PLAN YOUR WAY OK

Transition Teaming Guide

Oklahoma's Secondary Transition Framework

Data-Driven Secondary Transition Planning
Collaborative Systems and Sustainable Teaming
Evidence- and Research-Based Practices

The ***Oklahoma Transition Teaming Guide*** is part of **Oklahoma's Secondary Transition Framework** developed through the Oklahoma Pathways to Partnerships Project (OP2P). The Framework outlines how to support students with disabilities as they move from high school to adult life. It includes high-quality training based on proven practices, expected outcomes, guides, resources, and practical tools to engage youth, families and community partners to improve transition outcomes across the state.

Guides

The Transition Framework Guides connect directly to the Framework and give local teams step-by-step tools to review their current services, improve collaboration, and plan for stronger post-school results.

- *Oklahoma Secondary Transition Framework Guide*
- ***Oklahoma Transition Teaming Guide***
- *Predictors of Post-School Success Guide*
- *ASAP Assessment and Planning Guide*
- *Resource Mapping Guide*
- *Department of Rehabilitation Services (DRS) and Local Educational Agencies (LEAs) Collaboration Guide*
- *Developmental Disabilities Services (DDS) and LEAs Collaboration Guide*

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Visit PlanYourWayOK.com to access Oklahoma's Secondary Transition Framework materials and additional resources to support successful secondary transition planning! The Plan Your Way OK website is a central hub designed to inform and support students with disabilities and their families as they prepare for life after high school.

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Pathways to Partnerships – Transition Teaming Guide

Comprehensive resource for strengthening existing transition teams and forming new teams.

- Guidance on how to effectively form a new team and guidance through each step of the process, including defining roles, goal setting, and establishing procedures.
- Practical ideas for teams, including checklists, meeting agendas, and feedback forms.

Collaborative Teaming Checklist

When forming a new team or enhancing an existing one, follow these guidelines for a detailed exploration of this process to set yourself up for success.

Action	Status
Identify one or two team members to fill the role of team leader(s).	☐
Determine the type of team and the area the team will serve.	☐
Use resource mapping to identify schools, technology centers, and agencies within the area of service.	☐
Invite Local Education Agencies (LEAs) personnel to participate on the team.	☐
Identify additional outside agency representatives who will participate on the team.	☐
Identify and understand each team member’s roles and responsibilities.	☐
Create a list of team members’ contact information.	☐
Discuss and agree on a meeting date, time, and location.	☐
Communicate with administration and potential agency members about the team's existence and its associated vision, purpose, and goals.	☐
Develop an ongoing process for information sharing.	☐

Ongoing Collaborative Teaming Checklist

Once your team is established, use this action plan to progress through the school year.

Action	Status
Schedule meetings for the year and send appropriate links.	☐
Send out a needs survey to parents and other stakeholders.	☐
Utilize an agenda for each meeting.	☐
Map out events for the school year.	☐
Assess transition programming, set goals, and make an action plan using the ASAP Assessment and Planning Guide.	☐
Plan events, resource fairs, parent nights, and training opportunities.	☐
Delegate responsibilities for each event.	☐
Invite guest speakers to meetings.	☐
Plan to attend the Oklahoma Transition Institute.	☐
Complete end-of-year activities by reviewing progress towards goals and planning for the future.	☐

Getting Started, Collaborative Teaming, and Considerations

The purpose of this guide is to support the development of transition teams and interagency collaboration, aiming to improve student outcomes in the areas of competitive integrated employment, postsecondary education and training, independent living, community participation, and self-advocacy.

What Are Transition Teams?	What Do Transition Teams Do?
Group of individuals working toward positive postsecondary outcomes for individuals with disabilities, serving	Collaborate across agencies to better coordinate services, empower students and families, disseminate information, and educate professionals to support youth and young adults with disabilities and their families in achieving their desired goals.

Transition Team

Establish one or two transition member(s) to lead the team.

- Leader(s) may be from the local education agency, service provider agency, community partner, or other relevant stakeholders.
- Individual(s) will be responsible for leading the team toward accomplishing their goals.

Serve

Commit to improving transition services for individuals with disabilities.

- Transition team will provide time, skills, and resources to enhance postsecondary outcomes for transition-aged youth and young adults.
- Members will provide ongoing support through collaboration and resource connection.

Service Area

Determine your area of service, considering the local district(s), city, county, and region.

- Reach out to the OK Transition Council's Transition Team Coordinator.
- Gather contact information for your area, considering school districts, technology centers, and external agencies.
- Map community resources to identify local jobs, agencies, and services to help build transition plans and work experiences that align with a student's postsecondary goals, interests, and needs.

Membership Considerations

Use the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Predictor of Implementation School or District Self-Assessment's (PISA) Instructions and Action Planning Guide (transitionta.org).

Local Education Agency	Outside Agencies
K-12 Special Educators	Career Tech and Higher Ed Staff
General Education Teachers	Developmental Disability Services
Counselors	Department of Rehabilitative Services
Site and District Administrators	Pre-Employment Transition Specialists
Paraprofessionals	Mental Health Professionals
Parents	Service Provider Agencies
Students	Community Stakeholders
Related Service Providers	Centers for Independent Living

Roles and Responsibilities

Each role within the team is vital to success. Team leaders guide and support fostering a positive and productive environment. Team members contribute by actively engaging and completing tasks to help the team achieve its goals. Together, these roles create a foundation for collaboration and progress.

Team Leadership Responsibilities

Provide guidance, support, and leadership to the team by creating a productive, positive environment.

- Schedule, plan, and run meetings.
- Create a team email.
- Communicate with the team regularly about transition opportunities.
- Identify team member responsibilities for meetings and events.
- Monitor team performance.
- Host activities and events.

Team Member Roles

Assist the team in accomplishing goals by being responsible for a specific position and task. Depending on your team, you may not require certain roles. Example roles can include but are not limited to:

- **Team Facilitator** – guides the group and provides direction.
- **Notetaker** – completes the ASAP with input from the team.
- **Procedural Technician** – ensures team members have supplies.
- **Encourager** – affirms, supports, and praises team efforts.
- **School Liaison** – disperse information among staff.
- **Events Coordinator** – plans and volunteers at events.
- **Social Media Manager** – regularly updates social media accounts.
- **Community Liaison** – communicate with community agencies.

Team Member Contact Information

Maintain a contact list with team member information in a shared document, such as Google Drive or OneDrive, to facilitate coordination, communication, and networking.

Team Member	Role	Number	Email

Meeting Time, Dates, and Location

Consider what methods work best for the team.

- **Time** – possible right after school, within the contract time of team members.
- **Dates** – choose a consistent time, such as the 2nd Tuesday or every other week.
- **Location** – if meetings are held virtually, ensure all members have access. If meetings are held in person, include a remote option as well.
- Communicate through email when not meeting and collaborate on documents between meetings.

Open communication is essential for building trust, aligning goals, enhancing collaboration, reaching more students and families, and fostering relationships.

Information Sharing

Maintain an ongoing and effective process for sharing information.

- Determine who needs to be involved in the information-sharing process and what their responsibilities are regarding that information.
- Establish communication channels, forming mail groups, utilizing collaborative meeting tools, and creating social media accounts.
- Define the goals of the information-sharing process, including what needs to be shared and the desired outcomes.

Meetings

The purpose of team meetings is to share information, assess transition programming, set goals, make decisions, solve problems, plan and coordinate activities, provide feedback, engage in discussions, and foster relationships.

- Be consistent with meeting times and locations.
- Send calendar invites with reminders for upcoming meetings.
- Make sure to include the online platform link (e.g., Zoom, Teams).
- Adhere to the schedule and utilize the time efficiently.

Needs Survey

Utilize a needs survey to determine the needs of your service area. The results may guide future action.

- Distribute survey to team members, families, students, teachers, agencies, and other key stakeholders.
- Use results to determine gaps, needs, and identify team members.
- Determine suitable solutions for the identified needs and priorities.

Meeting Agenda

Implement an agenda to assist with the planning process, serve as a guide during the meeting, and maintain a record of the meeting.

- Prepare the team for items to be discussed by sending an agenda prior to the meeting.
- Utilize the agenda to stay on track during the meeting and for taking notes.
- Send an agenda with notes after the meeting for those who were not in attendance and those with actions to complete.

Map Out the Year

Map out the year's events and activities. List ideas to consider in each part of the year. Consider other school activities and events that might hinder attendance, etc.

Fall	Winter	Spring	Summer

Goal Setting

Set one to two SMART Goals using the ASAP Assessment and Planning Guide for the team's focus across the year. SMART Goals are:

- **Specific** – referring to elements that clearly define what will be done, with more specific goals answering the questions of *Who*, *What*, *When*, *Where*, and *How*.
- **Measurable** – referring to the observable and countable evidence demonstrating the goal accomplished the intended outcome.
- **Achievable** – referring to the ability to implement the activity within local constraints, including the political climate, available resources, and commitment of the Local Education Agency (LEA).
- **Results-Focused** – referring to a focus on outcomes achieved from the goal as opposed to the process. For example, counting the number of students who received training on the Self-Determined Learning Model of Instruction (SDLMI) is process-focused. Determining whether students can adequately use the SDLMI to set and attain goals is results-focused.
- **Time-Bound** – referring to an established timeline in which progress can be measured.

The **ASAP Assessment and Planning Guide** is available for download on the Transition Planning page (planyourwayok.com/transition-planning).

Meeting Ideas

- Map out the year and planning sessions.
- Create a needs survey and review the results.
- Assess transition programming using the ASAP Assessment and Planning Guide.
- Set goals and develop an action plan using the ASAP Assessment and Planning Guide.
- Invite community organizations and agencies to share about their program and services. Consider recording and posting to a shared FB page or website.
- Share transition resources.
- Review transition assessments.

Transition assessment guides and examples are available on the Transition Planning page (planyourwayok.com/transition-planning).

Event Ideas

- Transition resource fair. Review the **Transition Fair Guide** (picnh.org).
- Guardianship information session.
- Department of Rehabilitation Services (DRS) information session.
- Adult education programs preview.
- Transition curriculum night.

Event Responsibilities

- **Event Coordinator** – oversees the entire event-planning process.
- **Venue Manager** – book venue and manage set up and tear down, ensuring compliance with venue policies.
- **Marketing and Communication** – promote the event and manage communication, create flyers, and handle social media presence.
- **Donation Coordinator** – secure donations for the event.
- **Event Volunteer** – assist with set up and tear down, registration tables, door prizes, and food distribution.

Speaker Ideas

- Career Tech Representative
- Inclusive Postsecondary Education Representative
- Department of Rehabilitation Services Provider
- Family Advocacy and Support Organization
- Special Education Coordinator
- Parent Advocate
- Student Advocate
- Higher Education Disability Services Coordinator
- Community Support Program Representative
- Developmental Disabilities Services Representative
- Pre-Employment Transition Services Specialist
- Benefits Planner

Wrapping Up the Year

- Debrief
- Review goals and action plan, adjusting goals and plans as needed.
- If goals and plans were completed, consider the team's plan for next year.
- Put the first meeting of next year on the calendar.

Resources and Examples

Resources and examples will become available in a shared Google Drive folder. This folder will be updated as we collect and compile resources from the community. You can access the Resources and Examples folder online (drive.google.com). If you would like to contribute materials, contact us by email at planyourwayok@gmail.com.

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