

# Taxonomy of Transition Planning: TTAC Cross-Site Summary 9/12/02

|  | Shelby City/<br>Cleveland<br>County Schools<br>(NC)  | Lexington 2<br>Schools<br>(SC)   | Scottsboro City<br>Schools<br>(AL)  | East Central<br>Special Services<br>District<br>(IN)  | Dublin City<br>Schools<br>(OH)   | Franklin Heights<br>High School<br>(OH)  |
|--|--|--|---|---|--|--|
| <b>Student Focused Planning</b>                              |  |  |   |   |  |  |
| <b><i>IEP Development / Content</i></b>                      | The student planning process includes dream sheets & parent surveys that are incorporated into the formal document.  | The student planning process is incorporated into the formal document with student-selected post-school outcome goals  | Students formally choose their course of study, and the individual transition plans and IEP incorporate community outcome goals.                                | Goals are written into formal document from standpoint and ownership of student through "I" statements.   | Student's vision statements are incorporated into first page of IEP planning document.   | Student's vision statements are incorporated into first page of IEP planning document.   |
| <b><i>Student Participation with IEP Meeting Process</i></b> | Active involvement in all phases of pre-meeting planning process through surveys and dream-sheets. Students attend meetings, are treated as participating team member, student-directed IEP training is provided.  | The Next STEPs curriculum is used to teach students to set goals and participate in IEP/transition meetings.   | Students are encouraged to initiate their own goals, objectives, and service plans. Students are actively involved participating in/directing their own meeting | Students lead IEP meetings, and are trained in choice-making and self-advocacy. Students initiate their own goals, objectives, and service plans. | Students initiate their own goals for post-school living. Dream sheets and planning sheets are used as well, to assist planning process. | Students develop post-school plan, choose post-school goals that determine curriculum path and supports. Next Step curriculum is used for planning process.      |
| <b><i>Planning Strategies</i></b>                            | Students are actively involved in all aspects of planning. Students are regarded by team members as the primary decision-maker.  | Next STEPs curriculum is used to guide students in development of own goals.   | Next STEPs curriculum is used to guide students in development of own goals.  | Schools are expanding students' roles in the process  | Vision planning survey and transition needs survey completed in 9 <sup>th</sup> grade. Students lead group-planning process.             | Students develop post-school plan, choose post-school goals which support their career and curriculum path.  |
| <b>Student Development</b>                                   |  |  |   |   |  |  |
| <b><i>Life Skills Instruction</i></b>                        | An Occupational Course of Study is available for some students if they choose. Otherwise, students can participate in locally developed functional curriculum. For additional information visit <a href="http://www.uncc.edu/tassel">www.uncc.edu/tassel</a> | <i>Life-Centered Career Education</i> curriculum, a locally developed functional curriculum, and Roommates Project teach students daily living, decision-making, interpersonal and communication skills. | Statewide occupational diploma includes life skills instruction. Daily living and interpersonal skills, and functional academics.                               | Independent living skills training is provided in a community setting at Cornerstone (a home learning lab) in addition to classroom instruction.  | Independent living skills and personal living skills; self-advocacy training, through community and classroom instruction.               | Independent living skills and personal living skills; self-advocacy training. Life skills instruction is available for students as determined through their IEP. |

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| <b><i>Employment Skills Instruction/ Structured Work Experience</i></b> | Community based and school-based vocational training is available. Students in Occupational Course of Study (OCS) must complete 300 hours of school-based training, 240 hours of community based training, and 360 hours of paid employment. | Community-based instruction (CBI) is available as an option for students pursuing the locally sanctioned Occupational Course of Study. A student-run school bakery, other in-school work experiences, community internships, and individual placements are also available choices. | Statewide functional curriculum. School-based, work skill-training beginning in the 7 <sup>th</sup> grade. Off-campus job shadowing at various community businesses, training by transition specialists and mentors in community businesses. | A broad array of community work sites is available for community-based work experience training. Three week training for each student in each work site. Transition Co-Op Employment program offers paid experience with academic credit. | Job coaches support students in utilizing training sites. CBI sites at local businesses are available through the Tuttle program. Paid job training through the Option IV program. Vocational career training available at Tolles Technical Center. | Job coaches available for students with severe to moderate disabilities through the Option IV program. Job placement and coaching is available based on student need. Job shadowing, volunteer experiences at hospital, paid work-study. |
| <b><i>Career and Vocational Curricula</i></b>                           | CBI is provided. Self-determination instruction to prepare for involvement and leadership in transition/IEP planning; statewide functional curricula are available to students who choose the Occupational Course of Study (OCS).            | The <i>Life-Centered Career Education (LCCE)</i> curriculum and a locally developed functional curriculum are used.  | School-based work experiences, promote work habits, work personality, and job related skills; statewide functional curriculum, Teens Learning through Community service (TLC) promotes a sense of community, volunteerism, and citizenship.  | One-to-one instruction for students in community-based vocational training sites. Career awareness and job-seeking skills are available in school as well as job coach support for community based training.                              | Next STEP and Who's Future is It Anyway? Curricula Courses entitled "Life Choices" and "On your Own" have been developed for transition aged students with disabilities and are made available to students on an elective basis.                    | Next STEP infused with across other programs, WOW, IDEA II; Career awareness classes are offered for all ninth graders.  |

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| <b><i>Assessment</i></b>         | Standardized tests, portfolio and situational assessments, vocational interests, vocational learning styles, and vocational aptitude. Also the NC VOCATS outline competencies required in each class in the OCS. | Formal evaluations, situational assessments, assisted by vocational rehabilitation. Portfolio assessment is also used.   | Standardized tests, portfolio and situational assessments, and vocational evaluations. The Career Occupational Preference system (COP) and the Career Ability Placement CAP) interest inventories are used.   | Informal student, teacher, and parent surveys. Standardized assessments include career interests inventories, aptitude tests, and values maturity tests. Also student portfolios and video resumes.                                       | Student/parent surveys, parent form addressing employability skills, CBI experiences, work skills checklists, student profiles, in-school work sites and community-based vocational tryouts. Two-day formal evaluations available by cooperative Voc. Ed./Sped. program. Also individual portfolios | Formal and informal, career assessment, job shadowing, student interests   |
| <b><i>Self-Determination</i></b> | Students receive a full course credit in Self-Determination in order to ensure their preparedness for active IEP/transition planning.  | The Next STEPs curriculum is used to incorporate goal planning into the students' IEPs.  | Self-advocacy and self-determination are supported through the Transition Advocacy Group (TAG) that trains other students in leading their own IEP meetings.  | Informal methods include students leading their own job searches with transition coordinator acting as student assistant.   | Informal methods include respecting student dream sheets and respecting students' decisions.  | Next STEP curriculum is incorporated into the computer technology classes to allow students the opportunity to develop their own goals and post secondary plans.   |
| <b><i>Support Services</i></b>   | Buses were acquired through fund raising activities to provide transportation to job sites for students.   | A peer mentor program is provided with high school students without disabilities working with other students with disabilities in developing leisure and work skills | An adaptive curriculum has been developed at the state level for drivers' education, and a drivers' education vehicle has been modified for students with physical disabilities. The Transition Advocacy Group (TAG) students mentor other students on transition issues. | Occupational therapists have provided training to classroom instructors in the MOVE (Mobility Opportunities Via Education) program, an activity-based program to increase independence skills for students with significant disabilities. | Students with significant disabilities can participate in the state option four program and the Franklin County Educational Service Center offers an 18-21 program for work and post-secondary training.  | Students with significant disabilities can participate in the state option four program and the Franklin County Educational Service Center offers an 18-21 program for work and post-secondary training. |

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| <b>Interagency Collaboration</b>             |   |  |  |   |  |  |
| <b><i>Collaborative Framework</i></b>        | Strong linkages through interagency collaboration efforts across school, business, adult services, and advocacy organizations as needed for students, (e.g., Chamber of Commerce, Employment Commission, Vocational Rehabilitation (VR), etc.) Community, school, and individual student level teams. | An active interagency team meets quarterly on a formal basis to discuss existing transition services, needed services, barriers, problems and solutions, service expansions and contractions, etc. | Community, school and individual student level teams comprised of members representing government funded community agencies and private, non-profit service provider agencies. Mentoring relationships with area businesses provides input and leadership. | The community level interagency team serves as a forum for addressing the educational, vocational, residential, and recreational needs of students. Broad representation from community members and family organizations. | Community level, partnerships with local businesses, VR and MH/DD agency representation, supported employment services.              | Representatives from Vocational Rehabilitation and MH/DD. Strong relations maintained through work-study programs.     |
| <b><i>Collaborative Service Delivery</i></b> | Community, school, and individual student level teams may include reps from various adult service agencies, post-secondary education, Chamber of Commerce, MH/DD Services, The Arc, etc.  | Local and community level. Representatives from VR, MH/DD, DSS, students and parents. Also end of the year success meetings and regular interagency transition discussions.                        | VR and LEA's provide joint funding of job coaches to support students seeking to gain paid employment experiences prior to graduation.   | Team members provide linkages and services after graduation.  | State VR funding provides Option IV job coaches. Schools and VR provide job placement services and job coaching.                     | State Vocational funding provides Option IV job coaches. MRDD services provide supported employment through VR funding |
| <b>Program Structure</b>                     |   |  |  |   |  |  |
| <b><i>Program Philosophy and Policy</i></b>  | 'Never give up on student success.' Student's right to choose and plan future life. Transition services designed to support student goals.  | " Independence in living, work, and citizenship" Occupational Course of Study available as a choice for students, local alternative diploma options.   | Scottsboro City Schools believes all students can succeed in life, work, and community. Their "Visions of Success" theme drives their transition programming.  | Each school has committed to share the salary of a Transition Coordinator, also have committed to identification and implementation of best practices in transition.  | Related services are fully committed to providing community based services, along with full staffing to operate transition services. | Quality Enhancement has been incorporated into programming Working on Work and other quality practices.                |

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| <b><i>Program Evaluation</i></b>                      | Outcomes and consumer satisfaction data collected from students, parents, teachers, employers, and adult service providers. Prior to graduation, information is gathered on immediate and extended family members of students to insure access to graduates for longitudinal follow-up data collection. | Initiating post-school follow up data collection for program evaluation this year. | Follow-up data are collected one year after exit; data collected based on an in-school transition survey completed before each student graduates. Initiating post-school follow-up data collection for program evaluation this year. | State collects yearly outcome data.   | Initiating post-school follow up data collection for program evaluation this year.                           | Yearly follow-up questionnaires. Does informal outcome data, collecting more formal data this year. |
| <b><i>Strategic Planning/ Quality Improvement</i></b> | Annual consumer satisfaction surveys and post-school outcome data are analyzed and used for program quality improvement.  |  | Provide post-school outcome data as feedback to transition and special education program staff. Planning for program improvement is informal at this point.  |   |  |   |
| <b><i>Resource Allocation</i></b>                     | The school system has committed to provide a full array of community-based transition services  | Commitment to provision of community based activities.                             | Committed to ensuring that each student receives the appropriate transition services.  | Each school has committed to assist the cooperative in fully developing transition services | Job coaches and community based work-study coordinator, option IV job coaches provided by the school system. | Community based work-study coordinator, option IV job coaches.                                      |
| <b><i>Human Resource Development</i></b>              | State and local trainings. Recent topics: functional assessment, self-determination.  | State and local trainings.   | State and local trainings.   | State and local trainings.  | State and local trainings.   | State and local trainings.  |

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| <b>Family Involvement</b>                                      |   |   |  |  |   |   |
| <b><i>Family Training on Transition-Related Topics</i></b>     | Schools, VR, and MH/DD provide information and training to parents and guardians. Schools provide majority of training on transition. Exceptional Children's Assistance Center (ECAC) materials also used.                                    | Training provided by the school, VR, MH/DD, the Commission for the Blind and Visually Impaired, and the Division of Deaf and Hard of Hearing.   | Training on transition provided yearly by Scottsboro School System.  | Parent training group IN-SOURCE gives out majority of information. Training materials developed and disseminated through a local Transition Council. | Information disseminated through open houses, topical meetings, brochures, newsletters, and individual parent meetings. Ohio Coalition for the education of children with disabilities provides statewide training. | Training provided by the school, VR, MH/DD. Ohio Coalition for the education of children with disabilities, provides statewide training |
| <b><i>Family Involvement Throughout Transition Process</i></b> | A transition information meeting is held each Fall for parents benefit. ECAC also provides on-going consultation and training. Annual surveys provide parent perspectives on the program that is then used to improve the quality of program. | Parent support groups, Pro-Parents, Office of Protection and Advocacy, and Learning Resource Centers. Information disseminated through open houses, phone contacts, meetings, and newsletters.  | Transition information meeting is held each Fall for parents benefit and to discuss transition issues.   | Information disseminated through open houses, topical meetings, newsletters, brochures, and individual parent meetings.                              | A parent training series provides on-going information about transition issues.   | Parent input obtained through transition questionnaires.  |
| <b><i>Family Empowerment</i></b>                               | School system, VR, MH/DD, and ECAC provide information and training to parents and guardians. Schools provide majority of training on transition. Transition information meeting is held each Fall for parents benefit.                       | Training provided to family members by the school, VR, MH/DD, the Commission for the Blind and Visually Impaired, Division of Deaf and Hard of Hearing, Parent support groups, Pro Parents, Office of Protection and advocacy, and Learning Resource Centers. Parent information disseminated through open houses, phone contacts, meetings, and newsletters. | Training on transition provided yearly by Scottsboro School System. At the beginning of each school year the special education staff provide individual training to the parents of 8 <sup>th</sup> graders on choosing their course of study, options and transition planning. | In-Source provides statewide training for parents; parents are also involved on interagency team.  | Ohio Coalition for the education of children with disabilities provides statewide training. A parent training series is being co-sponsored by Dublin with local and area LEA's.                                     | Ohio Coalition for the education of children with disabilities, provides statewide training.  |