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| IRIS Center logo. | **Outline** |
| **Secondary Transition**:  Interagency Collaboration | |

Module Home

* Module Description: This module defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school (est. completion time: 2 hours).

Challenge

* Video: In this module, you will meet three high school students with disabilities who are beginning to make decisions about their futures.

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Initial Thoughts

* Who is responsible for helping students with disabilities connect to the supports they need after high school?
* How can school and agency personnel work together to support smooth transitions for these students?

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Perspectives & Resources

* Module Objectives
* Define interagency collaboration
* Identify the stages of interagency collaboration
* Explain how interagency collaboration supports the transition of students with disabilities

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* Page 1: Secondary Transition
* Transitions are naturally occurring events in the life of a student, such as when he or she moves from one grade to the next or from one school to another.
* Link: Individuals with Disabilities Education Act of 2004 (IDEA) [definition]
* Link: individualized education program (IEP) [definition]
* Link: IEP team [definition]
* Taking into consideration the student’s strengths, abilities, and interests, the team (which includes the student) identifies needed skills to achieve goals in three main areas… [bullet points]
* Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings [IRIS Module]

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* Page 2: Transition Coordinators
* A number of individuals take part in the secondary transition planning process, some of whom come from agencies other than the school.
* Identifying a Transition Coordinator
  + The responsibilities of the transition coordinator generally include… [bullet points]
    - Link: vocational rehabilitation agency (VR) [definition]
  + Audio: Listen as David Test discusses the many responsibilities of a transition coordinator and the complications that arise when this role is added to a special educator’s workload.
  + Audio: Next, Mary Morningstar reiterates the primary roles of a special education teacher versus a transition coordinator.
* Supporting the Transition Coordinator
  + These include… [bullet points]
* Revisit the Challenge

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* Page 3: Creating a Network of Supports
* One of the most important responsibilities of the transition coordinator is to keep the student and her or his family at the center of the transition process and to support them throughout this process.
* Audio: Rich Luecking shares his thoughts on helping students succeed.
* Begin Early
  + To support the planning process, the transition coordinator should… [bullet points]
  + For Your Information
* Develop User-Friendly Resource Directories
  + Link: community resource map [definition]
  + Link: Community Resources for Individuals with Disabilities in Eugene, Oregon, and Surrounding Areas [PDF]
  + Link: Tennessee Works: Community Resource Guide [PDF]
  + Link: Community Resource Guide Adult/Disabilities Division [web page]
* Invite Agency Personnel to Meet with Students and Families
  + There are a variety of ways to create opportunities for students and families to interact with agency personnel in order to learn about available programs and services. [bullet points]
  + Did You Know?
    - Link: age of majority [definition]
* Develop Student Transition Portfolios
  + More specifically, these portfolios can… [bullet points]
  + Did You Know?
    - Link: self-determination [definition]
    - Link: self-advocacy [definition]
    - Audio: Listen as Mary Morningstar talks briefly about a student’s role in developing his or her transition portfolio.
  + An example of information that might be contained in the student portfolio is an academic resume, which includes… [bullet points]
  + Link: academic resume [definition]
  + For Your Information
    - Link: Parent Transition Survey [PDF]
    - Link: Life after IEPs [web page]
    - Link: How to Develop a Transition Portfolio [PDF]
    - Link: Creating Vocational Portfolios for Adolescents with Significant Disabilities [web page]
  + Revisit the Challenge
    - Link: Click here to see how Kayla completed these questions. [PDF]
  + Activity
    - Link: Click here to view sections of Cooper’s completed forms. [PDF]
    - Link: Click here for feedback. [drop-down menu]

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* Page 4: Interagency Collaboration
* Recognizing that multiple individuals and agencies should be involved in transition planning is an important first step in addressing the transition needs of students with disabilities.
* Interagency collaboration is a means to… [bullet points]
* Audio: Listen as Mary Morningstar briefly defines interagency collaboration and who is typically involved in the process.
* Research Shows
  + Link: person-centered approach [definition]
* Interagency Teams
  + These teams typically… [bullet points]
  + IEP/Transition Team [bullet points]
  + School/Community Team [bullet points]
  + State Team [bullet points]
  + Audio: Mary Morningstar discusses a model of interagency collaboration that includes the IEP team and a community transition team.
  + Audio: Mary Morningstar offers some tips for new teachers or those beginning the interagency process.
  + Audio: David Test describes the CIRCLES Project, an experimental model utilizing multiple levels of interagency collaboration to help assure smooth transitions for students with disabilities.

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* Page 5: Establishing Interagency Collaboration
* Interagency collaboration does not happen overnight.
* Stage/Definition/Example [table]
* Audio: Listen as Mary Morningstar talks about the stages of interagency collaboration in greater detail and provides examples.
* For Your Information
  + Link: Characteristics of Interagency Collaboration Assessment. [PDF]

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* Page 6: Agencies Involved in Collaboration
* Interagency collaboration can involve schools and agencies working together, not just at the individual student or school level but also at a systems level.
* Link: Click here for an example of a memorandum of understanding, including the specific roles and responsibilities for each agency. [PDF]
* Agency and Type of Involvement in Areas of Postsecondary Goals [table]
  + Link: Mobility Management Organization [drop-down menu]
    - Link: National Center for Mobility Management [website]
* Revisit the Challenge
* Activity
  + Link: Cooper’s transition portfolio [PDF]
  + Link: Click here for feedback. [drop-down menu]

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* Page 7: Seamless Transitions
* Establishing high levels of interagency collaboration is an effective way to ensure that students have a seamless transition from high school to post-secondary settings and do not experience gaps in supports and services after exiting school.
* The major features of seamless transitions include… [bullet points]
  + Link: integrated settings [definition]
* Research Shows
* Audio: Rich Luecking describes seamless transitions and the importance of students having work experiences prior to leaving high school.
* For Your Information
  + Link: Think College [website]
* Revisit the Challenge
* Activity
  + Feature of a Seamless Transition/Components of Cooper’s Transition Plan [table]
  + Click here for feedback. [drop-down menu]

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 9: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Audio: Listen as David Test briefly summarizes the importance of interagency collaboration.
* Revisit the Challenge: Kayla and Cooper
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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