

Perfecting Postsecondary Transition Plans

Moore Learning Conference

Leah Bartram

Adapted From & Used with Permission: Indicator 13 Year 2 - Follow-Up Coaching: Trends and Application

Region 3 and Region 4

03/26/2026

Beverly Colwell, IDEA Consultant: Postsecondary Transition (Statewide)

Debi Gentry, IDEA Monitoring Consultant: Programs (Region 6)

Su Stone, IDEA Monitoring Consultant: Programs (Region 3)

Libby Loring, IDEA Monitoring Consultant: Programs (Regions 3 & 5)

Glendora Hagins, IDEA Monitoring Consultant: Programs (Regions 3 & 4)

Intended Use

This presentation is intended to provide follow up guidance for developing individualized and compliant postsecondary transition plans. It is not intended to replace coaching required for teacher growth and capacity building.

This presentation should not be shared without also providing the recipient with the explanations and details included in the in person session. Receiving a copy of the presentation without this context could lead to confusion and misapplication of its contents.



Objective

- Strengthen post secondary transition plans by utilizing student-centered, compliant decision-making through scenario-based guided practice.



Predictors of Post School Success

NTACTC Predictors of Post School Success

Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research

Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research

Promising Practices

- demonstrates some success for improving outcomes
- more quality research is needed to raise to an evidence- or research-based practice

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

Model Used for Scenario

1. Conduct Transition Assessment
2. Consider Present Levels of Academic and Functional Performance
3. Write Postsecondary Transition Goals
4. Identify Effective Predictors and Practices
5. Develop Transition Services
6. Write Annual IEP Goals
7. Develop and Analyze Data Collection and Evaluation Tools

This model is based on: Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42, 44–51

B

Introduction

- Apply a research-based transition planning model to a student scenario
- Practice connecting assessment data and present levels to postsecondary transition planning components
- Strengthen decision-making for compliant, student-centered transition planning



Guided Practice: Example Scenario

- [Example Scenario: Shannon](#)



D

Guided Practice: Analysis/Reflection



Student Profile	
Shannon, 18 years old, 12th grader, Category: LD (Reading)	
Parent/Student Concerns	
Parent:	Managing independent living and college accommodations, ensuring access to accommodations, safety navigating campus
Student:	Keeping up with reading-heavy college coursework
Parent/Student Vision	
Parent:	Attend a 4-year university, Obtain a degree in Health Sciences
Student:	Sees herself living independently in college, using technology effectively, and having a career in a hospital setting

D

Guided Practice: Analysis/Reflection₂



PLAAFP Strengths/Needs

Strengths: Math, Written Expression, Reading Decoding, Reading Comp (literal), requests accommodations in familiar settings

Needs: Reading comprehension (inferencing), Self-advocating for accommodations in unfamiliar settings

Transition Assessment Data Summary

Strengths: Independent daily living skills (time management), Use of familiar technology

Preferences: College and work environments with strong supports

Interests: Health sciences, Careers with patient care or analytical tasks

Needs: Instruction and practice using accommodations in college/work environments, Adapting to new environmental demands

B

Guided Practice: Analysis/Reflection₃



Postsecondary Transition Goals	
Employment:	will be a Health Information Technician
Education/Training:	will obtain a 4 year degree in Health Informatics from ECU
Independent Living:	will live independently and manage her own needs at home and at work.
Predictors and Practices	
Currently in place:	Self Advocacy, Career Awareness
Future considerations:	Technology Skills

D

Guided Practice: Analysis/Reflection



Transition Service Activities

Adult Living Skills: Update adolescent autonomy checklist to identify skills in need of additional practice or instruction

Employment: Volunteer as patient care assistant at local hospital

Instruction: Take CTE Health Science II or CCP Health Science course

Related Services: Meet with EIPD counselor to discuss supports available for transition to college, contact Disability Support Services at ECU to get information

Community Experiences: Identify transportation options on campus and in the community

Functional Vocational Evaluation (if appropriate): Current data provides information needed, therefore, an FVE is not need at this time.

Daily Living Skills (if appropriate): Create a person-centered planning circle of support identifying family, friends, and agencies and their contact information

B

Guided Practice: Analysis/Reflection₅



Aligned Annual Goals
Reading, Self-Advocacy

D

Guided Practice: Analysis/Reflection₆



Reflection Questions

1. What additional data or information would you want to gather to better inform transition planning for this student? (Consider student input, family input including any religious, environmental, or cultural considerations, assessments, work experiences, or observation data.)
2. Pick a transition activity and describe what it would look like in practice. Include who would be involved, when it would occur, and how it would be implemented.
3. What additional transition activities could be added to help the student think more specifically about postsecondary employment and independent living goals? How would these activities build on the student's current interests and skills?
4. What potential barriers might arise, and how could the team address them while keeping the plan individualized and compliant?
5. What else should the IEP team consider to ensure the transition plan is meaningful and student-centered?

B

Group Analysis and Work Time

- Review the student's information and data
- Analyze strengths, needs, and postsecondary goals
- Discuss appropriate supports and services as a group
- Complete the Analysis and Reflection document for the scenario
- Determine who will be the group representative(s) for share out

Scenarios



Analysis and Reflection

D

Group Analysis Share Outs

- Introduce your scenario
- Discuss the transition plan developed
- What barriers did you encounter?
- How did you (or did you not) resolve those barriers?
- What will you take away from this activity to implement in your PSU(s)? For example, the use of a graphic organizer/ template for planning.
- Any other information or discoveries you would like to share.



bit.ly/I13Q2026

Additional Resources

Resource Links

Postsecondary Transition Notebook

Postsecondary Transition Listserv

PCG Transition Plan Navigation Video

