

## Transition to Adult Living Administrator Training Agenda

Option I: 1–2 hours information only

Option II: 2–3 hours with an interactive activity on the legal requirements of transition

Option III: 4–6 hours with an interactive activity conducting a self-assessment and developing an action plan for improvement

<u>Topic</u>	<u>Transition to Adult Living Guide</u>
Why are transition services language required in the IEP?	Introduction, pages iii–v
Overview of the guide	Table of Contents, page i
How will transition services and outcomes be measured?	PowerPoint
What are the new transition requirements in the IDEA '04?	Section 1, pages 1–9
Postsecondary goals	Section 1, pages 1–9 Section 2, pages 25–28
Age-appropriate assessments that support postsecondary goals	Section 1, pages 1–9 Section 2, page 29–31 Appendix E, page 129
Annual IEP goals that support postsecondary goals	Section 1, pages 1–9 Section 2, pages 32–39 Appendix F, page 140
Transition services that support postsecondary goals	Section 1, pages 1–9 Section 2, pages 40–44
Summary of Performance	Section 1, pages 1–9 Section 2, pages 45–46

### **Option II: IDEA '04 legal requirements for transition service language in the IEP**

**Activity:** Using a Gallery Walk format, pairs or teams will read one **Question** from the Legal Requirements Q&A and chart the **Answer** to explain to the whole group during the Gallery Walk of legal requirements.

### **Option III: Conducting a self-assessment**

**Activity:** Administrators or school/district/SELPA teams will conduct a self-assessment on implementation of the transition standards and develop an action plan for improvement.

### **Resources to support transition:**

Transition to Adult Living: An Information and Resource Guide, Appendices A–L  
California Services for Technical Assistance and Training (CalSTAT), [www.calstat.org](http://www.calstat.org)