

The Taxonomy for Transition Planning

Program Structures

It is critical for educators to have not only a procedural understanding of transition (“Just tell me what to do and I will do it...”), but a conceptual understanding.

Program structures provide the framework for transition-focused education practices to occur. Without an overall structure, transition procedures and activities are often scattered and less-effective.

Here are some key pieces for creating an overall structure:

- 1.) Understand the law as it relates to transition
- 2.) Believe that students can have higher transition expectations and outcomes!
- 3.) Understand the three areas of transition: Employment, Post-Secondary Education, and Independent Living
- 4.) Understand how IEP services should help with transition. Or, in other words, that transition needs should drive the IEP.
- 5.) Understand which practices are research-based for transition outcomes, and how to prioritize.
- 6.) Collaborate and educate regular educators, administrators, counselors, and parents about transition.
- 7.) Tap into the transition planning that regular education uses (although they don’t call it transition). This can include meeting with and getting help from the counseling center, finding out about internships, scholarships, and other opportunities, etc.
- 8.) Evaluate your structures and programs frequently. This can be done through observations of students and educators, and through looking at outcome data. Are you seeing an improvement? Do you need to make some mid-course adjustments?

Resources:

Davis School District Sped Transition Planning Website:

<http://www.davis.k12.ut.us/21381016112141880/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=94658&21381016112141880Nav=|&NodeID=11910>

National Secondary Transition Technical Assistance Center (NSTTAC) website: <http://www.nsttac.org/>