

Secondary Transition: Student-Centered Transition Planning

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 resource will help users to better understand the benefits of student-centered transition planning, identify ways to involve students in collecting assessment information and developing goals, and be able to prepare students to actively participate in their own IEP meetings (est. completion time: 2 hours).
- *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:** Mr. Longoria has always believed himself to be somebody who did student-centered transition planning just by having some of his students attend their IEP meetings. Recently, however, Mr. Longoria attended a training on student-centered transition planning, and he now recognizes his belief as a common misconception.

Notes

Initial Thoughts

- What is student-centered transition planning?
- What are some ways to involve students in student-centered transition planning?
- How can teachers successfully implement student-centered transition planning?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand the benefits of student-centered transition planning
 - Be able to identify ways to involve students in collecting assessment information and developing goals
 - Be better equipped to prepare students to take a leadership role in their own IEP meetings
 - Be able to identify strategies to actively involve students in evaluating their progress toward meeting IEP goals
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Student Involvement in the IEP Process

- Link: Individuals with Disabilities Education Act (IDEA)
- Link: individualized education program (IEP)
- The makeup of the IEP team
- Students with disabilities are often only minimally involved in the annual IEP process
 - Graphic: Student Involvement in IEP Meetings
- Activity: Think back to when you were a junior in high school, looking forward to graduating the following year
- IEP teams must take steps to actively involve students with disabilities in the planning of their own futures

Notes

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❖ Page 2: Student-Centered Transition Planning

- Definition of “student-centered transition planning”
- Definition of “self-determination skills”
- FYI
- Audio: Jim Martin explains how student-centered transition planning is an ideal context for teaching self-determination skills
- Audio: Erik Carter discusses how preparing for and participating in transition planning meetings can enhance students’ self-determination skills
- Research Shows
- Educators should teach students the skills they will need to... [bullet points]
- Audio: The Transition Alliance’s Joy Ivester emphasizes the importance of involving students in the transition planning process from an early age
- Table: Common Teacher Concerns/Possible Solution
 - Link: self-determination curriculum [definition]
- Audio: Erik Carter describes student-centered transition planning
- Audio: Erik Carter provides several reasons why students are often not involved in their own transition planning meetings
- Revisit the Challenge

Notes

❖ Page 3: Developing Goals

- The ability to use their assessment information to develop goals is one of the most important skills students will need
- Audio: Erik Carter discusses how post-school transition goals differ from, but should relate to, annual IEP goals
- Transition Assessments
 - Explanation of transition assessments
 - Audio: Jim Martin discusses the importance of transition assessments in relation to developing goals
 - For more on transition assessments, see the following IRIS Module...
 - FYI
 - Link: Teacher tools for transition assessments
- Goals

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- Once the results of the transition assessments are available, the teacher and student should...
- Table: Formal Transition Assessments/Informal Transition Assessments
- Revisit the Challenge: Donzaleigh
- Revisit the Challenge: Jeremy
- Involving Students in the Assessment Process
 - Tips for teachers to involve students in the transition-assessment process [drop-down menus]
 - Audio: Erik Carter talks about the overall purpose of transition assessments and why it's important that students be involved
 - Audio: Kelly Smoak, a high school special education teacher, describes how she uses interest inventories in her classroom

Notes

❖ Page 4: Taking a Leadership Role in IEP Meetings

- Yet another way educators can involve a student more deeply in the transition planning process is to offer her a leadership role in the IEP meetings
- Graphic: Percentage of Speaking Time by Role
 - Note on the graphic
- Research Shows
- Ways teachers can prepare students to lead portions of their IEP meetings [drop-down menus]
 - Link: Americans with Disabilities Act [definition]
- Audio: Erik Carter discusses some of the ways that teachers can make transition planning more student-centered
- Audio: Erik Carter offers greater detail about how to prepare students to take an active role in their transition planning meetings
- Link: Kelly Smoak, a special education resource teacher at West Ashley High School in South Carolina, discusses how she involves students in the overall planning for their transitions and about preparing students to be active participants in their IEP meetings [IRIS Interview]
- FYI
 - Link: The Zarrow Center for Learning Enrichment
- Revisit the Challenge: Donzaleigh
- Revisit the Challenge: Jeremy

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❖ Page 5: Evaluating Progress Toward Goals

- Another way students become more active participants in the transition planning process is by...
- By participating in this evaluation process, students can... [bullet points]
- Research Shows
- Before students can monitor and evaluate their progress toward meeting their goals, teachers must first...
- Table: The *Take Action* planning tool
- Activity: Help Jeremy complete his *Take Action* planning table
- At predetermined intervals (e.g., weekly, every few weeks), the teacher and student should...
 - For example, Donzaleigh and Mr. Longoria meet to discuss her progress
 - The student will work on a series of short-term goals
- Did You Know?

Notes

❖ Page 6: Engaging Team Members

- IEP team members need to make certain that they... [bullet points]
- Administrators
 - When meeting with administrators, the educator can... [bullet points]
- Families
 - To help families make the transition to a student-centered planning process, teachers can encourage them to... [bullet points]
 - For Your Information
- General Educators and Other Support Professionals

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- When discussing student-centered planning with these professionals, the teacher can... [bullet points]
- Audio: Erik Carter emphasizes how student-centered transition planning benefits students and educators
- Audio: Kelly Smoak talks about how building relationships can promote buy-in and support for the student-centered transition planning process

Notes

❖ Page 7: Implementing Student-Centered Transition Planning

- Student-centered planning requires a systematic process
- The teacher must make sure the student is... [bullet points]
- Table: Implementing Student-Centered Transition Planning
- Audio: Jim Martin discusses simple ways that teachers can encourage and prepare students to be actively involved in the transition planning process
- Audio: Kelly Smoak talks about simple ways that teachers can encourage and prepare students to be actively involved in the transition planning process

Notes

❖ Page 8: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 9: Credits

- Suggested module citation
- Content Experts

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- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Robert Reid summarizes the process and purpose of instructional scaffolding
- Revisit your Initial Thoughts responses

Notes

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

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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](#)]