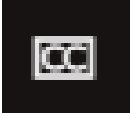





# WELCOME!

- Today's webinar will begin shortly.
- Options to consider for improving your experience:
  - Use  to turn on live captions if needed AND personalize captions using gear icon at bottom right (next to closed caption icon  ).
  - Use  to ask questions.
- If you experience any technical issues, notify us by email at [ESSTransition@azed.gov](mailto:ESSTransition@azed.gov)

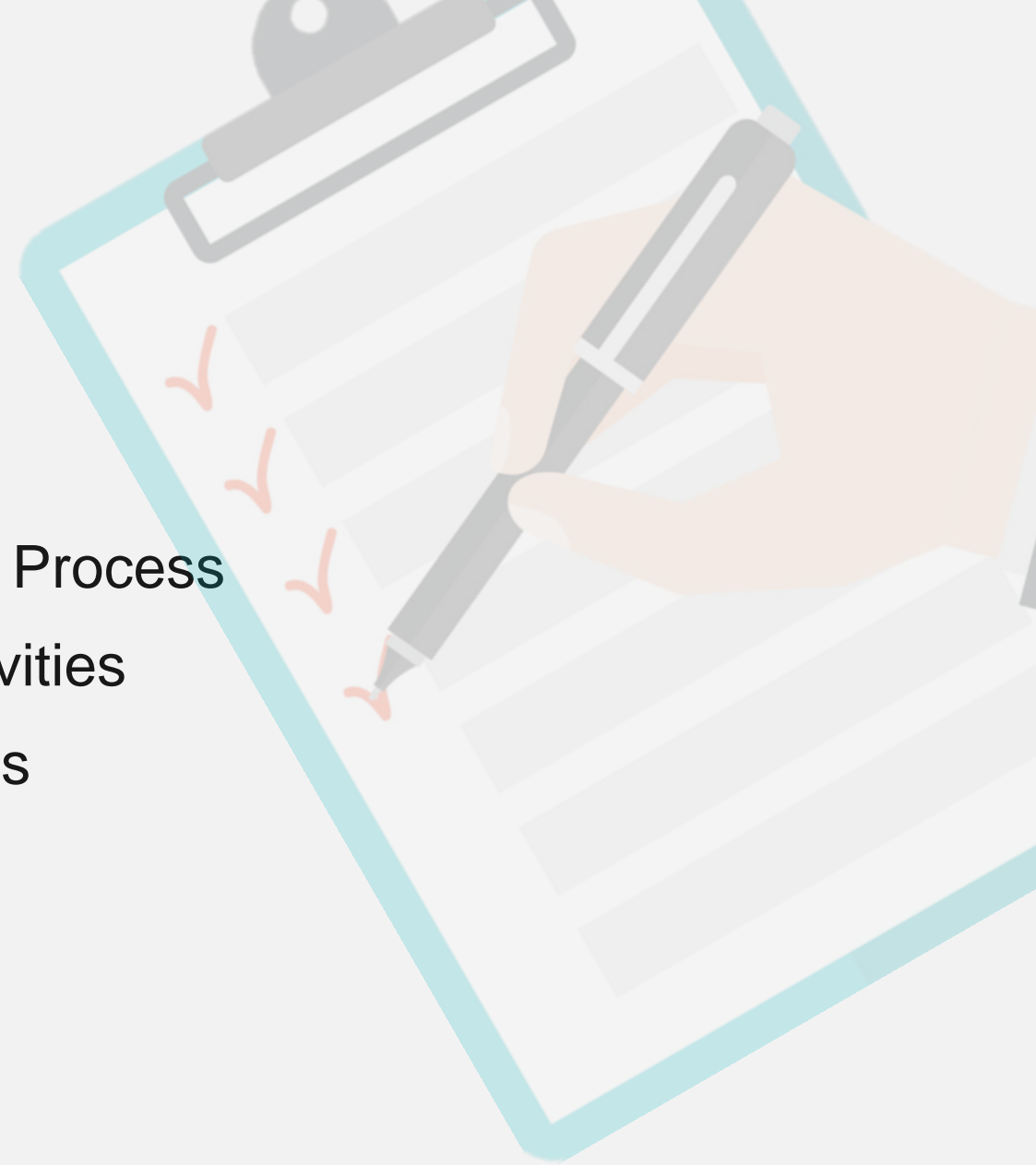
# Transition Activities

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SECONDARY TRANSITION TEAM  
EXCEPTIONAL STUDENT SERVICES  
ARIZONA DEPARTMENT OF EDUCATION

# Agenda

1. Brief Overview of the Transition Planning Process
2. Foundational Concepts of Transition Activities
3. COVID-19 Options for Transition Activities
4. Technical Assistance Opportunities



# Secondary Transition Planning

Ongoing planning that helps students develop independence, which in turn helps them to make progress in reaching their career and adult-living goals

**Beyond  
compliance...  
Effective  
Best Practice  
Strategies**

## FOR INFORMATION ON COMPLIANCE:

- ✓ [ADE ESS Program Support & Monitoring Webpage](#)
- ✓ [2019-20 Guide Steps](#)
- ✓ [IDEA website](#)



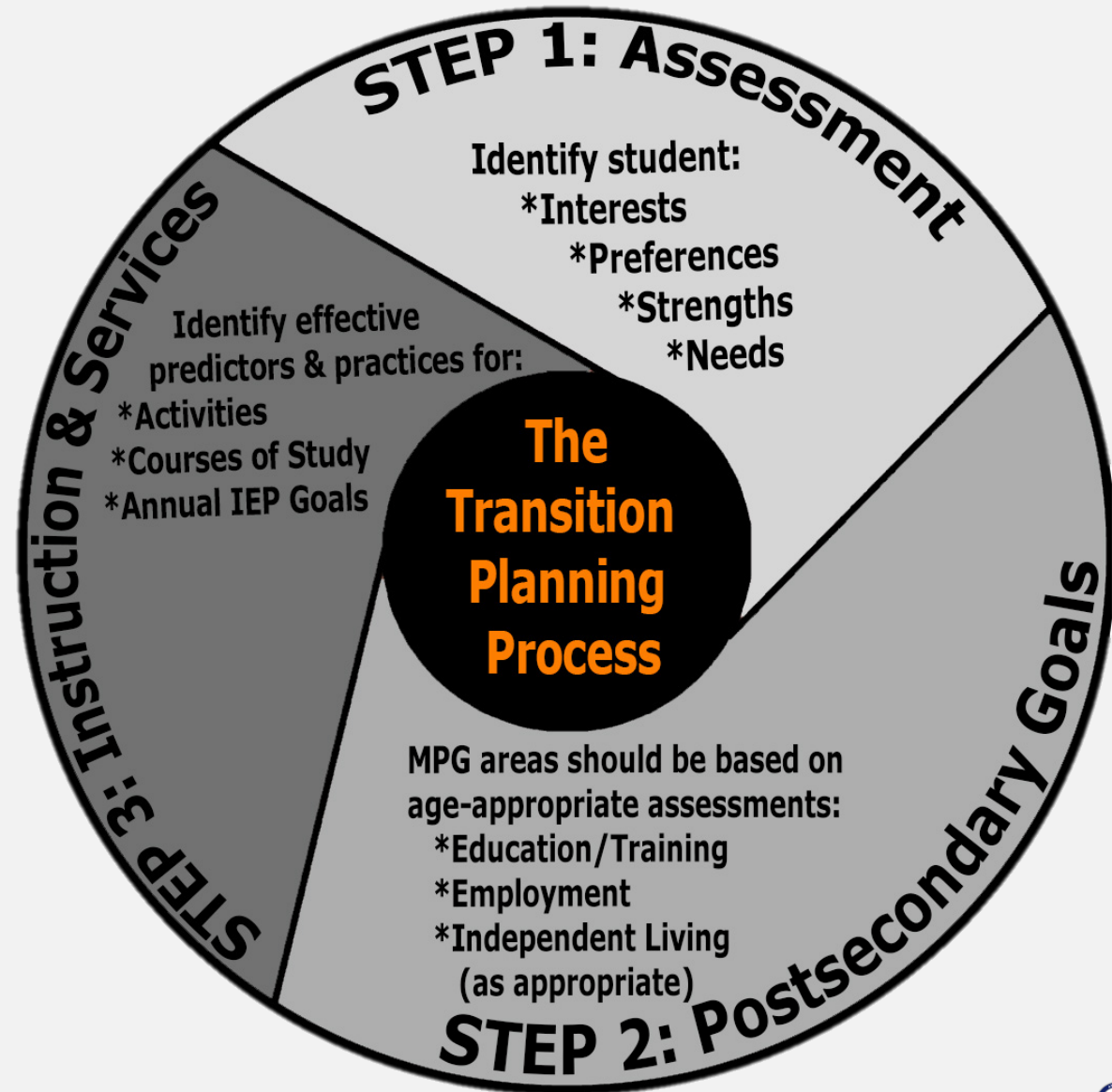
PINS

Preferences,  
Interests,  
Needs &  
Strengths



MPGs

Measurable Postsecondary Goals



# Step 3 – Instruction and Services

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

## What are Transition Activities?

Tasks that the STUDENT performs (various environments)

- ✓ On or off campus
- ✓ During or outside of school hours/year
- ✓ Typically a one-time task



- ✓ Could include an assignment from a class

# Transition Activities

What is the benefit of including activities in transition planning?

Purpose of a transition activity:

- ✓ To support students in making progress towards accomplishing their MPGs (per IDEA)
- ✓ To strengthen student skills and knowledge related to MPGs
- ✓ To produce more assessment data to verify whether or not an MPG is appropriate



# LRE Approach to Activities

## Community

- Off-campus
- Real-world understanding of the work environment
- Predictors of Postschool Success
  - Community experience
  - Paid Work Experience

## Campus

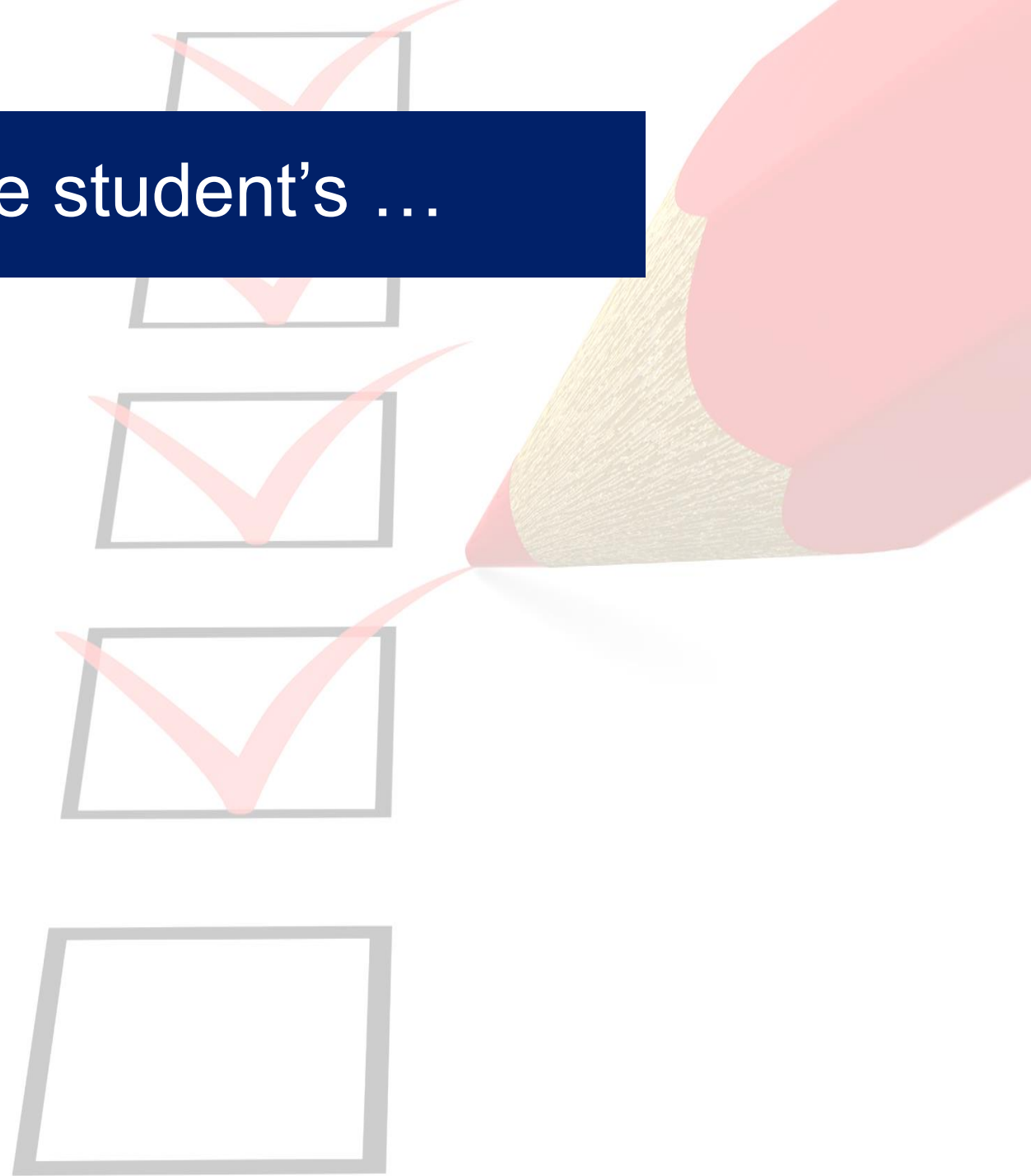
- Includes District Resources
- Consider “Human Capital”
- Controlled Environment
- Predictors of Postschool Success
  - Career Awareness
  - Inclusion in General Education
  - Self-Advocacy/ Determination

## Classroom

- Within the 4 Walls
- Target Assignments to be Purposeful
- Professional / Employment Skills
- Predictors of Postschool Success
  - Occupational Courses
  - Vocational Education

Don't forget to keep in mind the student's ...

- Previous activities to identify next appropriate task
- Student skill level
- Available level of resources



# Identifying Individualized Transition Activities

**1**

Identify the task

**2**

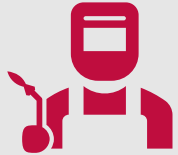
Break down the task into subtasks

**3**

Identify steps for the sub-task

Task analyze the MPG

# Individualizing Transition Activities



**Employment MPG:** After graduation, Michael will be employed as a welder at Intel.

## 1. Identify task to task-analyze:

- a. Research company (Intel) hiring process
- b. Search for job description from company (Welder from Intel)
- c. Create resume using keywords from company job posting
- d. Apply for the job
- e. Interview for the position
- f. Accept the job offer
- g. Present proper hiring documentation
- h. Attend orientation & begin work

# Individualizing Transition Activities



**Employment MPG:** After graduation, Michael will be employed as a welder at Intel.

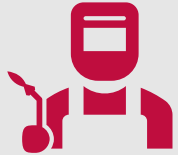
## 1. Identify the task:

- a. Research company hiring process

## 2. Breakdown the task (subtask):

- a. Search Intel online
- b. Locate information for hiring process ([Intel](#))
- c. Identify hiring tips

# Individualizing Transition Activities



**Employment MPG:** After graduation, Michael will be employed as a welder at Intel.

1. **Identify the task:** Research company hiring process
2. **Breakdown the task (subtask):** Identify hiring tips([Intel](#))
3. **Identify steps in subtask:**
  - a. Identify application platform & format
  - b. Outline interview process
  - c. List expectations for first day of work

# Visualize the Difference...

- 1. Task:** Research Intel hiring process
- 2. Sub-task:** Identify hiring tips specific to Intel
- 3. Steps to subtask:** List expectations for first day of work at Intel

What will your student produce with 1 & 2 versus 3?

# COVID-19 Options for Activities

**1**

Document activities that are already happening as a natural part of the student's day.

**2**

With all 3 LREs in mind identify activities that can be completed at home that expose students to information/ experiences that relate to their MPGs.

In both instances, activities must align to MPGs.

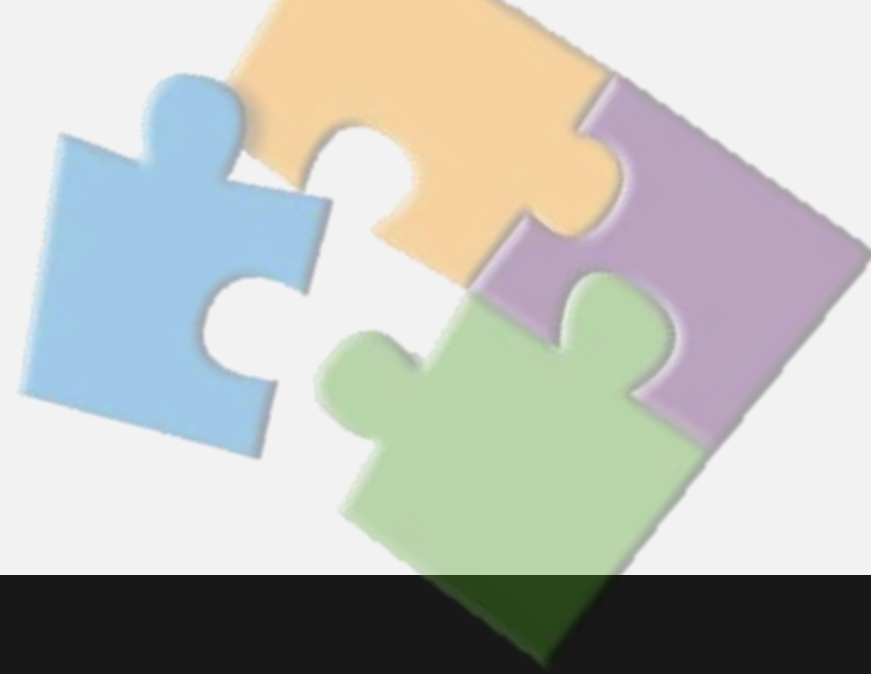


# Aligning Activities

How to ensure that activities align to the MPG?

A transition activity can align 2 ways to an MPG:

- Practicing a **skill** associated with accomplishing the MPG
- Increasing content **knowledge** related to the MPG



# Identifying Activities (that are already happening)

## Communicate with the student/ parent

- Learn about the student's current routine to identify any possible aspects that may align to the student's MPGs.

## Examples

- Self-care, lots of time on make-up/hair (hairstylist, funeral service worker)
- Help younger sibling learn how to mow the lawn (welder)
- Grooming the dog (vet/ assistant, groomer)
- Workouts (firefighter, welder)
- Cooking (chef)

# Give the activities some focus...

**CURRENT ROUTINE:** Help younger sibling learn how to mow the lawn

## Connection to Welding

- Common work activity for a welder is “Teach others” (SKILL)
- Job description requires
  - ✓ multilimb coordination (SKILL)
  - ✓ understanding of safety considerations (KNOWLEDGE)

## Transition Activity

- Record yourself reviewing on/off & gas features with younger sibling prior to demonstrating use of lawn mower (3 weeks in a row)

# Identifying Activities (that are already happening)

## Communicate with the student's teachers

- Discuss assignments to identify if any alignment to the student's MPGs exists.

## Examples

Assignment	Topic	Skill	Career Options	
			Knowledge	Skill
write essay	judicial case XYZ	written expression	law clerk	allergist
draw a timeline	non-fictional civil rights event	reading comp	social worker	editor
worksheet	perfect square trinomial	problem-solving	accountant	welder

# Give the activities some focus...

**ASSIGNMENT:** Complete worksheet of perfect square trinomials

## Connection to Welding

- Job description requires employees to use problem-solving skills to discover and resolve issues (SKILL)

## Transition Activity

- Complete 1 worksheet with 10 perfect square trinomial problems

# COVID-19 Options for Activities

**1**

Document activities that are already happening as a natural part of the student's day.

**2**

With all 3 LREs in mind identify activities that can be completed at home that expose students to information/ experiences that relate to their MPGs.

In both instances, activities must align to MPGs.

# Identify Activities to be Completed at Home

## Know Your Resources

<https://padlet.com/SecondaryTransition>

What can they offer?

How can they support?

Which one will meet the purpose of the activity?

# Examples of Activities Using CareerOneStop

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(careeronestop.org)

## Online

### ✓ Occupational Profile

- Watch the welder career video & write a short summary of important facts
- Identify & list potential training institutions for welders

### ✓ GetMyFuture, Get a job feature

- Job applications tab > Download & complete “Personal Data Worksheet”
- Resumes tab > Download & edit “sample resume”
- Interviews tab > Download & answer “common interview questions”



# Examples of Activities Using CareerOneStop

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(careeronestop.org)

## Offline

### ✓ Occupational Profile (OP), Typical Tasks list (modify task as needed)

Task listed on OP: Estimate materials needed for production and manufacturing and maintain required stocks of materials.

Activity: Write a list of estimated groceries needed for a week's worth of family meals.

### ✓ GetMyFuture, Get a job feature

- Make a list of work documents student has on file
- Identify process for acquiring a state ID
- Request criminal record to confirm accuracy of report
- Complete printed copy of Personal Data Worksheet

# Remember the Purpose

## Currently on the IEP:

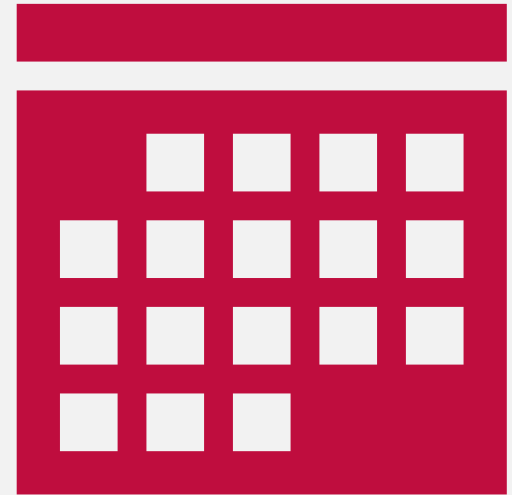
Tour the Disability Resource Center (DRC) for Yavapai Community College (YCC)

## Options to accomplish same concept:

1. Visit YCC DRC website to identify eligibility criteria (make a list)
2. Identify & acquire any missing documents required to apply for DRC services at YCC
3. Summarize important facts from phone call with YCC DRC representative
4. Download & complete DR Intake Form from YCC website

# For Next School Year...

Complete your quarterly progress reports to inform next year's decisions



# Using the Best Practice Rubric to Evaluate Transition Plans

## SECONDARY TRANSITION BEST PRACTICE RUBRIC

Component	4 Points	3 Points	2 Points	0 Points
<b>Activities</b>	Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; Include info on accountability	At least 2 of the following strategies are evident: Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program; Include info on accountability	One activity aligned with each MPG	No activities for one or more MPGs; activities are not individualized to student's MPGs

- Developed by ADE Secondary Transition Specialists
- Based on NTACT best practices and ADE guide steps

Technical Assistance

# Technical Assistance

## ADE Secondary Transition Best Practice Implementation Project



You participated in the training

You learned the process



The ADE secondary transition specialists want to help you see if you're

### Putting It All Together



We are inviting participants to send redacted IEPs to the email address below.

Secondary transition specialists will use a rubric based on the NTACT best practice strategies as presented in the workshop.

Scores and feedback will be provided to the participant via email.

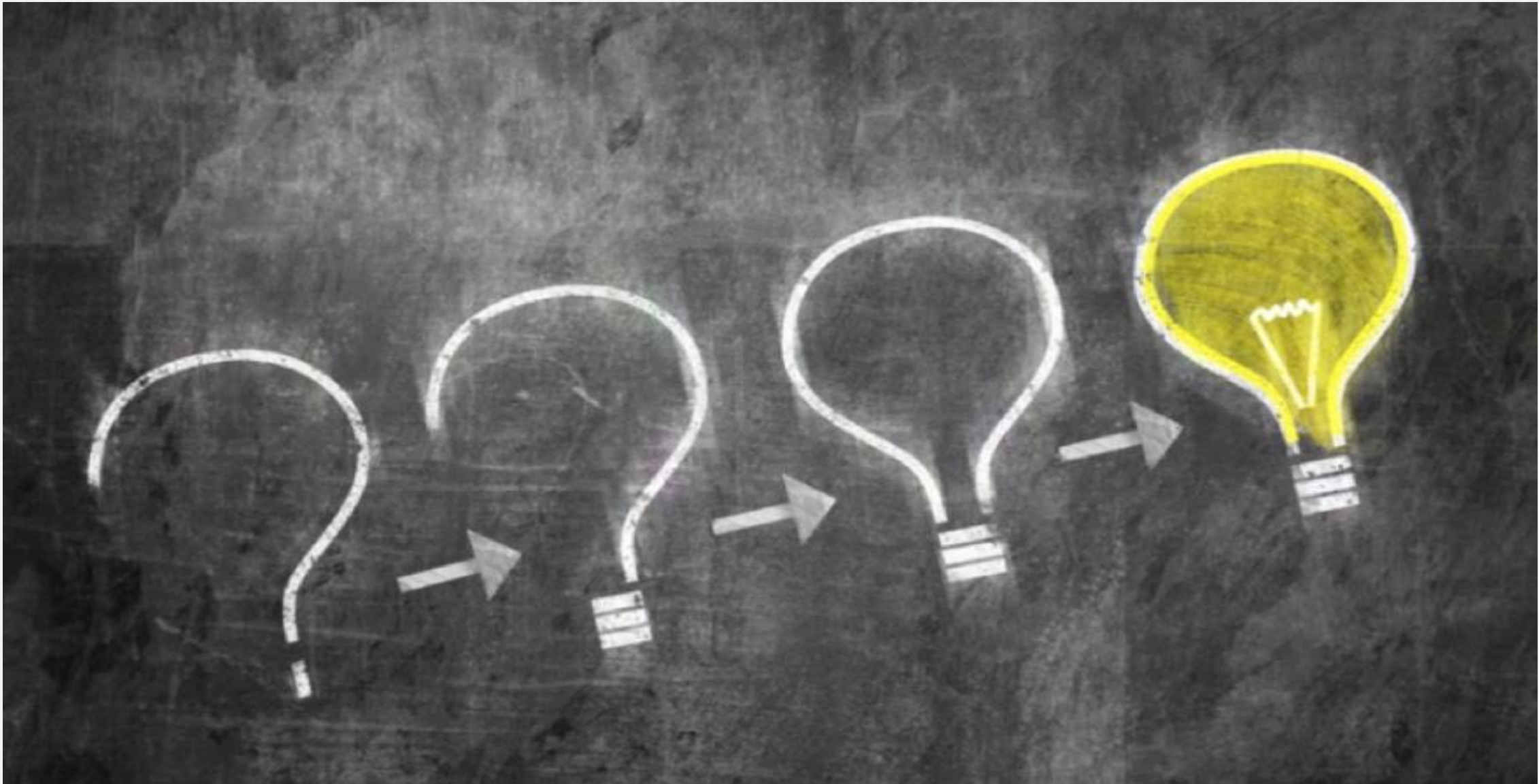


**What's the catch?? Absolutely NO CATCH! This information will not be used for monitoring; this is for technical assistance and your benefit only!**



**INTERESTED?**

Contact the ADE Secondary Transition Specialists at [ESSTransition@azed.gov](mailto:ESSTransition@azed.gov)



# Contact Information



## Secondary Transition Team

Mailing Address:

1535 W. Jefferson St., Bin #24

Phoenix, AZ 85007

(602) 542-3855

Virtual Connection Information:

<http://bit.ly/AZsecondarytransition1>

[ESSTransition@azed.gov](mailto:ESSTransition@azed.gov)

# Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition

- ✓ <http://www.azed.gov/specialeducation/transition/>
- ✓ Or use the bitly link @: [bit.ly/AZsecondarytransition1](http://bit.ly/AZsecondarytransition1)

National Technical Assistance Center for Transition (NTACT)

- ✓ <http://transitionta.org/>

Foundations of Vocational Rehabilitation, (Rubin & Roessler)

*Use a Variety of Strategies to Gather Information.* | Transition Coalition. (2019). *Transition Coalition*. Retrieved 16 October 2019, from <https://transitioncoalition.org/blog/tip/use-a-variety-of-strategies-to-gather-information/>

Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., and Terrell, M. (2019). *Age-appropriate transition assessment toolkit*. Retrieved 16 October 2019, from <https://www.transitionta.org/system/files/tool>