

Transition Improvement Plan (TIP) Predictor Activities

Career Choices

Participation in activities of career and occupational readiness helps youth prepare for further education and/or entry into employment. Consider the activities in Career Choices as a group when you select implementation and evidence ratings.

- 1. Career Awareness.** Learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches ones strengths and interests.
 - 1.1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes or career fairs.
 - 1.2. Identify skills and qualifications required for occupations aligned with core content areas.
 - 1.3 Embed career awareness into the general and make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.
 - 1.4 Career counseling and guidance is provided by school counselor to assist students in career planning and development aligned with the students' preferences, interests, and needs.
 - 1.5 Provide systematic, age-appropriate student assessment of career awareness (e.g. interest inventories, aptitude tests) for students to learn about their preferences, interests and aptitudes for various types of careers.
 - 1.6 Discuss the different types of postsecondary education and training options that are available to ensure all students and families are aware of the options and know there are postsecondary supports to assist in their education or training program of choice (Q. 9, Q. 11 – Q. 18).
 - 1.7 Review DPI guidebook [Opening Doors to Postsecondary Education and Training](#) with your students.
- 2. Occupational Courses.** Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational-specific skills through instruction and experiences focused on their desired employment goals.
 - 2.1 Embed career awareness activities, career planning, technology, 21st century skills, employability skills and vocational assessments in all occupational courses and specific career/career clusters.
 - 2.2 Provide hands-on and community-based opportunities to learn occupational specific skills within each occupational course.
 - 2.3 Incorporate Universal Design for Learning (UDL) principles in Career and Technical Education (CTE) programs, including cooperative education programs.
 - 2.4 Provide course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses.
 - 2.5 Provide occupational courses that represent a wide variety of occupational clusters to provide students course choices that match their preferences, interests, needs, and strengths.
- 3. Vocational Education.** A sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to a technical, business or professional careers.
 - 3.1. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment.
 - 3.2 Provide a combination of in-school and community-based academic, competency-based, applied, and hands-on learning experiences in the career pathways.
 - 3.3 Provide connections between vocational education and postsecondary education and/or employment. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment.

- 3.4 Provide opportunities to earn certificates in certain career areas (e.g. Certified Nursing Assistant, Welding, and Food Handlers Certification).
- 3.5 Develop business partnerships to ensure a relevant curriculum based on the local labor market.
- 3.6 Provide instruction and measure achievement in soft skills (e.g. problem solving, communicating with authority figures, responding to feedback, promptness) and occupation-specific skills (e.g. clerical, machine operation).

Work preparation

Participation in Work Preparation provides employment experiences and helps youth prepare for entry into employment after high school. Consider the activities in Work Preparation as a group when you select implementation and evidence ratings.

- 4. Work Study.** Provides a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.
 - 4.1 Provide options for paid and nonpaid work experiences, both on and off-campus, with options for gaining high school credit for completing program requirements in any of the Career Clusters.
 - 4.2 Develop a plan for earning academic credit on the job through an integrated curriculum focused on work-related skills with school personnel, the student, and his/her parents.
 - 4.3 Provide supervision and guidance during the development of work behaviors and skills to address problems, concerns, insights, and learning. Consider behaviors and skills that address cultural concerns of culturally and linguistically diverse students.
 - 4.4 Develop business/school partnerships and training sites by educating employers about the resources of potential employees.
 - 4.5 Develop policies to address workplace liability, including student insurance and other Department of Labor issues/concerns.
 - 4.6 Provide experiences in applied real-work settings supported by instruction and qualified, trained staff to job coach as needed.
 - 4.7 Place students in work settings that match their preferences, interests, needs, and skills by developing a process to match student interests with available sites both on and off campus.
 - 4.8 Determine the transportation needs of each student and provide transportation to vocational training sites.
 - 4.9 Provide students school-based opportunities to reflect, discuss, and share their work placement experiences.
 - 4.10 Have school personnel and site employees assess and monitor students' progress by using job duty forms and task analysis for various sites.

- 5. Paid Employment/Work Experiences.** Any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid Employment always provides competitive pay paid directly to the student by the employer.
 - 5.1. Provide opportunities to participate in job shadowing, work-study, apprenticeships or internships.
 - 5.2 Ensure each student has at least one paid employment experience in the community during their secondary education, and exits high school with a high quality position (Q. 35/36).
 - 5.3 Provide transportation training, including the use of public transportation and job-site and community safety.
 - 5.4 Work with employers to conduct workplace-based job performance evaluations.
 - 5.5 Provide instruction in obtaining (e.g. resume development) and maintaining a job (e.g. soft skills).
 - 5.6 Develop a process to enable students to earn high school credit for paid employment work experience.
 - 5.7 Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school and for the provision of community-based work experiences (Q. 6/7/30).

- 5.8 Review the DPI guidebook [Opening Doors to Employment](#) with your students.
- 5.9. Use age-appropriate assessments to ensure jobs are based on students' strengths, preferences, interest, and needs.
- 5.10 Ensure postsecondary employment training placements offer opportunities for (1) working 20+ hours/week, (2) making minimum wage or higher with benefits and (3) utilizing individualized supports and reasonable accommodations ([Q. 25/28/29/31/32](#)).

Delivery of Instruction

Delivery of Instruction includes school-based programs, curriculum and inclusion in general education activities and programming. Success in these areas leads to increased outcomes in many areas of adult living. Consider activities in Delivery of Instruction as a group when you select implementation and evidence ratings.

- 6. Test Preparation / Accommodations.** Standardized tests assess single content or multiple skills areas with specified levels of proficiency that students must pass. Diploma Status is achieved by completing the requirements of the district awarding the diploma.
 - 6.1 Teach test-taking strategies and study skills instruction.
 - 6.2 Assist students to plan for and use appropriate accommodations when taking tests.
 - 6.3 Administer standardized practice tests periodically to monitor progress towards benchmarks.
 - 6.4 Provide exams at the end of targeted courses and at the end of a specific grade levels (e.g. 11th).
 - 6.5 Provide student remediation assistance if they fail the test.
 - 6.6 Provide students with multiple opportunities to take the test.

- 7. Inclusion in General Education.** Requires students with disabilities have access to the general education curriculum and be engaged in general education classes with peers without disabilities.
 - 7.1 Provide administrative support (e.g. professional development for teachers and paraprofessionals, common planning, providing paraprofessionals) to teachers for students with disabilities included in general education classrooms.
 - 7.2 Provide students with disabilities who are included in general education specific instructional support (e.g. differentiated instruction, learning strategies, study skills, organizational skills, personal management skills).
 - 7.3 Observe and evaluate the effectiveness of inclusive programming by using formative assessment to identify when adjustments are needed to accommodate all students' learning differences (e.g. pace, learning style).
 - 7.4 Develop a receptive school atmosphere for including students with disabilities in general education by educating administrators, teachers, other staff, and students about person-first language and disability rights.
 - 7.5 Link instruction to students' interests.
 - 7.6 Provide professional development for secondary personnel to ensure personnel are qualified to use multiple and diverse instructional strategies and models of inclusive learning (e.g. Universal Design for Learning and evidence-based instructional strategies).

- 8. Program of Study.** An individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students desired post-school goals.
 - 8.1 Ensure program of study is inclusive, academically rigorous, and supported by Universal Design for Learning (UDL) principles.
 - 8.2 Design multiple pathways in the general curriculum for satisfying standard diploma requirements.
 - 8.3 Provide clearly defined graduation requirements leading to a state-sanctioned exit document.
 - 8.4 Establish planning process to assist students in developing their program of study.
 - 8.5 Provide multiple opportunities (e.g. career technical education; community-based work, independent living and community access experiences; school-based enterprises; dual credit through a cooperative

agreement) for students to acquire needed credits to achieve a standard diploma and ensure a seamless transition to postsecondary education and employment settings.

Personal Competence Skills

Youth that demonstrate competence in self-advocacy and social skills and have community experiences while in high school report increased satisfaction in post high school living. Consider Personal Competence as a group when you select implementation and evidence ratings.

9. Self-Advocacy / Self-Determination. The ability to make choices, solve problems, set goals, evaluate options, initiative to reach ones goals, and accept the consequences of one’s choices. As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from culturally and linguistically diverse backgrounds.

- 9.1 Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.
- 9.2 Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.
- 9.3 Teach students to self-monitor self-determination skills (e.g. accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy.
- 9.4. Ensure all students, including those with significant disabilities, have a functional communication system to engage in choice making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions.
- 9.5 Conduct age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems, use information, make decisions, and to identify long-range goals.
- 9.6 Provide direct instruction in self-determination using a structured curriculum, with guided practice in natural school and community-based settings. Review DPI guidebook [Opening Doors to Self-Determination Skills](#) with your students.
- 9.7 Expect and support students to make many routine choices for themselves through the course of a school day to foster the development of students' leadership skills.
- 9.8 Work collaboratively with students to facilitate achievement of their goals by informing them of their options and the potential consequences of their choices by engaging in honest and respectful discussions with students about their self-determination assessment responses.

10. Independent Living Skills. Skills necessary for management of one’s personal self-care and daily independent living, including the personal management skill needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs. Independent living skills may include skills for functioning in an environment that requires interaction with people from different culturally and linguistically diverse backgrounds.

- 10.1 Use age-appropriate transition assessments to identify individualized self-care/independent living skills for instruction.
- 10.2 Provide individual, small group, or whole class instruction, as needed based on assessment data, in (1) financial planning, (2) self-help, (3) cooking, (4) housekeeping, (5) home maintenance, (6) using transportation, (7) clothing care, (8) accessing community services, (9) time/organizational management, (10) self-determination, (11) social roles/citizenship, (12) community/peer relationships, or (13) critical thinking and problem solving (Q. 2).
- 10.3 Embed self-care/independent living skills instruction into academic coursework to help students connect academic skills to post-school goals.
- 10.4 Provide instruction and multiple opportunities to practice self-care and independent living skills in multiple settings including general education, special education, and community, in real-life situation using real-life materials and equipment (Q. 8).
- 10.5 Know the secondary and postsecondary transportation plans and needs of each student and develop a plan for unmet needs (Q. 4).

- 10.6 Provide transition services (e.g. completing housing application, obtaining Social Security Disability) for students to accomplish postsecondary independent living goals. Review DPI guidebook [Opening Doors – A Guide to Adult Services](#) with your students.
- 10.7 Conduct ongoing assessment of self-care/independent living skills to evaluate levels of skill attainment, maintenance, and generalized use of skills in other settings where use of skills is required.
- 10.8 Teach home and community recreation skills that can be done alone or with others in both organized and informal settings.

11. Social Skills. Behaviors and attitudes that facilitate communication and cooperation (.e.g. social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication).

- 11.1 Integrate social skills instruction across the curriculum (e.g. general education and community) (e.g. church, school, work, recreation).
- 11.2 Use a direct instruction curriculum to teach and self-evaluate use of communication, interpersonal, conversational, negotiation, conflict, and group skills.
- 11.3 Provide opportunities for students to practice communication, interpersonal, conversational, negotiation, conflict, and group skills in context in context.
- 11.4 Assist students to use problem-solving skills when difficult interpersonal situations arise in context.
- 11.5 Provide parent and school staff information and training in supporting age-appropriate social skills development, taking into consideration the family’s cultural standards.
- 11.6 Use augmentative communication (AC) and assistive technology (AT) devices to encourage communication for students who use AC/AT.
- 11.7 Use ecological assessments to identify the social skills students will be expected to perform in each context.
- 11.8 Provide opportunities for students to practice social skills that foster authentic social interactions that foster the development of friendships.

12. Community Experiences. Activities occurring outside of the school setting, supported with in-class instruction, where student apply academic, social, and/or general work behaviors and skills.

- 12.1 Allocate sufficient resources to support meaningful community-based experiences.
- 12.2 Provide instruction on skills needed to access community environments as identified via ecological assessments.
- 12.3 Use community-based instruction to teach, assess, and monitor the obtainment of desired academic and/or functional skills.
- 12.4 Observe and document students' attainment of desired behaviors and skills across diverse environments ([Q. 3](#)).
- 12.5 Instruct students on all available types of public transportation ([Q. 5](#)).
- 12.6 Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments.
- 12.7. Engage parents, adult service providers, community partners (e.g. employers, recreation facilities) to develop community experience sites and provide supports.
- 12.8 Train teacher and paraprofessionals in necessary safety health policies, and liability coverage necessary for students to participate in community experiences.

Networking

Networking activities engage family and community transition partners and provides transition programming focused on supports and services. Youth with involved transition partners report increased post high school satisfaction and success in many areas of adult living. Consider the activities in Networking as a group when you select implementation and evidence ratings.

13. Family Engagement. Parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g. decision-making, providing support, attending meetings, and advocating for their child). Consider parents' perceptions in transition planning that may conflict with mainstream professional ideas. Some parents from culturally and linguistically diverse backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations. Consider developing material in languages accessible to target communities.

- 13.1 Provide relevant information about transition planning to parents through a variety of means (e.g. written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, graduation.
- 13.2 Link parents with support networks (e.g. networking opportunities with other parents, advocacy groups).
- 13.3 Provide multiple options for involvement (e.g. pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.
- 13.4 Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g. e-mail, notes home, home visits, and regularly scheduled meetings in addition to IEP meetings).
- 13.5 Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g. vocational rehabilitation, mental health resources, postsecondary education institutions and supports).
- 13.6 Provide staff training on culturally and linguistically competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family)); consider developing material in languages accessible to target communities.
- 13.7 Actively engage parents in interagency transition councils.
- 13.8 Share transition assessment results and collaborate with families to identify how the school and family/guardian can support the student in achieving their desired post-school goals.

14. Student Support. A network of people (e.g. family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests and needs.

- 14.1 Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals. Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of culturally and linguistically diverse students.
- 14.2 Provide students access to rigorous, differentiated academic instruction.
- 14.3 Links students to appropriate individuals who can assist them in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance in secondary school and in postsecondary settings (Q. 19/Q. 20)..
- 14.4 Link student to appropriate individuals who can provide support for financial planning, navigating the health care system, adult services, and transportation.
- 14.5 Link students to a community mentor and or school-based mentor/graduation coach.
- 14.6 Provide opportunities for meaningful engagement in the community (e.g. clubs, friends, advocacy groups, and sports).
- 14.7 Ensure teachers and other service personnel provide on-going transition assessment to assist in planning for needed supports and resources in school and beyond.

15. Interagency Collaboration. A clear, purposeful and carefully designed process that promotes cross agency, cross program and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

- 15.1 Develop an agreed upon vision and mission of transition services and programs.
- 15.2 Participate on County Council on Transition to coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.

- 15.3 Conduct asset/resource mapping to identify all community agencies that support youth with disabilities in the area as well as gaps in service delivery.
- 15.4 Identify leadership structure in school and community agencies.
- 15.5 Develop wide reaching state interagency teams that include disability-related and non-disability related agencies (e.g. Developmental Disabilities, Vocational Rehabilitation, Department of Labor, and Social Security Administration) with a common interest in transition service delivery.
- 15.6 Develop and implement formal and informal agreements between agencies to clearly define roles and responsibilities of each organization for the delivery of transition services that (1) addresses gaps, (2) includes strategies for blending and braiding funding of other resources, (3) streamlines the transition process, and (4) eradicates duplication of service delivery. Review the [DVR/DHS/DPI Interagency Agreement](#).
- 15.7 Develop an organizational structure that includes a process for identifying membership (e.g. criteria for membership), terms of services, procedures for replacing members, orientation for new members, and web-based and print membership directories.
- 15.8 Schedule regular times and multiple-methods for shared problem-solving, planning, developing, and measuring the progress and effectiveness of implementing a shared transition service delivery system across agencies and at all levels (e.g. individual student, school, local, region, state, and nation) to address needs of students with disabilities and the barriers they may face during transition process.
- 15.9 Participate in cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria.

16. Transition Programming. Prepares students to move from secondary settings (e.g. middle school/high school) to adult life utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

- 16.1 Provide systems level infrastructure (e.g. highly qualified staff and administrators with defined roles and responsibilities, sufficient budget) to monitor and guide students to obtain post-school goals.
- 16.2 Provide integrated instruction in all areas of independent living (e.g. community living, transportation, recreation leisure, self-advocacy, goal setting, and decision-making) for all students with disabilities.
- 16.3 Provide individualized transition focused curriculum and instruction based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g. self-determination and financial planning).
- 16.4 Provide instruction and training in natural environments supported by classroom instruction.
- 16.5 Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g. self-determination and financial planning).
- 16.6 Provide opportunities for engagement with non-disabled peers and the community.
- 16.7 Use interagency collaboration with clearly defined roles and responsibilities to provide coordinated transition services (e.g. Vocational Rehabilitation, Mental Health) at multiple levels (i.e., student, school, district, and region, state) to assist students in meeting their postsecondary goals.
- 16.8 Monitor and assess students' progress in the domains of academics, daily living, personal and social, and occupational.
- 16.9 Provide training and resources to families to involve them in transition planning and connect them to support and information networks.
- 16.10. Conduct program evaluation to assess effectiveness of transition program.