R2L Support for Secondary Transition Considerations

Introduction

This document provides ideas, supports, and resources for providing secondary transition services during typical and continuous/hybrid learning models during the COVID-19 pandemic. It is intended to be a resource, not only for special education teachers, but also for support staff members and non-certified staff who provide transition services to students (such as contracted staff with Iowa Vocational Rehabilitation Services or IVRS).

The considerations in this document are organized around the standard steps outlined in the Iowa Transition Model. The resources provided here are not an exhaustive list and are provided as a place to start with tools and resources for use with students. This includes students in 4+ programs as they continue to be served through their IEP and are, therefore, still considered to be secondary students and eligible for FAPE. All considerations in this document also apply to students who are in a 4+ program. For students who may be served in a community college setting that is in a different learning model from the LEA, follow the existing guidance that applies to schools contracting directly with a community college for services.

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/ Comments
Learn the student's strengths, interests, and preferences *Click here for tips*	● Use RIOT for Secondary Transition: 　○ **R:** Review 　○ **I:** Interview 　○ **O:** Observe 　○ **T:** Tool/Task/Test	● Continue to utilize RIOT: 　○ Conduct virtual interviews 　○ Utilize an electronic checklist to allow the student to express choices/preferences 　○ Ask others (parents, community providers, etc.) about their observations of the student and/or assessments that have been conducted 　○ Utilize videos or other resources in an area of interest for students to watch, respond to, and share	● Transition Inventories/Surveys for Interests/Preferences

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Identify postsecondary expectations based on strengths, interests, and preferences *Click here for tips*	• IEP team reviews: ○ Strengths, interests, and preferences ○ Interview information ○ Other assessment information • IEP team develops a postsecondary expectation (PSE) in each of the three areas of living, learning, and working.	• No significant differences from in-person to virtual in developing PSEs, other than the IEP meeting may be held virtually.	
Identify essential skills needed in the postsecondary environments based on PSE *Click here for tips*	• Determine skills needed for PSEs in living, learning, and working. • Consult with appropriate resources as needed. For example: ○ Living – targeted case management, community agency staff, etc. ○ Learning – vocational counselor (VR), college resources, etc. ○ Working – VR counselor, work experience coordinator (WEC), etc.	• No significant differences from in-person to virtual in identifying essential skills needed in postsecondary environments, other than contacts will be made virtually rather than in person.	• [Resources to Support Transition Planning with Iowa Transition Model](#)
Assess student's current skills as compared to future skills needed for PSEs *Click here for tips*	• Use RIOT	• Continue to utilize RIOT: ○ Virtual interviews ○ Electronic checklists, rubrics, etc. ○ Observations within the home environment ○ Videos of student completing various tasks or activities	• [Transition Skill Assessments](#) • [Resources to Support Transition Planning with Iowa Transition Model](#)

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Determine discrepancy between skills needed in the future and current skills status (match or gap) *Click here for tips*	- Using these guiding questions and considerations, review current skills and skills needed for the PSE in each area of living, learning, and working. - Is there enough information to determine if there is a match or a gap? - Consider if the gap… - is age-appropriate, - can be addressed through education offerings, - or requires some type of goal, service or support within special education? - Gather additional assessment information, if needed (RIOT). - Identify needs of the student to meet PSEs in each area of living, learning, and working.	No significant differences from in-person to virtual in identifying essential skills needed in postsecondary environments, other than contact will be made virtually rather than in person.	Resources to Support Transition Planning with Iowa Transition Model
Address discrepancies (courses, activities, goals, services, supports) *Click here for tips*	- Using these guiding questions and considerations to develop the Course of Study including: - Courses - Specially Designed Instruction (SDI) - Services - Supports - Activities - Accommodations - Linkages	- No significant differences from in-person to virtual, although the IEP team should refer to Page I in IEP for instructional decisions. - Consider the guiding questions and considerations as the team considers family routines, home tasks, community opportunities, etc. - Consider if the projected graduation date needs to be adjusted in accordance with the skills needing to be developed.	

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Develop and implement annual goal(s)
 Click here for tips
 	
 *Services, supports, activities, and/or linkages materials may also be used under instruction.
	Mode of Instruction
	
	 ● Direct in-person instruction:
	    ○ Whole group
	    ○ Small group
	    ○ 1:1
	 ● In-person guided/independent practice:
	    ○ Students work in pairs or groups on a skill or project
	    ○ Students work on/practice skills individually
		Mode of Instruction
		
		 ● Direct virtual instruction:
		    ○ Whole group, small group, and 1:1 instruction can be offered live through video conferencing or by students watching pre-recorded videos (see lesson plan format/example)
		 ● Virtual guided/independent practice:
		    ○ Students can be assigned break-out rooms to work together or independently during classroom video conferencing
		    ○ Students can be assigned work to complete and turn in
			Tools for Virtual Instruction
			
			 ● Lesson Plan Format/Example
			 ● General Transition Resources
			 ● Choice Board
			 ● Pre-ETS Facebook Group
			 ● Technology Resources
			 ● R2L Concepts for Behavior Considerations
			 ● Ice Breaker Ideas
			 ● Online Ice Breaker Ideas
			 ● Evidence Based and Promising Practices for Students with Disabilities

	Location of Instruction ● General education class ● Special education class ● Community-based experiences	**Location of Instruction** ● Virtual general education class ● Virtual special education class ● Virtual experiences	**Tools for Virtual Locations** ● Zoom ● Microsoft Teams ● Edmodo ● Flipgrid ● Pear Deck (Google Slides Add-On)
	Specific Living Examples ● Grocery shopping in the store ● Practicing using public transportation in the community ● Planning and preparing a meal/recipe at school	**Specific Living Examples** ● Grocery shopping online ● Planning public transportation routes using online resources ● Planning a meal/recipe with teacher then preparing a meal/recipe at home	**Resources for Living Instruction** ● Independent Living Skills ● Self-Determination / Self-Advocacy Mental Health Resources

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	• Practice living skills such as cleaning at school • Plan and engage in leisure activities with peers at school and in the community	• Plan and engage in leisure activities with peers virtually	• Leisure Skills / Activities
	Specific Working Examples • Finding and applying for jobs (typically virtually) • Practicing interviews in-person • Hands-on school or community based work experiences • Guest speakers/ interviewing people about their jobs in-person	**Specific Working Examples** • Finding and applying for jobs virtually • Practicing interviews via a variety of video conferencing/ remote platforms • Watching video of school or community based work experiences or a work experience that can be done remotely from home • Guest speakers/ interviewing people about their jobs via email or video conferencing	**Resources for Working Instruction** • 21st Century Skills - Essential Skill Development, Job Seeking Skills • Career Information/Exploration
Deliver needed services, supports, activities, and/or linkages *Click here for tips* *Materials found in the instruction section may also be used with services, supports, activities, and/or linkages.*	• In-person courses • Access to curriculum in school: para, text reader, audiobooks, etc. • Alignment to page F	• Collaboration with educators and SDI guidance. • AEA Accessibility Supports & Tools	• AEA Accessibility Supports & Tools • Special Education Supports During COVID-19
	Referrals and collaboration with community service providers: • Vocational Rehabilitation - Review your Local School Plan with VR to collaborate on Pre-ETS service delivery • Home and Community-Based Services • IowaWORKS • Use Iowa COMPASS to find providers in your area	• Assist the student/family in establishing a communication plan with outside providers • Review your Local School Plan with IVRS to collaborate on virtual/hybrid service delivery. • Connect with community resources and service providers to learn about current services and options.	• Iowa Vocational Rehabilitation Services • Iowa Department for the Blind • Community Living Services Referral Process • IowaWORKS

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		• Consider how to collaborate with outside services and resources to meet student's needs. • Connect students with learning opportunities at your local IowaWORKS office.	• Link Associates Home Leisure Activity Page • Art Force Iowa • COMPASS Resource Directory
	• Informal coaching as needs arise (problem solving, self-advocacy, etc.)	• Google Chat/email threads • Establishing "office hours" for drop-in • Google forms for feedback from students and parents	• Technology Resources • Self-Determination/Self-Advocacy Mental Health Resources
	• Campus visits/tours	• Look into campus' website for virtual tour options • Discuss campus learning services with student • Iowa College Access Network (ICAN)	• YouVisit Virtual College Visits • Iowa College Access Network • Postsecondary Education Exploration / Preparation • Guide to IEP vs College Accommodations

	• Applying for part-time jobs, developing resumes, cover letters, etc.
	• Work based learning (job shadows, on the job experiences, Iowa Intermediary Network, etc.)
		Work virtually via shared docs
		Use "Share Screen Mode" in Zoom and "Present Mode" in Google Hangouts etc.
			• Indeed Add-On for Chrome
			• Career Videos:
			  ○ Dr Kit or
			  ○ Career OneStop
			• Iowa Workforce Youth Development
			• Future Ready Iowa for High School Students
			• College & Career Competency Framework

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			• Pre-ETS Facebook Group • IVRS Summer Pre-ETS Example • IVRS Customer Service Academy
	• Household activities: cleaning, financial literacy • Transportation skills (learner's permit, driver's license, public transportation if appropriate) • Real world experience for application of learned knowledge (e.g. conversation scenarios at restaurant)	• Visual schedule, checklist, check-ins, rubrics guidance/coaching • Video observations • Virtual practice tests and flashcards • Use on-line shopping/ordering applications	• A Day in Your Shoes • Lesson Pix • Rubistar Rubric Creation Website • Driver's Test Flashcards (Download app or use website) • Driver's Practice Test • Trip Planner for DART (DSM Metro)
Monitor progress for overall effectiveness *Click here for tips*	Monitor progress of: • Annual goals • Graduation requirement progress • Completion of activities and services • Use of accommodations • Use of assistive technology	No significant differences from in-person to virtual, although the IEP team should refer to Progress Monitoring Considerations.	