-secondary education or training goals and objectives specified in the IEP
- Vocational goals and objectives specified
- Community-related and residential goals and objectives specified (e.g., voting)
- Recreation and leisure goals and objectives specified
- Educational program corresponds to specific goals
- Goals are measurable
- Personal needs are addressed in planning (e.g., financial, medical, guardianship)
- Specific goals and objectives result from consumer choices
- Progress or attainment of goals is reviewed annually
- Responsibility of participants or agencies specified
- Evaluation of participant fulfillment of responsibilities

Student Participation

- Planning team includes student, family members, and school and participating agency personnel
- Assessment information is used as basis for planning
- Transition-focused planning begins no later than age 14
- Meeting time adequate to conduct planning
- Preparation time adequate to conduct planning
- Planning meeting time and place conducive to student and family participation
- Accommodations made for communication needs (e.g., interpreters)
- Referral to adult service provider(s) occurs prior to student's exit from school
- Planning team leader identified

Planning Strategies

- Self-determination facilitated within the planning process
- Planning decisions driven by student and family
- Planning process is student-centered
- Student involvement in decision making
- Documentation of student interests and preferences
- IEP involvement training for students
- Career counseling services provided to student
- Student self-evaluation of process

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STUDENT DEVELOPMENT

Life Skills Instruction

- Leisure skills training
- Social skills training
- Self-determination skills training, including goal setting and decision making
- Self-advocacy skills training
- Independent living skills training
- Learning strategies skills training

Employment Skills Instruction

- Work-related behaviors and skills training
- Job seeking skills training
- Occupation-specific vocational skill training

Career & Vocational Curricula

- Provide career education curriculum
- Provide tech prep curriculum
- Provide cooperative education curriculum

Support Services

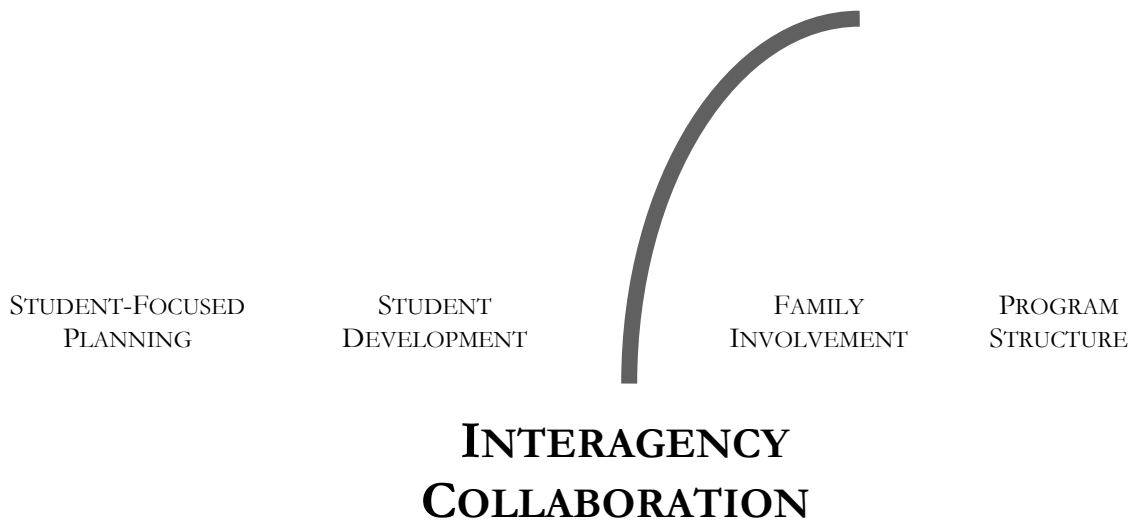
- Identification and development of environmental adaptations
- Identification and development of accommodations
- Identification and development of natural supports
- Provision of related services (e.g., OT, PT, speech therapy, transportation)
- Use of mentors

Assessment

- Vocational assessment (including curriculum-based and situational assessment)
- Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

- Apprenticeships
- Paid work experience
- Work study program
- Job placement services (prior to school exit)

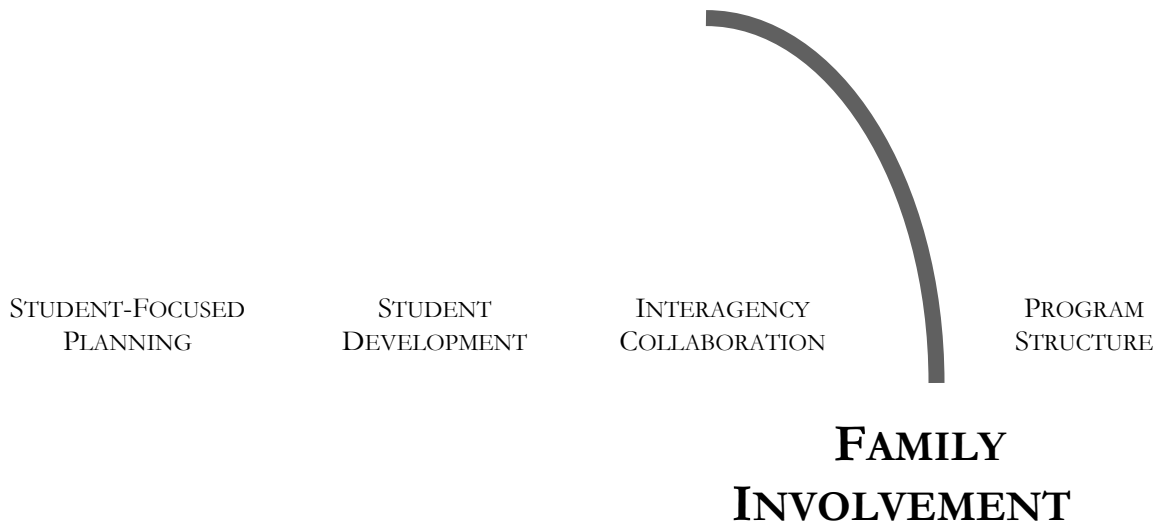


Collaborative Service Delivery

- Coordinated requests for information (e.g., to parents, employers)
- Reduction of system barriers to collaboration
- Collaborative funding and staffing of transition services
- Collaborative development and use of assessment data
- Coordinated and shared delivery of transition-related services
- Systems information disseminated among cooperating agencies
- Collaborative program planning and development, including employer involvement
- Collaborative consultation between special, “regular,” and vocational educators
- Collaboration between post-secondary education institutions and the school district

Collaborative Framework

- Interagency coordinating body that includes consumers, parents, service providers, and employers
- Formal interagency agreement
- Roles of service providers clearly articulated
- Established methods of communication among service providers
- Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Single-case management system
- “Lead” agency identified
- Designated transition contact person for all service providers



Family Involvement

- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

Family Empowerment

- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

Family Training

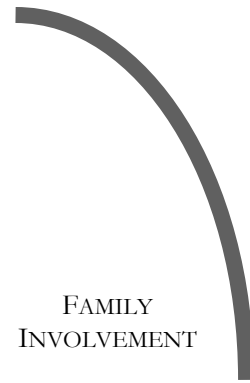
- Training about promoting self-determination
- Training about advocacy
- Training about natural supports
- Training focused on their own empowerment
- Training on transition-related planning process (e.g., IEP, ITP)
- Training about agencies and services
- Training on legal issues

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PROGRAM STRUCTURE

Program Philosophy

- Curricula are community-referenced
- Curricula are outcome-based
- Education provided in least restrictive environment
- Education provided in integrated settings
- Student has access to all educational options (secondary and post-secondary)
- Cultural and ethnic sensitivity in programs and planning
- Flexible programming to meet student needs
- Program planning is outcome-based
- Longitudinal approach to transition (early childhood to adult)

Program Evaluation

- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment
- Annual evaluation of interdisciplinary policy and procedures

Strategic Planning

- Community-level strategic planning focused on local issues and services
- Regional-level strategic planning
- State-level strategic planning
- Community-level transition body focused on local issues and services
- Regional-level transition body focused on regional/state issues
- State-level transition body focused on regional/state issues

Program Policy

- Adult service systems restructured to include transition-related planning and services as integral components
- Education system restructured to include transition-related planning and services as integral components
- Administrative, school board, and community support for the program
- Program values, principles, and mission are clearly articulated
- Specific and consistent transition-related policies and procedures between and within agency and education participants
- Transition planning program structure and process clearly articulated

Human Resource Development

- Transition practices resource materials available to personnel, families, and employers
- Assigned staff are qualified
- Preservice training on transition practices
- Sufficient allocation of personnel
- Transition-related technical assistance
- Establishment of transition-related personnel competencies
- Ongoing transdisciplinary staff development

Resource Allocation

- Creative use of resources
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings