

Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module focuses on the transition process from high school to post-secondary settings. Among other topics, it discusses IEP planning, engaging students in the process so as to become better advocates for their own needs, and the importance of outside agencies such as vocational rehabilitation (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** Meet Luke. He's an ordinary high school kid who has a disability. And not long from now, he's going to graduate, but Luke's about to learn that there's more to graduation...and the transition from high school...than just getting a diploma.

Notes

Initial Thoughts

- What is secondary transition and why is it important for students with disabilities?
- What can school personnel do to help students in the transition planning process?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Define secondary transition
 - Identify the components of secondary transition planning
 - Explain why it is important to involve the student with disabilities in transition planning
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: What Is Secondary Transition?

- Transitions are a routine part of every student's educational experience
- Student goals in three main areas [bullet points]
- Link: individual education program (IEP)
- For Your Information
 - Link: Individuals with Disabilities Education Act (IDEA 2004)

Notes

❖ Page 2: The Importance of Secondary Transition Planning

- Living more independently is a goal for many students...
- Research Shows
- Audio: Jim Martin discusses the importance of transition planning for all students and the need for this type of planning to be incorporated into the general education classroom
- For Your Information

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Notes

❖ Page 3: Components of Secondary Transition

- The Taxonomy for Transition Programming
 - Five critical components of secondary transition planning

Notes

❖ Page 4: Program Structure

- Definition: program structure
- The six features of program structure
- One common theme among these features...

Notes

❖ Page 5: Student-Focused Planning

- Definition: student-focused planning
- Transition Assessments
 - General guidelines [bullet points]
 - Link: Examples of formal and informal assessments

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- Link: accommodations [definition]
- Audio: Jim Martin discusses how the transition assessment process helps to both define and refine a student's post-school goals
- Student Participation Skills
 - Table: Ways a Student Can Participate in the IEP Transition Process
- Research Shows
- By including students in the transition planning process, educators help them to...
- Audio: David Test discusses the importance of self-determination and self-advocacy
- Audio: Jim Martin discusses the importance of self-determination and self-advocacy
- Video: A teacher talks about how self-determination skills help students to be more active participants in the transition process and be more independent in identifying their goals for the future and achieving them
- Audio: Paula Kohler talks about how teachers can incorporate instruction on self-determination skills into the general education classroom
- Audio: Jim Martin talks about how teachers can incorporate instruction on self-determination skills into the general education classroom
- Link: To learn more, view the IRIS Module SOS: Helping Students Become Independent Learners
- For Your Information
 - Link: Check and Connect
 - Link: Self-Advocacy Strategy
 - Link: Self-Directed IEP
 - Link: Whose Future Is It Anyway?

Notes

❖ Page 6: Student Development

- Definition: student development
- Five evidence-based practices [drop-down menus]
 - Mnemonics
 - Response Prompting
 - Community-Based Instruction
 - Self-Management Instruction
 - Computer-Assisted Instruction
- For more information, visit the National Secondary Transition Technical Assistance Center

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- Once the IEP team has identified the appropriate accommodations, the teacher or another professional need to...
- Audio: Paula Kohler elaborates on accommodations for students with disabilities
- Research Shows

Notes

❖ Page 7: Family Involvement

- Definition: family involvement
- Audio: Paula Kohler discusses the contributions that families can make to the transition planning process
- To help families be more involved, school personnel should...
 - Link: vocational rehabilitation [definition]
 - Link: Social Security Disability Office [definition]
 - Link: transit accessibility [definition]
- For Your Information
 - Link: age of majority [definition]

Notes

❖ Page 8: Interagency Collaboration Resources

- Definition: interagency collaboration
- IEP team members are responsible for...
- Did You Know?
- Research Shows

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Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: David Test briefly summarizes each component of the taxonomy
- Revisit your Initial Thoughts responses

Notes

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]