

# **TRANSITION SERVICES FLOW CHART**

## [**Age-Appropriate Transition Assessments**](https://nextsteps-nh.org/transition-iep-tool/age-appropriate-transition-assessments/)

*Relate assessments to measurable post-secondary goals*

**Strengths, Preferences, Interests, Needs**

Age-Appropriate Transition Assessments are the foundation for transition services. Information from students' formal and

informal assessments in the areas of strengths, preferences, interests, and needs is collected.

## [**Write Measurable Postsecondary Goals**](https://nextsteps-nh.org/transition-iep-tool/measurable-postsecondary-goals/)

**Education, Training, Employment, Independent Living**

Postsecondary goals are based upon age-appropriate transition assessments to include education/training,

employment and, when appropriate, independent living skills. Goals are reviewed annually.

## [**Identify Transition Services**](https://nextsteps-nh.org/transition-iep-tool/transition-services/)

**Instruction, Related Services, Employment, Community-Based Experiences, Adult living/daily living skills**

Transition Services are a coordinated set of activities and based upon current age-appropriate transition assessments.

## [**Coordinate Services with Adult Agencies**](https://nextsteps-nh.org/transition-iep-tool/invitation-of-agency-representative/)

Adult Agencies can be invited to IEP transition planning meetings as appropriate & with student/family consent.

Representatives can link students to services, accommodations, and supports after high school.

## [**Write Course of Study**](https://nextsteps-nh.org/transition-iep-tool/courses-of-study/)

Course of Study is a current description of school and community-based activities and

classes the student will complete to meet postsecondary goals.

## **[Write Annual IEP Goals](https://nextsteps-nh.org/transition-iep-tool/annual-iep-goals/)**

Annual IEP Goals describe what students can reasonably be expected to accomplish within 12 months.

Goals support academic and functional skills necessary to achieve postsecondary goals.

[**Center on Transition Innovations Transition Assessment Processing Guide**](https://www.google.com/url?client=internal-element-cse&cx=007047734142211104959:eyraft5wnb8&q=https://centerontransition.org/publications/download.cfm%3Fid%3D161&sa=U&ved=2ahUKEwjIvbHm_PT9AhW7EFkFHcWGBegQFnoECAMQAQ&usg=AOvVaw3PxIH5rbftuimYAlEHDbWF)

**This guide outlines the steps in the development of the transition plan.**

| **[Kohler’s Taxonomy](https://transitionta.org/taxonomy-for-transition-programming-2-0/)** **[for Transition Programming](https://transitionta.org/taxonomy-for-transition-programming-2-0/)** | **Transition Services** **Flow Chart** | [**High Leverage Practices (HLPs)**](https://highleveragepractices.org/) | **Professional Learning Opportunities** | **Resources** |
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| Family EngagementInteragency CollaborationStudent Development | **Collaboration and coordination of services with adult agencies, school staff, and families to increase student success** | HLP 1: Collaborate with Professionals to increase student successHLP 2: Organize and facilitate effective meetings with professionals and familiesHLP 3: Collaborate with families to support student Learning and secure needed services | **Collaboration and Coordination**[High-Leverage Practices: Collaboration](https://highleveragepractices.org/sites/default/files/2020-10/Collaborationfinal.pdf)IRIS Center: [School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings](https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q3/p11/#content) IRIS Center:  [Communication with Community Organizations and Other Agencies](https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q3/p12/#content) IRIS Center: [Secondary Transition: Interagency Collaboration](https://iris.peabody.vanderbilt.edu/module/tran-ic/)PEATC [Transition Guide for Families of Youth with Disabilities](https://peatc.org/services/transition-to-adulthood/)ARC of Virginia [Transition Points](https://thearcofnova.org/programs/transition/) Indiana University [Transition Mini-series: DEI and Justice in Transitioning to Adulthood](https://expand.iu.edu/browse/iidc/instrc/courses/course-11-diversity-equity-inclusion-and-justice)Indiana University webinar [Reflection with Transition Leaders and Educators: A Focus on Equity and Culture](https://www.youtube.com/watch?v=_wEStf_V5P4&list=PLrbAiaHoPwqU6zvm6KYXLhPfm-oM0uobh&index=8&t=11s)[Culturally Responsive Practices](https://indrc.indiana.edu/tools-resources/culturally-responsive-practices.html)[Partnering With Community](https://www.umassmed.edu/contentassets/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/partnering-with-community-agencies-pre-pub.pdf)  [Agencies in Transition Planning](https://www.umassmed.edu/contentassets/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/partnering-with-community-agencies-pre-pub.pdf) | ***Collaborating with*** ***Community Agencies***[**\***Resource Mapping Tool Kit](https://transitionta.org/wp-admin/admin-ajax.php?action=eri_file_count&post_id=1635&nonce=14e7f2b9ff)**\***[Resource Mapping: Flow of Services](https://transitionta.org/wp-admin/admin-ajax.php?action=eri_file_count&post_id=1639&nonce=4180336009) **\*** [Resource Mapping: Planning Worksheet](https://transitionta.org/wp-admin/admin-ajax.php?action=eri_file_count&post_id=1640&nonce=6d2371d9bb)**\***[Resource Mapping Worksheet: Blank](https://transitionta.org/wp-admin/admin-ajax.php?action=eri_file_count&post_id=1640&nonce=9c294787b7)**\***[Interagency Agreement Toolkit](https://transitionta.org/interagency-agreement-toolkit/)[Agreement Form Templates](https://nextsteps-nh.org/toolkits/interagency-collaboration/agreement-form-templates/)HLP 2 [Highlight Tool](https://ttaconline.org/Resource/JWHaEa5BS745M7Ng48jalQ/Resource-hlp-highlight-tool---hlp-2-organize-and-facilitate-effective-meetings-with-professionals-and)[HLP Self-Reflection Tools](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fceedar.education.ufl.edu%2Fwp-content%2Fuploads%2F2021%2F07%2FHLP-Self-Assessment-Tools-Cover-Page-combined.pdf&data=05%7C01%7Cpmorga2%40gmu.edu%7Cc56268a0768d4086f7fa08db2ba5d4d5%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C638151763458043476%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=W%2Bdo%2BxD2OeWDNQGmgWCSUtYNudjwhXxoyOFVCFQt21k%3D&reserved=0)***Cultural sensitivity***[Culturally Responsive Transition Practices](https://dcdt.org/sites/default/files/2021-03/CultResponsiveFASTFACTS10_15_19.docx)[Transition Planning Tips for Linguistically & Culturally Diverse Youth With Disabilities](https://www.google.com/url?client=internal-element-cse&cx=008159103446416441332:ztnv2wmj0ug&q=https://www.pacer.org/parent/php/php-c250.pdf&sa=U&ved=2ahUKEwjCh7-lsNn9AhWvFFkFHcd1DVg4ChAWegQIAhAB&usg=AOvVaw3_IZfrIsxf3VWH3cJZND3V)***Collaborating with Families***[Family and Student Engagement Check sheet](https://nextsteps-nh.org/wp-content/uploads/2020/06/Family-Student-Engagement-Checklist.pdf)[Tips to Maximize Parent Role in Transition](https://www.google.com/url?client=internal-element-cse&cx=008159103446416441332:ztnv2wmj0ug&q=https://www.pacer.org/transition/resource-library/publications/NPC-11.pdf&sa=U&ved=2ahUKEwjZ1u3lr9n9AhVPFVkFHYiFAeEQFnoECAAQAQ&usg=AOvVaw0DYyPNIm8c6o4ox-4J0_pi)[Parent Involvement Checklist for](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_4.2_parent_involvement_checklist_for_transition.pdf)  [Transition](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_4.2_parent_involvement_checklist_for_transition.pdf)Documents to Keep for Youth [Transitioning to Adult Life](https://www.pacer.org/transition/resource-library/publications/NPC-33.pdf)[Making the Move from](https://www.pacer.org/transition/resource-library/publications/NPC-53.pdf)  [Elementary to Middle School](https://www.pacer.org/transition/resource-library/publications/NPC-53.pdf)***Student Led IEP Meetings***[Self-Directed Student IEP Workbook](https://www.ou.edu/content/dam/Education/zarrow/transition-resources/curriculum/choicemaker/ChoiceMaker%20materials/Self%20Directed%20IEP%20Student%20Workbook.pdf)[Student Led IEP Sample Videos](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources/curriculum/choicemaker#4e26634a-669d-41d0-bcc2-68515284d4f3_7f18c211ad9f4c1f92be44075f8ce6d7)***Self-Determination/Self-Advocacy***[Student Involvement in IEP Using I'm Determined Resources](https://www.imdetermined.org/resource/student-involvement-in-the-iep-modules/)[Choice Maker: Self-Determination Curriculum](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/choicemaker-curriculum)[ME! Lessons for Teaching Self-Awareness and Self-Advocacy](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources/curriculum#6f67cac2-5838-4839-b64e-b8b30f5b2080_785257507c484c619e1f2dbbb81158af)***Additional Resources for Collaboration***[School Contact List](https://docs.google.com/document/d/1MjA3xkz2hCY3X1TJCG6AiZurrevImSR0TSC4AqSI7wU/copy)[Student Information Spreadsheet](https://docs.google.com/spreadsheets/d/1NKjzYO59Zexv4Poud6adM9jXWK8tkgpL/copy)[HLP-Running Effective Meetings](https://exceptionalchildren.org/sites/default/files/2020-12/HLP%202%20Admin%20Guide.pdf)[Special Educator Transition](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_1.1_special_educator_transition_coordinator_checklist.pdf)  [Coordinator Checklist](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_1.1_special_educator_transition_coordinator_checklist.pdf) |

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| Student DevelopmentStudent Focused PlanningProgram Structures | **Age-Appropriate Transition Assessments** | HLP 4: Use multiple sources of information to develop a comprehensive understanding of students’ strengths and needsHLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programsHLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans | **Age Appropriate Transition Assessments**[High-Leverage Practices: Assessment](https://highleveragepractices.org/sites/default/files/2020-10/Assessmentfinal.pdf)**\***[Age Appropriate Transition Assessment Toolkit](https://transitionta.org/wp-admin/admin-ajax.php?action=eri_file_count&post_id=1853&nonce=9be687d1c9)[Center on Transition Innovations Transition Assessment Process Guide](https://www.google.com/url?client=internal-element-cse&cx=007047734142211104959:eyraft5wnb8&q=https://centerontransition.org/publications/download.cfm%3Fid%3D161&sa=U&ved=2ahUKEwitk_K-rvD8AhUNjYkEHYXfDxQQFnoECAgQAQ&usg=AOvVaw3V4LqEZfZ5Stuf-kNIpNTf)**\***[Transition Assessment: The Big Picture](https://transitioncoalition.org/courses/transition-assessment/)[Self-Determination Tips to](https://researchautism.org/self-determination/?fbclid=IwAR0LyTqOwl3zG5Arn0bDZTDkgg3yDBr4Rugqy5M1DKDsEyDbXpTyN65zbtc)  [Include Students in Transition](https://researchautism.org/self-determination/?fbclid=IwAR0LyTqOwl3zG5Arn0bDZTDkgg3yDBr4Rugqy5M1DKDsEyDbXpTyN65zbtc)  [Planning](https://researchautism.org/self-determination/?fbclid=IwAR0LyTqOwl3zG5Arn0bDZTDkgg3yDBr4Rugqy5M1DKDsEyDbXpTyN65zbtc)[Effective Practices Predictors of](https://transitionta.org/effective-practices/all-predictors/)  [Post-School Success](https://transitionta.org/effective-practices/all-predictors/)[IRIS Center](https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/)[From Assessment to Practice](https://transitionta.org/from-assessment-to-practice/) | HLP 4: [Comprehensive Student Profile Graphic Organizer](https://drive.google.com/file/d/1C89565r-XUfygF29-QG4H-F57SxSbEsO/view?usp=sharing)[Transition Assessment Matrix](https://instrc.indiana.edu/transition-resources/transition-matrix.html)[Transition Assessment Goal Generator](https://tagg.ou.edu/tagg/)[Transition Assessment Review Form](https://transitioncoalition.org/wp-content/uploads/2022/12/Transition-Assessment-Review-Form-DL-3.18.15.pdf)[Transition Assessment Planning Form](https://transitioncoalition.org/wp-content/uploads/2022/12/Transition_Assessment_Plan_Form.doc)**\***[Transition TN: Transition Assessment Database](https://transitiontn.org/assessment-database/)[Transition Assessment Planning Form](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_5.4_transition_assessment_planning_form.pdf) [Weekly Study Hours Estimation Sheet](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_9.1_estimating_my_weekly_study_hours_worksheet.pdf)***Self-Determination/Self-Advocacy***[I'm Determined One Pager](https://www.imdetermined.org/wp-content/uploads/2022/11/One-Pager_Tool_IMD.pdf)[I'm Determined Good Day Plan](https://www.imdetermined.org/wp-content/uploads/2022/11/Good-Day-Plan_Tool_IMD.pdf)[I'm Determined Goal Plan](https://www.imdetermined.org/wp-content/uploads/2022/11/Goal-Plan_Tool_IMD.pdf)[AIR Self-Determination Assessment](https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment) |

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| **Student Focused Planning****Student Development****Program Structures** | **Write Measurable** **Post-Secondary Goals****Develop Course of Study****Write Measurable** **Annual Goals** | HLP 11: Identify and prioritize long and short-term goalsHLP 6: Use student assessment data, analyze instructional practices, make necessary adjustments that improve student outcomes | **Writing Goals and Developing** **Course of Study**[HLP 11: Goal Setting (Video)](https://highleveragepractices.org/hlp-11-goal-setting)**\***[Indicator 13 Data Collection Toolkit](https://transitionta.org/b13-data/)[Guidance for the Development of](https://townhall.virginia.gov/L/GetFile.cfm?File=C%3A%5CTownHall%5Cdocroot%5CGuidanceDocs%5C201%5CGDoc_DOE_5680_v1.pdf)  [Post-Secondary Goals](https://townhall.virginia.gov/L/GetFile.cfm?File=C%3A%5CTownHall%5Cdocroot%5CGuidanceDocs%5C201%5CGDoc_DOE_5680_v1.pdf) | **\***HLP 11: [Identify Short- & Long-Term Learning Goals](https://ttaconline.org/Resource/JWHaEa5BS76VDjWazacPxQ/Resource-hlp-11-checklist-identify-long--and-short-term-learning-goals-high-leverage-practices)[Annual Goal Component Chart](https://nextsteps-nh.org/wp-content/uploads/2020/06/measurable-annual-goals-examples-2017.pdf)[Writing Measurable Post-Secondary Goals Diagram](https://nextsteps-nh.org/wp-content/uploads/2022/06/Writing-Measurable-Post-Secondary-Goals-Diagram-from-NH-DOE.pdf) [Present Level Template](https://instrc.indiana.edu/doc/Padlet2022/ta-present-level-template-2022.docx)[Indicator 13 Checklist](https://gmuedu-my.sharepoint.com/%3Ab%3A/g/personal/pmorga2_gmu_edu/ESZwO_sD86tOqAga9kdCd3kBZFcg1CPSGxvaThqYWNevkw?e=fVHxiN)[Transition Planning Worksheet](https://nextsteps-nh.org/wp-content/uploads/2022/10/Transition-Planning-Worksheet.pdf)[PEATC Transition Planning Checklist](https://peatc.org/wp-content/uploads/2021/08/2021-Transition-Checklist-fill-able.pdf)[Culturally Responsive](https://dcdt.org/sites/default/files/2021-03/CultResponsiveFASTFACTS10_15_19.docx) [Transition](https://dcdt.org/sites/default/files/2021-03/CultResponsiveFASTFACTS10_15_19.docx) [Post-Secondary](https://dcdt.org/sites/default/files/2021-03/CultResponsiveFASTFACTS10_15_19.docx)  [Goals](https://dcdt.org/sites/default/files/2021-03/CultResponsiveFASTFACTS10_15_19.docx)[Identify Short- & Long-](https://ttaconline.org/Resource/JWHaEa5BS76VDjWazacPxQ/Resource-hlp-11-checklist-identify-long--and-short-term-learning-goals-high-leverage-practices) [Term](https://ttaconline.org/Resource/JWHaEa5BS76VDjWazacPxQ/Resource-hlp-11-checklist-identify-long--and-short-term-learning-goals-high-leverage-practices)  [Learning Goals](https://ttaconline.org/Resource/JWHaEa5BS76VDjWazacPxQ/Resource-hlp-11-checklist-identify-long--and-short-term-learning-goals-high-leverage-practices)[PEATC Transition Activities to](https://peatc.org/activities-to-support-goals/) [Support Learning Goals](https://peatc.org/activities-to-support-goals/)***Self Determination/Self-Advocacy***[Self-Determined Learning Model of Instruction Teacher's Guide](https://selfdetermination.ku.edu/wp-content/uploads/2019/05/Teachers-Guide-2019-Updated-Logos.pdf)[Using the](https://transcoalnew.wpengine.com/wp-content/uploads/2022/09/PD_SDLMI_Goal-1.pdf) SDLMI for Goal Attainment |

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| **Student-Focused Planning****Student Development** | **Coordination of Transition Activities and services** | HLP 6: Use student assessment data, analyze instructional practices, make necessary adjustments that improve student outcomesHLP 7: Establish a consistent, organized and respectful learning environmentHLP 8: Provide positive and constructive feedback to guide students; learning and behaviorHLP 9: Teach social behaviorsHLP 12: Systematically design instruction toward a specific learning goalHLP 13: Adapt curriculum tasks and materials for specific learning goalsHLP 14: Teach cognitive and metacognitive strategies to support learning and independenceHLP 15: Provide scaffolding supportsHLP 16: Use explicit instructionHLP 17: Use flexible groupingHLP 18: Use strategies to promote active student engagement HLP 19: Use assistive and instructional technologiesHLP 20: Provide intensive instructionHLP 21: Teach students to maintain and generalize new learning across time and settingsHLP 22: Provide positive and constructive feedback to guide students’ learning and behavior | **Instructional Practices**[High-Leverage Practices: Instruction](https://highleveragepractices.org/sites/default/files/2020-10/Instructionfinal.pdf)[HLP #12: Systematically Design Instruction Toward a Specific Learning Goal (Video)](https://highleveragepractices.org/hlp-12-systematically-design-instruction-toward-specific-learning-goal)[HLP #16: Use Explicit Instruction (Video)](https://highleveragepractices.org/hlp-16-use-explicit-instruction)[HLP #20: Provide Intensive Instruction (Video)](https://highleveragepractices.org/hlp-20-provide-intensive-instruction)[Intensive Intervention: Using Data-Based Individualization to Intensity Instruction](https://iris.peabody.vanderbilt.edu/module/dbi1/%22%20%5Cl%20%22content)[Transition Services and Activities: Making the Connection](https://www.google.com/url?client=internal-element-cse&cx=005485466698838959956:5ukc26bogcy&q=https://instrc.indiana.edu/tips-tools/_tips/Transition%2520Services%2520and%2520Activities%2520New%2520Guide.html&sa=U&ved=2ahUKEwiM3beSyNn9AhXmFFkFHcvxBiUQFnoECAIQAQ&usg=AOvVaw21eD2-wOf0kdYBp9BjSsig)[Transition Coalition Study Guides](https://transitioncoalition.org/study-guides/) [CEEDAR Center: Providing a](https://ceedar.education.ufl.edu/wp-content/uploads/2017/02/Part-4-Transition-Based-Education.pptx)  [Transition Focused Education](https://ceedar.education.ufl.edu/wp-content/uploads/2017/02/Part-4-Transition-Based-Education.pptx)[CEEDAR Center: Student Focused](https://ceedar.education.ufl.edu/wp-content/uploads/2017/02/CEM-Part-3-strategies-for-student-involvement.pptx)  [Planning](https://ceedar.education.ufl.edu/wp-content/uploads/2017/02/CEM-Part-3-strategies-for-student-involvement.pptx)[K-12 Inclusive Practices Guide](https://www.doe.virginia.gov/home/showpublisheddocument/33463/638052335244270000)[National Center on Intensive](https://intensiveintervention.org/)  [Interventions](https://intensiveintervention.org/)[Explicit Instruction](https://explicitinstruction.org/)[IRIS Center: Explicit, Systematic](https://www.youtube.com/watch?v=jrMFkpn6NPc)  [Instruction: High School (Video)](https://www.youtube.com/watch?v=jrMFkpn6NPc)TTAC Self-Paced Professional Learning Module: [Differentiate With](https://virginialearning.catalog.instructure.com/)  [Flexible Grouping](https://virginialearning.catalog.instructure.com/)[Drop Out Prevention Strategies](http://www.dropoutprevention.org/)[Strategies for Building Student](https://transitioncoalition.org/webinars/strategies-for-building-student-engagement-reducing-dropout-and-disciplinary-exclusion/)  [Engagement](https://transitioncoalition.org/webinars/strategies-for-building-student-engagement-reducing-dropout-and-disciplinary-exclusion/)[Understanding Assistive Technology](https://www.youtube.com/watch?v=DB9pKkZoJDc&feature=youtu.be&list=PLvzOwE5lWqhRYvTn2kIygOTdXBE8AyHFR)  [(Video)](https://www.youtube.com/watch?v=DB9pKkZoJDc&feature=youtu.be&list=PLvzOwE5lWqhRYvTn2kIygOTdXBE8AyHFR)[VATTS Resource Guide](https://www.doe.virginia.gov/home/showpublisheddocument/28723/638046385332870000)[HLP #20: Provide Intensive](https://highleveragepractices.org/hlp-20-provide-intensive-instruction) [Instruction (Video)](https://highleveragepractices.org/hlp-20-provide-intensive-instruction)[The IRIS Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)[High Leverage Practices](http://www.highleveragepractices.org/)[National Center on Intensive](https://intensiveintervention.org/)  [Intervention](https://intensiveintervention.org/)[Edutopia: Tips for Providing Positive](https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger)  [Student Feedback](https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger)[CEEDAR Center: Providing Positive](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior)  [Feedback (Video)](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior) | [Quality Indicators of Delivering Specially Designed Instruction](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F1x66wGfw2t7sB3aiEw9UxknfH4soOg4_p%2Fview%3Fusp%3Dsharing&data=05%7C01%7Cpmorga2%40gmu.edu%7Cc56268a0768d4086f7fa08db2ba5d4d5%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C638151763458043476%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NOcPQKeJRsmwF5z%2BJHwPYoz8Y%2Bgmahde6tRHxHAdVN8%3D&reserved=0)HLP 6 Highlight Tool: [Use Student Assessment Data to Determine Transition Activities and Services](https://ttaconline.org/Document/zxbIhX_YCJO495cqAhimusjfJB2taNo8/HLT-6-ADA-CompliantFinal-TTAC-Logo-AC.docx)HLP 12 Highlight Tool: [Systematically Designed Instruction/Transition Activities and Services Toward a Specific Transition Goal](http://ttaconline.org/Document/zxbIhX_YCJO495cqAhimujhq-LkJNEV2/HLT-12-ADA-CompliantFinal-TTAC-Logo-AC.docx)[PEATC Transition Activities to Support Learning Goals](https://peatc.org/activities-to-support-goals/)[Effective Practices and Predictors](http://ceedar.education.ufl.edu/wp-content/uploads/2018/09/FINALHandout-2.3-Effective_Practices_and_Predictors_Matrix_12_21_16_updated_2_8_17-1.pdf)  [Matrix](http://ceedar.education.ufl.edu/wp-content/uploads/2018/09/FINALHandout-2.3-Effective_Practices_and_Predictors_Matrix_12_21_16_updated_2_8_17-1.pdf)[Strategies for Developing Student](http://ceedar.education.ufl.edu/wp-content/uploads/2017/02/FINALHandout-4.1_Strats-for-Develop-Trans-Skills.docx)  [Transition Skills](http://ceedar.education.ufl.edu/wp-content/uploads/2017/02/FINALHandout-4.1_Strats-for-Develop-Trans-Skills.docx)HLP 15 Highlight Tool: [Provide Scaffolding Supports for Specific Transition Activities and Services](https://ttaconline.org/Document/zxbIhX_YCJO495cqAhimujtQk54n0eDE/HLT-15-ADA-CompliantFinal-TTAC-Logo-AC.docx)\*HLP 16 – [CEC Use Explicit Instruction Checklist](https://ttaconline.org/Resource/JWHaEa5BS74Th4roZsxqhg/Resource-hlp-16-checklist-explicit-instruction-high-leverage-practices-implementation-guide)[Flexible Grouping Considerations](https://ttaconline.org/Document/zxbIhX_YCJPQtIE595Idaw4d2VdD1wuF/Type-of-Flexible-Group.docx) [Flexible Grouping Examples](https://lvp.digitalpromiseglobal.org/content-area/adult-learner/strategies/flexible-grouping-adult-learner/summary)[Student Engagement Survey and](https://tntp.org/student-experience-toolkit/view/student-engagement-survey)  [Scoring](https://tntp.org/student-experience-toolkit/view/student-engagement-survey)[Checklist for Implementing Dropout](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_6.4_checklist_for_implementing_dropout_prevention_strategies.pdf)  [Prevention Strategies](https://downloads.brookespublishing.com/wp-content/uploads/2019/06/figure_6.4_checklist_for_implementing_dropout_prevention_strategies.pdf)HLP 19 Highlight Tool: [Use Assistive and Instructional Technologies](https://ttaconline.org/Document/zxbIhX_YCJPQtIE595Ida_eKm_uw-Yax/HLT-19-ADA-CompliantFinal-TTAC-Logo-AC2.docx)[Virginia Assistive Technology, Tools, and Strategies (VATTS): Resource Guide](https://www.doe.virginia.gov/home/showpublisheddocument/28723/638046385332870000%22%20%5Ct%20%22_blank)[Intensive Intervention: Using Data-Based Individualization to Intensity](https://iris.peabody.vanderbilt.edu/module/dbi1/#content) [Instruction](https://iris.peabody.vanderbilt.edu/module/dbi1/#content)HLP 8 & 22: [Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior](https://ttaconline.org/Document/zxbIhX_YCJO495cqAhimuqt1l17ZutQ4/HLT-8--22-ADA-CompliantFinal-TTAC-Logo-AC.docx)***Self-Determination/Self-Advocacy***[Self-Determined Learning Model of Instruction](https://selfdetermination.ku.edu/homepage/intervention/) |

\****Must cr***[***eate a website acco***](https://www.imdetermined.org/)***unt to access this document***

***\*This resource was developed in collaboration with Virginia Department of Education Training & Technical Assistance Center at James Madison University***

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