



Components 1-2: Postsecondary Goals and Annual Goals

- **Examples of Measurable Post-secondary Goals and Annual Goals**

The National Technical Assistance Center on Transition (NTACT) provides resources for transition planning including Student Case Study Examples & Non-Examples of Post-secondary and Annual Goals.

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- **Best Practices on Planning for Transition**

The Transition Coalition provides free research-based online training modules on transition planning. The purpose of this module is to provide educators a general working knowledge of the transition requirements of IDEA, including Measurable Post-secondary Goals and Annual Goals.

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Component 3: Transition Services & Courses of Study

- **NTACT – Lesson Plan Starters**

Lesson Plan Starters are based on high or acceptable quality intervention studies, in which secondary students were taught a new skill.

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- **Best Practices on Planning for Transition**

The purpose of this module is to provide educators a general working knowledge of the transition requirements of IDEA, including Transition Services and Courses of Study. This module goes beyond what is required by law and includes effective practices for transition planning and services for students with disabilities.

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Component 4 & 5: Career and College Readiness

- **Career Tech**

The Oklahoma Department of Career and Technology Education provides leadership and resources and assures standards of excellence for a comprehensive statewide system of career and technology education.

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- **College & Career Readiness & Success Center (CCRS)**

The Center's mission is to help states and other CCRS stakeholders better inform, align, and support efforts to ensure that all students are ready for success in college and careers.

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Component 6: Preparation for Adult Life

- **Evidence-Based Practices and Predictors in Secondary Transition: What We Know and What We Still Need to Know**

Test, Fowler, and Kohler (2013) identified 64 evidence-based practices to teach 26 different skills in preparation for adult life.

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- **School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings**

This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.

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Component 7: Communication among Students, Families, and Schools

- **Working with Families**

This Transition Coalition module explores some of the unique strengths and challenges encountered when working with families and provides a framework for supporting collaboration, and increasing mutual understanding in parent-professional partnerships.

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- **National Alliance for Secondary Education and Transition**

Family involvement serves to promote and support the social, emotional, physical, academic, and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, schools, employers, and agencies.

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- **Families First-Keys to Successful Family Functioning: Communication**

Effective communication is an important characteristic of strong, healthy families. Research identifies communication as an essential building block of strong marital, parent-child, and sibling relationships.

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- **How Strong Communication Contributes to Student and School Success: Parent and Family Involvement**

Communication is the heart of education. School communication is a dynamic part of education success.

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- **Collaborating with Families**

This module located on at the IRIS Center is designed to help teachers build positive relationships with families. It highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.

[CLICK HERE TO VIEW.](#)

Component 8: Community-Based Support Structure

- **Secondary Transition: Interagency Collaboration**

This IRIS Center module defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school.

[CLICK HERE TO VIEW.](#)

- **Community of Practice Design Guide**

This guide provides a practical approach to creating communities of practice (CoPs) based on experiences working with corporations, nonprofits, associations, government organizations, and educational institutions.

[CLICK HERE TO VIEW.](#)

- **Supporting Families of Individuals with Intellectual & Developmental Disabilities**

The goal of the Oklahoma State Team is to build capacity through a community of practice to create policies, practices and systems to better assist and support families that include a member with Intellectual Disabilities/Developmental Disabilities across the lifespan.

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- **School, Family, and Community Involvement**

This guide explains effective strategies for creating safer schools and communities.

[CLICK HERE TO VIEW.](#)

Component 9: Student Participation in the IEP Meeting

- **Student Involvement in the IEP Process**

The OU Zarrow Center is a resource for best practices in transition planning. The Self-Directed IEP is an evidenced-based instructional practice that teaches students to become active participants in their IEP meetings with coaching being provided as needed by the teacher who taught the lessons.

[CLICK HERE TO VIEW](#)

- **I'm Determined**

The I'm Determined project, funded by the Virginia Department of Education, provides ideas, videos, and resources to help students practice self-determination skills and become more involved in the IEP process. All students need to be a part of their IEP meetings after being provided with direct instruction, accommodations, and opportunities to practice or role play their participation.

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- **Student-Led IEP Meetings: Technology Puts Teens in the Driver's Seat**

For the past several years, teachers and parents have been encouraged to let high school students in special education take a more active role in their own IEP meetings. When a high school student participates in this way, he develops and hones his self-advocacy and self-determination skills—skills critical for assuming more control over the direction of his future.

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- **Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings**

This module focuses on the transition process from high school to secondary settings. Among other topics, it discusses IEP planning, engaging students in the process so as to become better advocates for their own needs, and the importance of outside agencies such as vocational rehabilitation.

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