

## How the *Targeting Transition Program* Works

*by John D. Wessels, Ph.D.*

The Targeting Transition program provides a systematic approach to meeting the transition needs of four different types of students. The program also assists districts in meeting the expectations of [Indicator 13](#).

### 1. Use a Comprehensive Set of Transition Skills

The program includes [four sets of transition skills](#) that are comprehensive (include a wide variety of skills) and [research-based](#) (based on the recommendations of a number of experts and practitioners). The program provides a comprehensive set of skills for higher-functioning (independent) students, students with moderate disabilities, students with severe disabilities, and students on the autism spectrum.

### 2. Identify Transition Needs

The program includes a [transition needs assessment survey](#) for each of the four different sets of skills. The IEP team uses the survey that is most appropriate for their students to identify students' transition strengths, needs, and priorities in order to develop both a multi-year plan and a plan for the immediate year.

### 3. Determine How Needs Will be Met

In training, participants learn to manage transition needs by (1) using the transition rubrics included in each of the four transition rubrics manuals to write measurable annual IEP goals [sample measurable goal], (2) guide students into situations where they can learn skills as transition services, or (3) guide students into courses that help meet their transition needs.

### 4. Use Transition Rubrics to See that Needs Are Met

Transition rubrics are used to (1) define transition skills in detail, (2) communicate expectations to parents, students, teachers, and service providers, (3) focus the teaching of needed skills, and (4) assist in collecting progress data on needed skills.

### 5. Use Transition Activities to Teach Transition Skills

Participants learn how to access and use the [Targeting Transition activities](#) to teach transition skills to higher-functioning students and students with moderate disabilities.

### 6. Track Transition Progress Over Multiple Years

Using the [progress report form](#), included in each transition rubrics manual, teachers document transition progress for students over multiple years. Teachers also use the progress report form as “bookends” of a student's transition portfolio in which they place the hard copy documentation of a student's transition progress and results.