



The 5 C's of Evidence-Based Practices in Transition for Students with Disabilities

The most commonly identified best practices in transition can be condensed into the **Five C's** of Evidence-Based Transition Programming to Increase Employment Outcomes for Students with Intellectual and Developmental Disabilities:

- 1) **COORDINATION of TRANSITION SERVICES** – In order for best practices in transition services to be consistently implemented within any school or district, there must be a staff position dedicated to overseeing the educational services being offered to facilitate successful passage from school life to young adult life for students. This is particularly the case with regard to students with more significant disabilities.
- 2) **COURSEWORK, including EXTRA-CURRICULARS and COLLEGE access** – Students with disabilities need to take classes and have extra-curricular opportunities throughout their education that are inclusive and related to life skill and career development goals. This practice has been shown to increase student, family, and teacher expectations and helps students to develop peer relationships and appropriate social and employment soft skills earlier than students who do not have inclusive opportunities. In addition, students who have had more and broader inclusive opportunities have increased academic outcomes, which also put them in a better position for having expanded access to postsecondary education opportunities, career options, and ultimately higher paying jobs after completing a transition program.
- 3) **CAREER GOALS** – Students must be supported to consider and establish employment goals for their future that are self-determined, individualized and have been developed with direct involvement of students themselves, parents, family, and other team members. Coursework and planning for students should follow the goals that are established.
- 4) **COMMUNITY INTERNSHIPS & JOBS to GAIN WORK EXPERIENCE** – Students need opportunities to directly explore and practice the types of jobs they are interested in pursuing. Experiences should be varied, based on individual career goals, continue through the summer months, and provide students opportunities to develop a range of work and life skills. Students should have a minimum of two paid experiences prior to exiting school.
- 5) **COLLABORATION with STUDENTS, FAMILIES & a VARIETY of COMMUNITY MEMBERS** – Local Education Authorities (LEA's), and specifically transition coordinators and high school special educators, need to develop collaborative relationships that expand outside of school and district personnel to family members, key system and adult service partners, and community/business contacts.

