Using the Student-Directed Transition Planning Lessons to Teach Transition Knowledge and Self-efficacy Skills

What is the evidence base?

This is a promising practice for students with disabilities based on one methodologically sound group experimental study across 19 students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement the Student Directed Transition Planning lessons is by accessing the associated lesson materials directly:

- The University of Oklahoma’s Zarrow Center for Learning Enrichment
  - Student-Directed Transition Planning Materials: Lessons 1 - 8 and Assessments

With who was it implemented?

- Students with
  - Disability not specified (1 study, n=19)
- Ages ranged from 14 to 20
- Males (n=12), females (n=7)
- Ethnicity
  - African American (n=2)
  - American Indian (n=4)
  - White (n=13)

What is the practice?

Student-Directed (SD) Transition Planning lessons teach students with disabilities awareness of their disabilities; to develop postschool goals in employment, postsecondary education, and adult living; to write a course of study; to connect with adult supports and services; and to develop a Summary of Performance (SOP) script to use at IEP meetings to facilitate involvement in transition discussions. The lessons involve pre-IEP meeting instruction and gathering of input from secondary students with disabilities and their families to facilitate decision making and active student participation during transition discussion at IEP meetings (Woods, Sylvester, & Martin; 2010).
In the study used to establish the evidence base for using the SDTP lessons to teach transition knowledge and self-efficacy skills, SD transition planning included using a teacher’s guide with step-by-step scripted instructional suggestions. The guide includes: (a) school to adult life transition terms and concepts, and (b) knowledge needed in IEP meetings (Woods, Sylvester, & Martin, 2010).

**Where has it been implemented?**

- High School classroom (1 study)

**How does this practice relate to Common Core Standards?**

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, G.6-12)
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, G.6-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively


**How does this practice relate to the Common Career Technical Core?**

- Education & Training Career Cluster
  - Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
  - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
  - Use critical thinking to process educational communications, perspectives, policies and/or procedures.
References used to establish this evidence base: