

How Targeting Transition Works

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Targeting Transition is a systematic program for meeting the transition needs of four types of special education students. The program also assists districts in meeting the expectations of Indicator 13.

1. Start with a Comprehensive Set of Transition Skills

Targeting Transition includes four sets of transition skills designed for four types of student disability. The skills in each series are comprehensive and research-based.

2. Identify Transition Strengths, Needs, and Priorities

For each of the four sets of skills, there is an easy to use survey that the IEP team uses to identify students' transition strengths, needs, and priorities.

3. Develop a Transition Plan for Meeting Transition Priorities

The case manager use the skills identified by the survey as the basis of a Transition Plan that defines the student's (1) Postsecondary Goals, (2) transition strengths, and (3) transition priority needs.

For each priority need, the case manager determines how the need will be met and who is responsible for assisting the child in meeting the need.

4. Use the Transition Plan to Structure the Transition Process

The case manager uses the Transition Plan as a foundation for writing, presenting, discussing, and adapting the IEP. Using a transition plan increases the quality of the IEP and reduces IEP writing time.

5. Use Transition Rubrics to See that Needs Are Met

Rubrics define the transition skills in all four sets in detail. These rubrics are used to (1) communicate expectations to parents, students, teachers, and service providers, (2) provide wording for writing annual IEP goals, (3) focus attention on specific details that need to be taught, and (4) provide structure for collecting data and reporting progress.

6. 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.

7. Track Transition Progress Over Multiple Years

Case managers use yearly and multiple-year progress report forms to document transition progress for students on a yearly basis and over multiple years. Teachers also use the multiple year progress report form as the "bookends" of a student's transition portfolio in which they place the hard copy documentation of a student's transition progress and results.