

TRANSITION SERVICES

Standard 1: Planning

Curriculum is derived from outcomes related to the TIEP and should address residential outcomes, vocational outcomes, access to the community, and access to future learning environments.

Benchmarks:

- a. The learning environment is set up so that students are meaningfully engaged in learning activities (communication, curriculum specific to the student's needs, etc.) throughout the entire school day.
- b. Individualized visual systems & supports (scripts, career portfolio, schedules, work systems, etc.) are in place that assure that the student understands expectations and the sequence of events.
- c. Curriculum modifications and accommodations are embedded in a variety of routines and activities in the classroom and in the community to support generalization.
- d. As appropriate, individualized communication systems are available to each student throughout the day and used constantly so that student communication is frequent in the classroom and in the community.
- e. There is evidence of multiple and varied activities that support development of transition skills (including employment, community access, communication, and social goals) at each student's level.
- f. There is evidence that the teacher conducts daily instruction to promote transition areas (employment, instruction, community experience, independent living and social skills) for each student. Experiences occur in natural environments and with peers.
- g. The lessons reflect a task analysis of skills to guide instruction, as appropriate.
- h. Instructional plans reflect individualization for each student based on current needs assessment (formal and ongoing) and TIEP objectives. There is evidence that family needs and culture, transportation and natural supports are considered during instructional planning.
- i. TIEP goals address application of skills within community environments.
- j. There is evidence in instruction that the teacher is knowledgeable of the next grade, program level and/or life stage and that the teacher is planning for that transition for each student. The teacher has knowledge of industry standards and requirements for competitive employment to assist with planning realistic post secondary goals.

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Standard 2: Organization & Management of Student Settings

The physical structure of various environments is created to build independence in all transition areas and to promote post-school outcomes. It addresses the programming for all students over the entire instructional day and addresses transitions between all settings. There is evidence that instruction is based on student needs rather than on the class schedule of the school.

Benchmarks:

- a. Individual and classroom schedules indicate that there is evidence of instruction being delivered in various settings, community, etc.
- b. The classroom is organized in physically designed areas or zones that foster independent functioning (ex. sustain focus on tasks, look at design of spaces, use of furniture, accessibility of learning materials, how safety is assured, etc.).
- c. Materials are ready and organized so that the student can move as independently as possible between and within various instructional activities.
- d. Performance and/or instruction begin immediately when students arrive at each activity.
- e. Students are given responsibility to manage materials and supplies to promote personal organization.
- f. Students are given opportunities to make choices/self-advocate throughout entire instructional day.
- g. There is evidence that all staff in the classroom use consistent strategies to promote skills (including communication) in students (prompting, waiting, shaping, etc.).
- h. There is evidence of multiple materials and activities that encourage appropriate communication and social interaction with adult peers and authority figures throughout the day.
- i. The length of the instructional period is adapted to the individual's level of attention and engagement.
- j. The teacher demonstrates expertise in the distinctive responsibilities involved in job development, job carving, job sampling and job placement.

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Standard 3: Presentation of Content

The curriculum is delivered in two settings: classroom and community. The community settings are directly related to future environments for each student and are aligned to each student's measurable post-secondary outcome. In the classroom, the student practices skills that will be applied in community settings.

Benchmarks:

- a. Students are given prior notice of change or prepared for transitions and disruptions. There is clear evidence that students are being prepared to handle transition and disruption more independently in the future.
- b. Transition skills are practiced in structured settings and then applied in natural environments that are a part of the student's future.
- c. Strategies are in place to help students solve problems related to task performance and completion.
- d. The teacher consistently responds to communication attempts (behaviors communicate messages) to support and improve the student's ability to communicate.
- e. There is evidence that varied instructional methods and instructional formats based on the individual student's needs are used throughout the day to support learning.
- f. The teacher demonstrates a clear hierarchy of prompts during instruction so that prompts can be faded. There is evidence that personal prompts are faded to prevent dependency.
- g. Instruction is delivered in multiple settings and with multiple materials to assure generalization of skills.
- h. There is visible evidence that the IEP goals are being presented frequently throughout each instructional day. All pre-academic or academic instruction is related to target skills in the student's IEP.
- i. There is clear evidence of choice-making/self-advocacy throughout the instructional day.
- j. There is consistent evidence that curriculum is modified to teach skills identified on the student's TIEP.
- k. There is evidence of explicit instruction regarding personal relationships within a program to promote good social skills.

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Standard 4: Behavior Management

The classroom setting provides opportunities to promote self-management and self-monitoring of appropriate adult behaviors that will generalize across adult settings (employment, independent living situations, social settings, etc.)

Benchmarks:

- a. The teacher addresses distractions within the lesson so that they are significantly reduced or no longer occur.
- b. Instruction is designed to take advantage of each student's strengths. There is evidence of what motivates the student built into the lesson (i.e., incorporates the student's interests [two ways – as reinforcer and as part of activity]).
- c. If appropriate, there is evidence of sensory-based or emotional regulation coping strategies/materials being used across settings to help sustain student focus. Strategies are in place in multiple settings to support self-management skills in all students.
- d. There is evidence in all settings and activities that proactive strategies are used to prevent interfering behaviors.
- e. The teacher addresses interfering behaviors in a consistent manner across settings.
- f. If needed, the teacher redirects students to the task promptly and remains with students until they are appropriately engaged in activity.
- g. All staff reinforce appropriate behaviors more frequently than interfering behaviors.
- h. If there is a behavior intervention plan, there is evidence that all personnel are carrying out the plan on a consistent basis.
- i. The teacher consistently uses a behavior assessment process, accounting for the student's disability, to address interfering behaviors (collaborate with families, generate a hypothesis of function based on data, identify replacement skills).
- j. The lesson plan or instructional settings show evidence of instruction of replacement skills as related to the student's behavior needs or Positive Behavior Intervention Plan (PBIP).
- k. There is evidence that multiple strategies are used to promote self-monitoring in the student across multiple settings.

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Standard 5: Evaluation of Student and Program & Records Management

Assessments are culturally sensitive, on going and provide an instructor with information to develop lessons and activities based on student's performance. Student preferences, rate, and accuracy of the task provide vital information to building quality TIEPs.

Benchmarks:

- a. Assessment occurs in all environments related to the student's TIEP, including measurable post-secondary goals. Assessment should be informal, ongoing and community-based.
- b. Data is collected in multiple ways: formal and informal assessments, direct instructional data, variety of instruments and resources.
- c. There is evidence that the teacher uses data [behavioral and instructional] to adjust and guide each student's instruction and development of the TIEP. Data is summarized for team planning.
- d. There is evidence of collected data on each student's interfering behavior.
- e. All staff have access to the written goals and objectives of the TIEP.
- f. All staff are involved in data collection and the analysis of data to assure quality in intervention.
- g. Data is compiled and analyzed so that it can be shared with others in projected future environments.
- h. The TIEP goals and instructional objectives are stated in observable, functional and measurable terms.

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Standard 6: Communication

Communication is an integral part of a quality transition program and must be maintained consistently using common language among participants. Communication is developed to increase social skills, employability skills, community and post-school adult living skills.

Benchmarks:

- a. The teacher consistently engages students in a positive and respectful manner, using positive informational feedback.
- b. The teacher responds to setbacks in a constructive, professional and positive manner.
- c. The teacher works collaboratively with parents and colleagues within the school, the classroom, agencies and community partners.
- d. The teacher ensures confidentiality with regard to student information.
- e. There is clear evidence that the teacher shares detailed information about performance of each student with the student's next program. (This should not only be shared verbally but should be documented.)
- f. The teacher effectively supervises the instruction of students (communicate with assistants) in a positive and constructive manner.
- g. There is evidence that the teacher supervises and instructs the classroom assistants with regard to implementation of the TIEP goals and objectives.
- h. Parents/family and other community supports are involved throughout the assessment process.
- i. The parents/family and the student are directly involved in all aspects of the development of the TIEP.
- j. There is evidence that family needs and culture, transportation and natural supports are considered during instructional planning.
- k. The teacher serves as an advocate in the school and community, providing information and understanding to colleagues.
- l. There is evidence that school staff disseminates transition information and explains community and agency linkages annually to parents/family.

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Standard 7: Student Performance & Professional Knowledge

Staff and school administration use needs assessment data to determine the goals for ongoing training and development of professional knowledge. There is evidence of meaningful student progress towards post-secondary goals in the areas of employment, education/ training, and independent living. Analysis of student performance data is used to design targeted staff development.

Benchmarks:

- a. The teacher is actively involved in training that will improve quality of instruction.
- b. School-based administration demonstrates knowledge of all standards.
- c. School-based administration and teacher are reviewing standards and determining which training offerings will support quality of instruction.
- d. The teacher provides or determines appropriate staff development for all support staff (e.g., job coach, teacher assistant).
- e. The teacher consistently uses school system resources (transition specialist, etc.) to assure that all aspects of the transition process are addressed appropriately.