Taxonomy for Transition Programming

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs

Paula D. Kohler, Ph.D.

Transition Research Institute
University of Illinois at Urbana-Champaign

© 1996 by the Board of Trustees of the University of Illinois
Taxonomy for Transition Programming

- Student Development
- Family Involvement
- Student-Focused Planning
- Program Structure
- Interagency Collaboration
Taxonomy for Transition Programming

Student Development
- Life skills instruction
- Employment skills instruction
- Career & vocational curricula
- Structured work experience
- Assessment
- Support services

Student-Focused Planning
- IEP development
- Student participation
- Planning strategies

Family Involvement
- Family training
- Family involvement
- Family empowerment

Interagency Collaboration
- Collaborative framework
- Collaborative service delivery

Program Structure and Attributes
- Program philosophy
- Program policy
- Strategic planning
- Program evaluation
- Resource allocation
- Human resource development
Taxonomy for Transition Programming

Student Development

- Life skills instruction
- Employment skills instruction
- Career & vocational curricula
- Structured work experience
- Assessment
- Support services

Student-Focused Planning
Interagency Collaboration
Family Involvement
Program Structure and Attributes

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Student Development

LIFE SKILLS INSTRUCTION
- Leisure skills training
- Social skills training
- Self-determination skills training, including goal setting and decision making
- Self-advocacy skills training
- Independent living skills training
- Learning strategies skills training

SUPPORT SERVICES
- Identification & development of environmental adaptations
- Identification and development of accommodations
- Identification and development of natural supports
- Assessment for provision of assistive technology devices
- Provision of related services (e.g., OT, PT, speech therapy, transportation)
- Use of mentors

EMPLOYMENT SKILLS INSTRUCTION
- Work-related behaviors and skills training
- Job seeking skills training
- Occupation-specific vocational skill training

ASSESSMENT
- Vocational assessment (including curriculum-based & situational assessment)
- Academic assessment
- Cognitive assessment
- Adaptive behavior assessment

CAREER AND VOCATIONAL CURRICULA
- Provide career education curriculum
- Provide tech prep curriculum
- Provide cooperative education curriculum

STRUCTURED WORK EXPERIENCE
- Apprenticeships
- Paid work experience
- Work study program
- Job placement services (prior to school exit)

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes

- IEP development
- Student participation
- Planning strategies

Paula D. Kohler, Ph.D. (1966)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Student-Focused Planning

IEP DEVELOPMENT

Options identified for each outcome area or goal
Post-secondary education or training goals and objectives specified in the IEP
Community-related goals and objectives specified (e.g., voting)
Vocational goals and objectives specified
Residential goals and objectives specified
Recreation and leisure goals and objectives specified
Educational program corresponds to specified goals
Goals are measurable
Personal needs addressed in planning (e.g., financial, medical, guardianship)
Specified goals and objectives result from consumer choices
Progress or attainment of goals is reviewed annually
Responsibility of participants or agencies specified
Evaluation of participant fulfillment of responsibilities

STUDENT PARTICIPATION

Planning team includes student, family members, & school and participating agency personnel
Assessment information is used as basis for planning
Transition-focused planning begins no later than by age 14
Meeting time adequate to conduct planning
Preparation time adequate to conduct planning
Planning meeting time and place conducive to student and family participation
Accommodations made for communication needs (e.g., interpreters)
Referral to adult service provider(s) occurs prior to student's exit from school
Planning team leader identified

PLANNING STRATEGIES

Self-determination facilitated within the planning process
Planning decisions driven by student and family
Planning process is student-centered
Student involvement in decision making
Documentation of student interests & preferences
IEP involvement training for students
Career counseling services provided to student
Student self-evaluation of progress

Paula D. Kohler, Ph.D. (1999)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes

- Collaborative framework
- Collaborative service delivery

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Interagency Collaboration

COLLABORATIVE SERVICE DELIVERY
Coordinated requests for information (e.g., to parents, employers)
Reduction of system barriers to collaboration
Collaborative funding and staffing of transition services
Collaborative development and use of assessment data
Coordinated and shared delivery of transition-related services
Systems information disseminated among cooperating agencies
Collaborative program planning and development, including employer involvement
Collaborative consultation between special, "regular," and vocational educators
Collaboration between post-secondary education institutions and the school district

COLLABORATIVE FRAMEWORK
Interagency coordinating body that includes consumers, parents, service providers, & employers
Formal interagency agreement
Roles of service providers clearly articulated
Established methods of communication among service providers
Student Information shared among agencies via established procedures (with appropriate release of information and confidentiality)
Single-case management system
"Lead" agency identified
Designated transition contact person for all service providers

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes

  - Family training
  - Family involvement
  - Family empowerment
Family Involvement

FAMILY INVOLVEMENT
- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

FAMILY EMPOWERMENT
- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

FAMILY TRAINING
- Training re: promoting self-determination
- Training re: advocacy
- Training re: natural supports
- Training focused on their own empowerment
- Training re: transition-related planning process (e.g., IEP, ITP)
- Training re: agencies and services
- Training re: legal issues
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes
  - Program philosophy
  - Program policy
  - Strategic planning
  - Program evaluation
  - Resource allocation
  - Human resource development

Paula D. Kohler, Ph.D. (1998)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Program Structure and Attributes

**Program**
- Curricula are community-referenced
- Curricula are outcome-based
- Education provided in least restrictive environment
- Education provided in integrated settings
- Student has access to all educational options (secondary and postsecondary)
- Cultural and ethnic sensitivity in programs and planning
- Flexible programming to meet student needs
- Program planning is outcome-based
- Longitudinal approach to transition (early childhood to adult)

**Program Evaluation**
- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment
- Annual evaluation of interdisciplinary policy and procedures

**Strategic Planning**
- Community-level strategic planning focused on local issues and services
- Regional-level strategic planning
- State-level strategic planning
- Community-level transition body focused on local issues and services
- Regional-level transition body focused on regional issues
- State-level transition body focused on state issues

**Human Resource**
- Transition practices resource materials available to personnel, families, and employers
- Assigned staff are qualified
- Preservice training re: transition practices
- Sufficient allocation of personnel
- Transition-focused technical assistance
- Establishment of transition-related personnel competencies
- Ongoing transdisciplinary staff development

**Resource Allocation**
- Creative use of resources
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings
Interagency Collaboration

**COLLABORATIVE SERVICE DELIVERY**
- Coordinated requests for information (e.g., to parents, employers)
- Reduction of system barriers to collaboration
- Collaborative funding and staffing of transition services
- Collaborative development and use of assessment data
- Coordinated and shared delivery of transition-related services
- Systems information disseminated among cooperating agencies
- Collaborative program planning and development, including employer involvement
- Collaborative consultation between special, "regular," and vocational educators
- Collaboration between post secondary education institutions and the school district

**COLLABORATIVE FRAMEWORK**
- Interagency coordinating body that includes consumers, parents, service providers, & employers
- Formal interagency agreement
- Roles of service providers clearly articulated
- Established methods of communication among service providers
- Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Single-case management system
- "Lead" agency identified
- Designated transition contact person for all service providers

---

Paula D. Kohier, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes

  - Family training
  - Family involvement
  - Family empowerment

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Family Involvement

FAMILY INVOLVEMENT
- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

FAMILY EMPOWERMENT
- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

FAMILY TRAINING
- Training re: promoting self-determination
- Training re: advocacy
- Training re: natural supports
- Training focused on their own empowerment
- Training re: transition-related planning process (e.g., IEP, ITP)
- Training re: agencies and services
- Training re: legal issues

Paula D. Kohler, Ph.D. (1996)
Taxonomy for Transition Programming
University of Illinois at Urbana-Champaign
Taxonomy for Transition Programming

- Student Development
- Student-Focused Planning
- Interagency Collaboration
- Family Involvement
- Program Structure and Attributes

  - Program philosophy
  - Program policy
  - Strategic planning
  - Program evaluation
  - Resource allocation
  - Human resource development
Program Structure and Attributes

**PROGRAM**
- Curricula are community-referenced
- Curricula are outcome-based
- Education provided in least restrictive environment
- Education provided in integrated settings
- Student has access to all educational options (secondary and postsecondary)
- Cultural and ethnic sensitivity in programs and planning
- Flexible programming to meet student needs
- Program planning is outcome-based
- Longitudinal approach to transition (early childhood to adult)

**PROGRAM EVALUATION**
- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment
- Annual evaluation of interdisciplinary policy and procedures

**STRATEGIC PLANNING**
- Community-level strategic planning focused on local issues and services
- Regional-level strategic planning
- State-level strategic planning
- Community-level transition body focused on local issues and services
- Regional-level transition body focused on regional issues
- State-level transition body focused on state issues

**PROGRAM**
- Adult service systems restructured to include transition-related planning and services as integral components
- Education system restructured to include transition-related planning and services as integral components
- Administrative, school board, and community support for the program
- Program values, principles, and mission are clearly articulated
- Specific and consistent transition-related policies and procedures between and within agency and education participants
- Transition planning program structure and process clearly articulated

**HUMAN RESOURCE**
- Transition practices resource materials available to personnel, families, and employers
- Assigned staff are qualified
- Preservice training re: transition practices
- Sufficient allocation of personnel
- Transition-focused technical assistance
- Establishment of transition-related personnel competencies
- Ongoing transdisciplinary staff development

**RESOURCE ALLOCATION**
- Creative use of resources
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings