

Download Your Transition Rubric

Transition Planning Rubric

Name: _____ Date: _____

The intent of this rubric is to serve as a self-check guide for educators who are creating transition plans in preparation for IEP meetings, and as a coaching and feedback tool for special education leaders who are supporting teams with oversight of meaningful and legally compliant IEPs.



Assessment Rubric

Category	0	1	2	3
Establish and Review Baseline Data	PLANN does not gather data or measurement based baseline.	PLANN reflects minimal data collection of assessment tool to gather baseline.	PLANN reflects minimal data collection of measurable assessment tool to gather baseline.	PLANN reflects sufficient data collection of measurable assessment tool to gather baseline.
Ensure Accessibility, Measurable Goals	Goals are not tied to baseline or assessment data. Goal does not contain specific measures to track growth.	Goals are loosely tied to baseline or assessment data. Goal does contain some measure to track growth.	Goals are reasonably tied to baseline or assessment data. Goal is measurable and may lack all components needed to track growth.	Goals are tightly tied to baseline or assessment data. Goal is measurable and measurable data tied to baseline to track growth.
Provide Specially Designed Instruction	No specific evidenced based instruction, strategies or interventions are identified in the plan. No delivery method identified.	Some evidenced based instruction, strategies or interventions are identified in the plan. Delivery method identified.	Evidenced based instruction, strategies or interventions are identified in the plan. Delivery method not identified.	Specific evidenced based instruction, strategies or interventions are identified in the plan. Documented delivery plan is documented.
Monitor Progress Regularly	Progress monitoring plan is unclear (date, when, where, what).	Some evidence of monitoring plan is documented. Data collection specifics are unclear (date, when, where, what).	Appropriate monitoring plan is documented. Some specifics of data collection method identified.	Appropriate monitoring plan is documented. Specific data collection methods identified.
Implementation and Tools to Meet	Lack of documented transition instruction and/or other structured support leading to occurring weekly.	Minimal documented transition instruction and/or other structured support leading to occurring weekly.	Reasonable documented transition instruction and/or other structured support leading to occurring weekly.	Significant documented transition instruction and/or other structured support leading to occurring weekly.

Scoring & Feedback

Place a check mark in the box that corresponds with your Transition Plan evaluation.

	0	1	2	3
Establish and Review Baseline Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure Accessibility, Measurable Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Specially Designed Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor Progress Regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation and Tools to Meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Score:

Overall Score	0-8 Plan Requires Improvement	9-12 Acceptable Plan	13+ Strong Plan
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback: Here's what went well & how you can improve for next time:

Community Safety Iep Goal

**Lee Ann Jung, Nancy Frey, Douglas
Fisher, Julie Kroener**

Community Safety Iep Goal:

Instructional Strategies for Students With Mild, Moderate, and Severe Intellectual Disability Richard M. Gargiulo, Emily C. Bouck, SAGE Publications, Inc., 2017-01-20 *Instructional Strategies for Students with Mild Moderate and Severe Intellectual Disability* supports teacher educators who are preparing pre service or in service teachers to instruct students with intellectual disability from preschool through transition As a solid research based methods textbook it focuses on providing strategies and approaches for how to teach across the spectrum of intellectual abilities and shows how teaching these students involves attention to evidence based practice The book presents academic functional and behavioral instructional strategies for all these populations

Flourishing in Emerging Adulthood Laura M. Padilla-Walker, Larry J. Nelson, 2017-03-31 *Flourishing in Emerging Adulthood* highlights the third decade of life as a time in which individuals have diverse opportunities for positive development There is mounting evidence that this time period at least for a significant majority is a unique developmental period in which positive development is fostered Dr Lene Arnett Jensen highlights the importance of this work in an engaging foreword and chapters are written by leading scholars in diverse disciplines who address various aspects of flourishing They discuss multiple aspects of positive development including how young people flourish in key areas of emerging adulthood e g identity love work worldviews the various unique opportunities afforded to young people to flourish how flourishing might look different around the world and how flourishing can occur in the face of challenge Most chapters are accompanied by first person essays written by a range of emerging adults who exemplify the aspect of flourishing denoted in that chapter and make note of how choices and experiences have helped them transition to adulthood Taken together this innovative collection provides rich evidence and examples of how young people are flourishing as a group and as individuals in a variety of settings and circumstances This unique resource will be useful to students faculty professionals clinicians and university personnel who work with young adults or who study development during emerging adulthood

High Leverage Practices and Students with Extensive Support Needs Robert Pennington, Melinda Ault, Ginevra Courtade, J. Matt Jameson, Andrea Ruppert, 2022-11-21 *Building on the formative work of High Leverage Practices HLP for Inclusive Classrooms* this critical companion explores how HLP can be applied to the education of students with extensive support needs ESN Each chapter walks readers through a different HLP exploring its implications for students with ESN and aligning it with current practice supports and terminology Edited by researchers and teacher educators with decades of experience in serving students with ESN and their teachers this book is packed with rich examples of and detailed supports for implementing HLPs to ensure every student has access to all aspects of their school community

It's Ok Eli Carol Surber, 2007-08-17 This book covers the areas of Downs syndrome Autism Catatonia and Bipolar disorder in one person Covering birth to age 22 years it has several personal stories and some medical issues involving this individual Symptoms of each disorder are recorded before each diagnosis is made Trial and error drug

therapies and results are detailed Eli is one of several people in the world having these multiple disorders He was featured in a graduate thesis by an Ohio State University student

Common-Sense Classroom Management Techniques for Working With Students With Significant Disabilities Jill A. Lindberg, Michele Flasch Ziegler, Lisa Barczyk, 2008-10-29 A book that is sure to help both new and veteran teachers plan instruction collaborate with colleagues design curricular adaptations and advocate inclusive education Written by experienced practitioners this resource is full of teacher tested ideas Paula Kluth Educational Consultant Common Schools Consulting This book provides excellent guidance for the successful implementation of IEPs for students who have very challenging needs The information is research based guides good practice and provides clearly stated expectations Mary Reeve SPED Director Gallup McKinley County Public Schools NM Help ensure the best possible outcomes for learners with significant disabilities Today s diverse classrooms challenge even the most experienced teachers Using an easy to read format this resource offers tools and techniques that teachers can use to reach all learners particularly those with more significant disabilities and give them the support they need to succeed In this invaluable resource teachers will find common sense ideas and strategies to help promote full participation educational equity and self sufficiency for students with significant disabilities Readers will find charts graphs sample forms Web based resources and practical techniques to adopt or modify for learners with or without special needs Topics include Organizing students and the classroom Building academic and functional skills Preparing for transitions Working with support staff Communicating with parents and caregivers Assistive technology Lesson planning and creating IEPs Perfect for new or experienced teachers administrators teacher trainers parents or anyone else who works with children the strategies in this guide help ensure that all students have access to the education they want and deserve

Empowering Family-Teacher Partnerships Mick Coleman, 2012-03-01 Empowering Family Teacher Partnerships Building Connections Within Diverse Communities by Thomas M Coleman prepares students to work collaboratively with families and community professionals in support of children s early education and development The author takes a student centered approach to delivering substantive information and framing activities Students are invited to develop a personal philosophy of family involvement to guide their work with families and to join a community of learners in relying upon their collective insights and problem solving skills to address family involvement challenges

Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs Paul Wehman, John Kregel, 2004 *Teaching Orientation and Mobility in the Schools* Natalie Isaak Knott, 2002

Resources in Education, 1999-10 *The Neuropsychology of Men* Charles M. Zaroff, Rik Carl D'Amato, 2015-09-17 This timely text examines normative and pathological brain behavior connections across the male lifespan and how these findings can best inform research intervention and prevention It spotlights possible etiologies for male dominated pathology including academic deficits and disorders relating to violence as well as identifying men s psychological resilience and vulnerabilities throughout life Clinical and social issues are intricately linked here

particularly in areas such as substance abuse emotion processing and sequelae of brain trauma In these ways the text moves on from the simplistic view of males as the standard in psychological studies while respecting complicated questions about biology and environment that have yet to be resolved Since the inception of psychology much research has focused specifically on men but few studies have offered distinctive interventions developed to help this unique male population This volume fills the chasm left from many seminal studies Among the featured topics Imaging and development relevant findings in males Understanding the neuropsychology of autism spectrum disorders in men Understanding disorders of defiance aggression and violence in males Serving men with traumatic brain injuries Men at risk special education and incarceration The neuropsychological basis of emotion and social cognition in men The Neuropsychology of Men offers neuropsychologists clinical psychologists and rehabilitation specialists an evidence based framework for understanding male specific cognitive and behavioral trends in the normative population and for identifying and addressing challenges in boys and men outside the norm

Culturally Responsive Orientation and Mobility Standards Mary Tellefson,2023-09-15 At last The field of Orientation and Mobility O M embraces the 21st Century Model for standards based instruction with these research based peer reviewed and validated performance standards that correlate to success in career college and community life Commensurate with general education curriculum these learner performance standards give important credibility to O M instruction by providing measurable age appropriate and culturally responsive outcome targets to guide assessment and instruction For those who don t understand what O M is and for those who fund it the O M CCCRS clearly articulate and justify a learner s need for instruction justify a level of service needed to meet age appropriate performance targets and justify the tools need to do the job This is a must resource for master and novel level instructors alike *Autism Spectrum Disorder Assessment in Schools* Laura Dilly,Christine Hall,2018-10-04 *Autism Spectrum Disorder Assessment in Schools* serves as a guide on how to assess children for autism spectrum disorders ASD specifically in school settings Dilly and Hall offer a general overview of ASD describe ASD assessment best practices and explain the process of identifying ASD in schools Current research and up to date science is incorporated in a practitioner friendly manner and short case vignettes will increase the accessibility of the book content and illustrate principles As the rates of ASD reach 1 59 children and school psychologists are increasingly expected to possess expertise in the assessment of ASD this book serves as a must have for school psychologists school social workers and other practitioners

Successful Transition Programs John McDonnell,Michael L. Hardman,2009-02-27 *Transitions for Students with Severe Disabilities* presents transition programs for students with moderate and severe disabilities from school to community life Taking the position that the most effective transition programs are those that cumulatively build on the capacity of students for employment community living and citizenship the authors address the full range of curricular and instructional issues that face professionals working in primary school secondary school and post A level programmes

Psychomotor Domain Training and Serious Disabilities Paul

Jansma,1999 To find more information on Rowman Littlefield titles please visit us at [www rowmanlittlefield com](http://www.rowmanlittlefield.com)

COMPASS and Innovative Education for Students with Autism Lisa A. Ruble,John H. McGrew,2023-08-24 This book examines the five primary areas of the Collaborative Model for Promoting Competence and Success COMPASS It describes COMPASS as an evidence based practice in psychology EBPP versus an evidence based practice EBP and discusses how it informs innovative individualized education program IEP goal setting planning and implementation through teacher coaching In addition the book introduces the common elements necessary for improved teaching plan quality and child goal attainment in maximizing educational outcomes It also describes the extension of COMPASS to transition age high school students with autism as well as the integration of current research findings from NIH funded studies for transition age youth and professional development and training Finally the book explores innovative methods to support the consistent implementation and expansion of COMPASS across school home and community settings It discusses how to integrate classroomwide performance assessment to identify students in need of the focused instruction that COMPASS provides Key areas of coverage include Identifying personalized goals and intervention strategies i e EBPs using an EBPP framework within COMPASS for students with autism Advances in measurement of IEP quality for transition age autistic youth Integration of accessible online educational materials necessary to implement COMPASS feasibly when implemented by school consultants and autism trainers Lessons learned from professional development and training of community based autism school consultants for developing high quality intervention plans COMPASS IEP goal attainment and fidelity outcomes with face to face telecoaching and electronic feedback COMPASS and Innovative Education for Students with Autism is an invaluable resource for educators clinicians scientist practitioners and therapists as well as researchers professors and graduate students in the fields of child and school psychology behavioral therapy and social work as well as rehabilitation special education speech pathology and all interrelated disciplines *Occupational Therapy for Physical Dysfunction* Diane Dirette,2019-12-17 Designed to help students become effective reflective practitioners this fully updated edition of the most widely used occupational therapy text for the course continues to emphasize the whys as well as the how tos of holistic assessment and treatment Now in striking full color and co edited by renowned educators and authors Diane Powers Dirette and Sharon Gutman Occupational Therapy for Physical Dysfunction Eighth Edition features expert coverage of the latest assessment techniques and most recent trends in clinical practice In addition the book now explicitly integrates Frames of Reference to help students connect theories to practice and features a new six part organization thirteen all new chapters new pedagogy and more **Guidelines** Pennsylvania. Bureau of Special Education,1996 *Handbook of Autism and Pervasive Developmental Disorders, Volume 2* Fred R. Volkmar,Sally J. Rogers,Rhea Paul,Kevin A. Pelphrey,2014-02-21 The latest and most comprehensive resource on autism and related disorders Since the original edition was first published more than a quarter century ago The Handbook of Autism and Pervasive Developmental Disorders has been the most influential

reference work in the field Volume 2 of this comprehensive work includes a wealth of information from the experts in their respective specialties within the larger field of autism studies Assessment Interventions and Social Policy Perspectives Within the three sections found in Volume 2 readers will find in depth treatment of Screening for autism in young children diagnostic instruments in autism spectrum disorders ASD clinical evaluation in multidisciplinary settings assessing communications in ASD and behavioral assessment of individuals with autism including current practice and future directions Interventions for infants and toddlers at risk comprehensive treatment models for children and youth with ASD targeted interventions for social communication symptoms in preschoolers with ASD augmentative and alternative communication interventions for challenging behaviors supporting mainstream educational success supporting inclusion education promoting recreational engagement in children with ASD social skills interventions and employment and related services for adults with ASD Supporting adult independence in the community for individuals with high functioning ASD supporting parents siblings and grandparents of people with ASD and evidence based psychosocial interventions for individuals with ASD Special topic coverage such as autism across cultures autism in the courtroom alternative treatments teacher and professional training guidelines economic aspects of autism and consideration of alternative treatments The new edition includes the relevant updates to help readers stay abreast of the state of this rapidly evolving field and gives them a guide to separate the wheat from the chaff as information about autism proliferates

Your Students, My Students, Our Students Lee Ann Jung, Nancy Frey, Douglas Fisher, Julie Kroener, 2019-09-25 Winner of AM P EXCEL Bronze Award *Your Students My Students Our Students* explores the hard truths of current special education practice and outlines five essential disruptions to the status quo Authors Lee Ann Jung Nancy Frey Douglas Fisher and Julie Kroener show you how to Establish a school culture that champions equity and inclusion Rethink the long standing structure of least restrictive environment and the resulting service delivery Leverage the strengths of all educators to provide appropriate support and challenge Collaborate on the delivery of instruction and intervention Honor the aspirations of each student and plan accordingly To realize authentic and equitable inclusion we must relentlessly and collectively pursue change This book written not for special educators or general educators but for all educators addresses the challenges maps out the solutions and provides tools and inspiration for the work ahead Real life examples of empowerment and success illustrate just what is possible when educators commit to the belief that every student belongs to all of us and all students deserve learning experiences that will equip them to live full and rewarding lives

Lifespan Transitions and Disability Iva Strnadová, Therese M. Cumming, 2015-09-07 This book brings a refreshing perspective to preparing students with disabilities and their families for all aspects of independent life Many of the transitions experienced by younger children set the stage for future changes yet do not receive the attention they deserve in the literature This publication offers a strengths based approach that includes philosophical perspectives and evidence based practices to assist this vulnerable population with lifespan changes and

challenges Each chapter addresses transitional needs and their assessment and relevant interventions from the perspectives of an application to schools families and communities Multicultural perspectives are integral to all these chapters The book covers transition from home to early childhood education early childhood education to primary school primary school to secondary school primary school to special settings juvenile justice settings back into the community school to work school to further education or training post school settings to retirement Lifespan Transitions and Disability A holistic perspective is a necessary companion for postgraduate education students and researchers who have an interest in exploring the nature and context of special and inclusive education today

Whispering the Techniques of Language: An Mental Quest through **Community Safety Iep Goal**

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