WHAT SECONDARY SPECIAL EDUCATION TEACHERS NEED TO KNOW

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National Technical Assistance Center on Transition
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## What Secondary Special Education Teachers Need to Know

### Competency | Resource(s)
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### Within the First Month

1. Write IEPs that includes the required transition components
   - IDEA 2004
   - Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:
     - appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills

1a. For resources on Wrightslaw there is a website that offers parents, educators, advocates, and attorneys accurate, reliable information about special education law, education law, and advocacy for children with disabilities. [http://www.wrightslaw.com/idea/law.htm](http://www.wrightslaw.com/idea/law.htm)

1b. For resources on IDEA 2004 there is a website that provides a "one-stop shop" for resources related to IDEA and its implementing regulations. [http://idea.ed.gov/](http://idea.ed.gov/)

1c. For resources on Indicator 13 visit the National Technical Assistance Center on Transition (NTACT) Website at: [http://transitionta.org/transitionplanning](http://transitionta.org/transitionplanning) (click on Indicator 13)

1d. Information on administrative skills to manage time and complete necessary paperwork can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-10](http://www.ncwd-youth.info/ksa/competency-10)

1e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on special education policy can be located on the Beach Center’s website at: [http://www.beachcenter.org/disability_policy/idea.aspx](http://www.beachcenter.org/disability_policy/idea.aspx)

1i. Ensure postsecondary goals adhere to Workforce Innovation and Opportunity Act (WIOA) legislation (e.g., employment goals should focus on competitive employment not sheltered workshops). More information on WIOA can be found at: [https://www.doleta.gov/wioa/](https://www.doleta.gov/wioa/)
• the transition services (including courses of study) needed to assist the child in reaching those goals

• beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child’s rights under this title, if any, that will transfer to the child on reaching the age of majority

Age 16 (Indicator 13)

- Current Measurement Language for Indicator 13

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon
an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student.
2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.

2a. For information on transition legislation:
See Chapter 2: Transition Legislation And Models (pp.29-53).

2b. For information on transition legislation and policy:

2c. For more information on IDEA 2004 and transition
IDEA 2004: Improving Transition Planning and Results

2d. Information on legal requirements for transition can be located on the Wrightslaw website at:

2e. Law Requirements of providing vocational rehabilitation services
34 CFR 361.48 - Scope of vocational rehabilitation services for individuals with disabilities. More information on law requirements of providing vocational rehabilitation services may be found at: http://cfr.vlex.com/vid/361-vocational-rehabilitation-disabilities-19760833

2f. Information on effective assessment for students with complex needs can be found in: Carter, E. W., Brock, M. E., & Trainor, A. A. (February 01, 2014). Transition assessment and planning for youth with severe intellectual and developmental disabilities. Journal of Special Education, 47, 245-255.

3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living)

3a. For an Age Appropriate Transition Assessment Toolkit

3b. For information about transition assessment resources: This link includes sources for transition assessment information, which includes podcast, websites, and presentations [http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit#other_resources](http://nsttac.appstate.edu/content/age-appropriate-transition-assessment-toolkit#other_resources)

3c. For information about different types of transition assessments: Transition Coalition- this link provides reviews of various published transition assessments [http://transitioncoalition.org/transition/assessment_review/all.php](http://transitioncoalition.org/transition/assessment_review/all.php)

3d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-03](http://www.ncwd-youth.info/ksa/competency-03)

4. Utilize formal and informal approaches for identifying students’ interest and preferences and related to post school goals and educational experiences.


5. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives

4d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-03


5b. For more information on topics related to transition visit the transition coalition website, that provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities. http://www.transitioncoalition.org/transition/

5c. Information on programs such as Access College that use evidence-based practices can be found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT) website at: http://www.washington.edu/doit/

5d. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-03

5e. Resources on person-centered planning can be located on the Pacer’s website: http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp

5f. Information on career interests, career exploration, work experience, and postsecondary options can be located on the Career One Stop’s website at: http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx

6. Have knowledge of how to participate with a multi-disciplinary team


6c. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-04

Within 3-6 Months

1. Identify job seeking and retention skills identified by employers as essential for successful employment

   1a. Pathway to College and Career Readiness
   http://www.careerclusters.org/resources/web/ks.php

   1b. What do most employers really want?
   http://www.quintcareers.com/job_skills_values.html

2. Collaborate with general education teachers to identify transition-focused instruction within academic content instruction


   Describes secondary reform efforts that incorporate both standards-based education and a focus on the skills needed for successful transition to postsecondary education and employment. Asserts that a focus on transition should be implemented as a comprehensive reform effort, aligning high-quality standards with options and pathways for how students can achieve postsecondary goals.

   2b. See www.transitionta.org for updated guidance and resources on this topic.

2c. The Department of Education “Best Practices” Resources

   ED’s Doing What Works website is a growing collection of research-based instructional practices. Currently it provides information on topics such as:
   - Early Childhood Education
   - English Language Learners
   - Math and Science
   - Psychology of Learning
   - And more...
3. Evaluate students’ educational program with respect to measureable post-school goals and alignment of those goals with instructional activities

3a. Indicator 13 Training Materials
http://transitionta.org/transitionplanning (click on Indicator 13)


3c. Training modules regarding transition compliance (i.e., Best Practices) and Transition Assessment can be found at: http://www.transitioncoalition.org/transition/module_home.php

4. Utilize methods for providing work-based instruction by setting up job site in the community

4a. For information about community-based training: NTACT’s Website

5. Provide community-based education for individuals with exceptional learning needs


6. Have knowledge of how to participate with a multi-disciplinary team


6f. The purpose of Interagency Collaboration Practice Description is to provide information on how to use the practice and where to find more information. Finally, it should be noted that none of the following models or programs have been identified as evidence-based. The annotated bibliography may be retrieved from: http://transitionta.org/sites/default/files/PD_VR_IAC_2015.pdf

7. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options.


7b. For information on advising high school students with postsecondary options, visit The George Washington University Heath Resource Center at: http://www.heath.gwu.edu

7c. For information on teaching awareness of postsecondary options, visit The George Washington University Heath Resource Center at: https://heath.gwu.edu/awareness-postsecondary-options

7d. Information on programs such as Access College that use evidence-based practices can be found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT) website at: http://www.washington.edu/doit/
7e. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-03

7f. Resources on person-centered planning can be located on the PACER website at: http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp


8c. Information on assessments and individualized planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-03

8e. Resources on person-centered planning can be located on the PACER website at: http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp


9b. For information on Self-directed IEP

9c. A training module on transition assessment is available at:
http://www.transitioncoalition.org/transition/module_home.php
10. Engage families in the transition planning process

10a. Information for dissemination to parents on transition planning can be located at The George Washington University Heath Center’s website located at: [https://heath.gwu.edu/parents-guide-transition](https://heath.gwu.edu/parents-guide-transition)

10b. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-04](http://www.ncwd-youth.info/ksa/competency-04)

10c. Information to disseminate to families to increase their involvement in the transition process can be found on the Regional Resource Center’s website at: [http://www.parentcenterhub.org/](http://www.parentcenterhub.org/)

Within 1 Year

1. Utilize methods for providing work-based instruction by setting up job site in the community


Describes the Community Transition Team model including active stakeholder participation, change viewed as a process, and support by a larger structure.

2. Provide community-based education for individuals with exceptional learning needs


Discusses the disadvantages of community based instruction during the school day. Argues that instruction in the community separates students physically and socially isolates them from their peers. Recommends community involvement should occur when other students are typically in the community not during the school day.
2b. Description of how to teach community participation can be located on the NTACT website at:
http://transitionta.org/sites/default/files/PD_CBI_CommunityIntegration.pdf


3b. Information on postsecondary career education options can be found at The George
Washington University Heath Center at: https://heath.gwu.edu/career-and-technical-education

3d. Information on programs such as Access College that use evidence-based practices can be
found on the Disabilities, Opportunity, Internetworking and Technology (DO-IT) website at:
http://www.washington.edu/doit/

3e. Information on career exploration can be found on the National Collaborative on Workforce
and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-06

3f. Information on career exploration can be found on the Bureau of Labor’s website at:
http://www.bls.gov/k12/

3g. Information on career interests, career exploration, work experience, and postsecondary
options can be located on the Career One Stop’s website at:
http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx


4b. Resources for teaching self-determination skills

Provides information regarding transition education specifically focused for teachers and other related professionals. Information is cross-categorical and includes topics such as legislation, specific transition activities, and problem-solving strategies.


Provides recommendations based on the Life Centered Career Education program for special education teachers for students with both career and community college post-school outcomes. Includes teaching strategies that focus on daily living, personal/social, and occupational skills.


4g. For information on advising high school students with postsecondary options, visit The George Washington University Heath Resource Center at: [https://heat health.gwu.edu/awareness-postsecondary-options](https://health.gwu.edu/awareness-postsecondary-options)

4h. For information on transition education materials visit the Zarrow Center for Learning Enrichment at: [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials.html)

4i. For information on self-determination education materials visit the Zarrow Center for Learning Enrichment at: [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html)

5. Have knowledge of resources for individuals with disabilities in the community


Describes the Community Transition Team model including active stakeholder participation, change viewed as a process, and support by a larger structure.

5d. Information on connecting students and families with community resources can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-08](http://www.ncwd-youth.info/ksa/competency-08)


Discusses the disadvantages of community based instruction during the school day. Argues that instruction in the community separates students physically and socially isolates them from their peers. Recommends community involvement should occur when other students are typically in the community not during the school day.

6b. Project 10’s primary charge is to assist school districts in providing appropriate planning and timely transition services and programs to assist youth with disabilities in their transition to adulthood. Project 10 also serves as a collaborative resource for other state agencies, discretionary projects, non-profit organizations, and families in the provision of transition services for students served in exceptional student education. [http://www.project10.info/](http://www.project10.info/)

6d. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-04](http://www.ncwd-youth.info/ksa/competency-04)

6e. Information on connecting students and families with community resources can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-08](http://www.ncwd-youth.info/ksa/competency-08)

6f. Office of Special Education and Rehabilitative Service (OSERS) Resource
Disability Employment 101

- OSERS is pleased to make available the updated *Disability Employment 101*. This guide is a comprehensive analysis of hiring employees with disabilities that includes information about how to find qualified workers with disabilities, how to put disability and employment research into practice and how to model what other businesses have done to successfully integrate individuals with disabilities into the workforce.

- The complete publication can be downloaded from: [http://www2.ed.gov/about/offices/list/osers/products/employmentguide/index.html](http://www2.ed.gov/about/offices/list/osers/products/employmentguide/index.html)

7. Engage families in the transition planning process

7a. Parent and Family Involvement Annotated Bibliography


7c. Information on family and community involvement can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-04](http://www.ncwd-youth.info/ksa/competency-04)

7d. A training module on family involvement and transition is available at:

8. Encourage a student-centered transition planning process


8c. A training module on self-determination is available at:
8d. Information on student-centered planning can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-03

8e. Resources on person-centered planning can be located on the PACER website at: http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp