

What is Transition Coordination?

Why do we need to consider Transition Coordination & what does that mean?

Coordinating Transition Services for students with intellectual and developmental disabilities is one way that schools and districts can help ensure that students have better employment and life outcomes in adult life. Transition coordination simply means that someone is following the progress of students toward their short and long term goals while tracking the implementation of research-based practices for each student. LGTW developed a tool for tracking the comprehensive set of services and activities for individual students that have demonstrated positive impact on employment outcomes. This tool called the “Transition to Employment Services Rating Scale.”

What’s the difference between Transition Coordination & Case Management?

A number of the tasks designated part of transition coordinator might also be typical tasks for assigned case managers, so your school and district probably already have someone doing these:

- ⊙ **Assessments:** Making sure that Age-appropriate Transition Assessments are conducted at least annually based on the identified needs of each student
- ⊙ **Longer Term Goals:** Supporting students to set Post-secondary Goals and review those at least annually based on assessments and additional information from students & family members
- ⊙ **Classes:** Outlining a Course of Study outlined for students that are aligned with their post-secondary goals
- ⊙ **Annual Goals:** Ensuring that Annual Goals are developed and reviewed at least every six months to support progress toward post-secondary goals
- ⊙ **Short-term Goals:** Working with students to create Semester/quarter Goals that align with annual goals
- ⊙ **Extra-curricular Activities:** Providing information and opportunities to participate in extra-curricular activities and school events
- ⊙ **Self-Advocacy:** Activities for students designed to promote the development of Self-Advocacy skills, including understanding of their disability and the supports that help them be successful
- ⊙ **Career Exploration:** Researching and talking with people about future jobs of interest based on assessment results



What additional coordination activities have been used by Let's Get to Work pilot schools?

⊙ Community Connections and Direct Experiences

- Developing relationships with employers to identify employment needs in the community so that students can be prepared for jobs that are available
- Introducing students to prospective employers through tours, informational interviews, and job shadows
- Hosting community conversations

⊙ Connecting with DVR and Adult Services

- Providing information and referral forms to students and families
- Inviting the DVR counselor to attend IEP meetings or come to the school
- Provide information about adult services intake
- Host a Transition Night for families and invite DVR and Adult Service Agencies to present

⊙ Work Trials and Employment

- In conjunction with DVR, support students to seek internships, temporary, and ongoing paid work

⊙ Independent Living skills

- Provide development opportunities through in-school as well as community activities

⊙ Looking at student outcomes at least twice annually

- Utilize the Transition Services Rating Scale or other means of reviewing implementation of EBP's

⊙ Talking with students and families regularly and adjust goals as needed

- Align goals and services with IPE written by DVR as applicable



Additional Resources

[WI Department of Public Instruction Transition Services List](#)

[Transition Improvement Grant](#)

[National Secondary Transition Technical Assistance Center \(NSTTAC\)](#)

[Transition Action Guide \(TAG\)](#)