Secondary Transition:
Interagency Collaboration

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school (est. completion time: 2 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: In this module, you will meet three high school students with disabilities who are beginning to make decisions about their futures. Each student has different strengths, needs, and interests. For each of these students a range of supports can help meet their needs. In many cases, these services are provided by agencies other than the school and are therefore unfamiliar to the students and their families.

Notes

Initial Thoughts

- Who is responsible for helping students with disabilities connect to the supports they need after high school?
- How can school and agency personnel work together to support smooth transitions for these students?

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Notes

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  - ◦ Define interagency collaboration
  - ◦ Identify the stages of interagency collaboration
  - ◦ Explain how interagency collaboration supports the transition of students with disabilities
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ Page 1: Secondary Transition

- Definition of secondary transition
  - ◦ Link: Individuals with Disabilities Education Act (IDEA) 2004
- Students with disabilities and transitions
- Definition of seamless transition
- Individualized transition planning (ITP)
  - ◦ Link: individualized education program (IEP) [definition]
  - ◦ Link: IEP team [definition]
- The team identifies needed skills in three main areas [bullet points]
- Link: IRIS Module

Notes

❖ Page 2: Transition Coordinators

- A number of individuals take part in the secondary transition planning process…
- Identifying a Transition Coordinator
  - Responsibilities of the transition coordinator include [bullet points]
    - Link: vocational rehabilitation agency (VR) [definition]
- Although the presence of a transition coordinator within a secondary school might be ideal…
- Audio: David Test discusses the many responsibilities of a transition coordinator and the complications that arise when this role is added to a special educator's workload
- Audio: Mary Morningstar reiterates the primary roles of a special education teacher versus a transition coordinator
- Supporting the Transition Coordinator
  - Supports for transition coordinators include [bullet points]
- Revisit the Challenge

Notes

❖ Page 3: Creating a Network of Supports

- One of the most important responsibilities of the transition coordinator…
- Graphic: Network of Supports
- Audio: Rich Luecking shares his thoughts on helping students succeed
- Begin Early
  - To support the planning process, the transition coordinator should… [bullet points]
  - For Your Information
    - Graphic: Continuity of Services

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- Develop User-Friendly Resource Directories
  - Link: community resource map [definition]
    - Links: examples of community resource maps
  - Characteristics of community resource maps [bullet points]
- Invite Agency Personnel To Meet with Students and Families
  - There are a variety of ways to create opportunities for students [bullet points]
  - Did You Know?
    - Link: age of majority [definition]
- Develop Student Transition Portfolios
  - Student transition portfolios can… [bullet points]
  - Did You Know?
    - Link: self-determination [definition]
    - Link: self-advocacy [definition]
    - Audio: Mary Morningstar talks about a student's role in developing his or her transition portfolio
  - Link: academic resume [definition]
  - Academic resumes include… [bullet points]
  - For Your Information
    - Link: Parent Transition Survey
    - Link: Life After IEPs
    - Link: How To Develop a Transition Portfolio
    - Link: Creating Vocational Portfolios for Adolescents with Significant Disabilities
- Revisit the Challenge
  - Link: View Kayla's answers to guiding questions
- Activity: Review Cooper's portfolio responses
  - Link: View sections of Cooper's completed forms
  - Link: Activity feedback

Notes

❖ **Page 4: Interagency Collaboration**

- No one person or agency can meet the needs of all transitioning students
- Definition of interagency collaboration
  - Interagency collaboration is a means to… [bullet points]
- Graphic: Bridging the Transition Gap
- Audio: Mary Morningstar briefly defines interagency collaboration and who is typically involved in the process
- Research Shows
  - Link: person-centered approach [definition]
- Interagency Teams
  - Interagency teams typically… [bullet points]
    - Link: Quality Indicators of Exemplary Transition Programs Survey-2
  - Examples of how interagency collaborative teams might be organized
    - IEP/Transition Team [bullet points]
    - School/Community Team [bullet points]
    - State Team [bullet points]
- Audios: Mary Morningstar discusses a model of interagency collaboration that includes the IEP team and a community transition team. Next, she offers some tips for new teachers or those beginning the interagency process
- Audio: David Test describes the CIRCLES Project, an experimental model that utilizes multiple levels of interagency collaboration to help assure smooth transitions for students with disabilities

Notes

❖ **Page 5: Establishing Interagency Collaboration**

- There are multiple stages involved in establishing interagency collaboration
  - Table: Stage/Definition/Example
- At any given time, schools and agencies can be in various stages of interagency collaboration
  - Audio: Mary Morningstar talks about the stages of interagency collaboration in greater detail and provides examples
- For Your Information
  - Link: Characteristics of Interagency Collaboration Assessment

Notes

❖ Page 6: Agencies Involved in Collaboration
- Definition of memorandum of understanding (MOU)
  - Link: Example of a MOU
- Table: Agency and Type of Involvement in Areas of Postsecondary Goals
  - Link: Mobility Management Organization
- Revisit the Challenge
- Activity: Help guide Cooper's transition process
  - Link: Cooper's transition portfolio
  - Link: Activity feedback

Notes

❖ Page 7: Seamless Transitions
- The major features of seamless transitions include... [bullet points]
  - Link: integrated settings [definition]
- Research Shows
- Audio: Rich Luecking describes seamless transitions and the importance of students having work experiences prior to leaving high school. Next, he gives an example of a student who experienced a seamless transition because of interagency collaboration between the school and vocational rehabilitation personnel
- For Your Information
  - Link: Think College
- Revisit the Challenge
- Activity: Identify and describe examples of seamless transition features in Cooper's plan
  - Link: Activity feedback

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Notes

❖ Page 8: References & Additional Resources

- Suggested Module citation
- References
- Additional Resources

❖ Page 9: Credits

- Suggested Module citation
- Content Experts
- Module Developers
- Module Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: David Test summarizes the importance of interagency collaboration
- Revisit the Challenge: Kayla and Cooper
- Revisit your Initial Thoughts responses

Notes

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
  - ○ Link: Module feedback survey form
- Professional Development Hours
  - ○ Link: IRIS PD Options
- Related Resources [links]