



# TRANSITION DISCOVERIES

## How to Implement Transition Discoveries

### How to Implement Transition Discoveries: Data Collection and Data Review

**Module 1: February 1, 2021 – March 3, 2021**

During Year 1, the LEA's Transition Discoveries (TD) Implementation team will complete a self-guided learning module that teaches them how to implement stage 1 and stage 2 of the Transition Discoveries Model.

Stage 1 of the model is focused on collecting data about effective transition practices and which areas of practice can be improved at a systems level. Data is collected through the Transition Discoveries Quality Indicator Survey. Content covered includes identifying a representative sample of young people with disabilities, families and stakeholders to complete the Transition Discoveries Quality Indicator Survey, as well as strategies for providing the survey experiences virtually and in-person. LEA teams learn how to use the "Monthly Implementation Update" tool for stage 1. This is an online, comprehensive resource for teams to access their data in real time – such as survey response numbers, consent form completion, to plan strategically and monitor progress toward their TD implementation goals. This tool also has features that save all team notes and display them in a report that can be accessed online through the tool and downloaded as a PDF.

#### OBJECTIVES

- Identify and recruit a representative sample of young people with disabilities, family members and transitions stakeholders to complete the Transition Discoveries Quality Indicator Survey (TDQI)
- Use the Monthly Implementation Update Tool in order to plan, implement and record progress for stage 1 data collection activities and monitor TDQI response numbers and parental consent form completion for students under 18
- Explain the purpose of the TD Online Community of Practice and coaching model that will support their efforts to implement Transition Discoveries

### How to Implement Transition Discoveries: Identifying Priorities for Action Planning

**Module 2: October 1, 2021 – October 31, 2021**

Stage Two of the model, Transition Discoveries Data Driven Decision Making, teaches the LEA team how to use the TD data, use the data review tool to understand their TDQI data, and identify priorities for community-driven action planning that takes place during stage 4.

#### OBJECTIVES

- Utilize the features of the TD data visualizer to display analyzed results for quality indicators and demographic variables of interest to their team such as age and group (youth, family or stakeholder)
- Work with facilitators to consider and plan for factors at the student, family, school, agency and/or community level that may contribute the highest scores and lowest scores within their TD data
- Use the online TD Data Visualizer and online Data Review Tool to identify priorities for community action planning to improve transition practices at a systems level during stage 4 of TD implementation

### How to Implement Transition Discoveries: T-CAT Formation and Community-Driven Action Planning

**Module 3: November 1, 2021 – December 31, 2021**

Stage 3 of the model is focused on establishing the Transition Change Agent Team (T-CAT) of young people, families and stakeholders who together, lead a community action planning event that results in an action plan. Content covered includes identifying representative young people with disabilities, families and stakeholders to join the T-CAT, as well as strategies for providing training on the community-action planning event to the T-CAT members either virtually or in-person. LEA teams learn how to use the "Monthly Implementation Update" tool for stages 3 and 4. This is an online, comprehensive resource for teams to plan strategically and monitor progress toward their TD implementation goals.

#### OBJECTIVES

- Identify and recruit a group comprised of young people with disabilities, family members and transitions stakeholders who will join the Transition Change Agent Team (T-CAT)
- Plan and implement the logistics of a community action planning event, including training the T-CAT members, securing a location (in-person or virtually), recruiting community members to attend and providing required event materials
- Use the Monthly Implementation Update Tool in order to plan, implement and record progress for stage 3 and 4 data collection activities
- Implement evidence-based practices that align with their community-action planning priorities at a systems level across schools, agencies and community partners

## How to Implement Transition Discoveries: Evidenced-Based Practices Coursework

Module 4: March 2, 2022 – May 1, 2022

The fourth module teaches each LEA team how to implement their community-driven action plans to improve transition practices and programs across, schools, agencies and their community. In addition to these two modules, during Year 2, all sites will complete 1 or more courses from a set of courses designed to teach them evidence-based practices that align with each of the 9 indicators within the Transition Discoveries Quality Indicator Framework. Each site will have focused their community-driven action plan on 1 or more of the Quality Indicators and content will directly aid them in designing and delivering activities that improve transition practices to reach their community-action planning goals.

### OBJECTIVES

---

- Describe TD's process for designing and scaling systems-level interventions.
- Use the TD action planning organizer to develop and implement strategies that address 1 or more goals identified through the community action planning event
- Analyze a sequence of systems-level (across school, agency and community partners) actions that address community action planning goals, while considering factors that might impact success
- Identify and integrate resources (e.g., knowledge, funding, materials, partnerships, etc.) necessary for implementation
- Identify and implement strategies for collaboration with youth, families and stakeholders to support action plan activities

### PRESENTERS

---

Mr. Matthew Flanagan is a Senior Researcher within the Special Education & Disability Studies Department of the Graduate School of Education & Human Development, The George Washington University (GW). Matthew's work entails designing trainings so that youth, families, and stakeholders have the knowledge, skills, and tools that they need in secondary transition. He earned a Dual Certification Master's degree from Montclair State University in Elementary Education (K-6) and Special Education (K-12).

Dr. Joan Kester is an Assistant Professor of Special Education & Disability Studies, Graduate School of Education & Human Development, at GW. Dr. Kester is the Program Director of GW's Interdisciplinary Secondary Transition Program. As Principal Investigator of an Office of Special Education Program personnel preparation grant, she prepares secondary transition leaders from across the country through an online master's and certificate program that includes a specialization in autism or brain injury.

#### PaTTAN Educational Consultants

Jacki Lyster, PaTTAN East  
Hillary Mangis, PaTTAN Pittsburgh

### TARGET AUDIENCE

---

LEAs who have been selected to participate in the Transition Discoveries grant.

### REGISTRATION

---

Please register online by visiting the PaTTAN website at [www.pattan.net](http://www.pattan.net).

### CONTACT INFORMATION

---

#### **For questions regarding registration, contact:**

PaTTAN Pittsburgh – Paula Quinn, [pquinn@pattanpgh.net](mailto:pquinn@pattanpgh.net), 412-826-6880

#### **For questions regarding content, contact:**

PaTTAN East – Jacki Lyster, [jlyster@pattan.net](mailto:jlyster@pattan.net), 610-878-7223



Individuals attending this virtual event must login individually, on time, using a computer or iPad, stay the duration of the event, and complete an attendance/evaluation survey by the designated deadline in order to be eligible to receive Act 48 Professional Education clock hours. This training is offered for up to 8 Act 48 clock hours.