

# WETP Workbook

This workbook is designed to be used alongside the [CCTS Writing Effective Transition Plans (WETP) online training modules](https://sucommunities.instructure.com/courses/149).

Last updated August, 2022

## Module 1: Introduction

### Activity 1

1. **How would you describe transition planning to a parent and student?**
2. **When must transition planning be included in the IEP?**

### Activity 2

**Review the Transition Services Flowchart.**

1. **Is this the sequence you use in developing a transition plan?**
2. **If not, what is different?**

### Extension Activity (Optional)

**Visit the CCTS website and explore the most recent PSO data.**

* [View state-level PSO data](https://www.seattleu.edu/ccts/post-school-outcomes/)
* [View PSO data by ESD and county](https://www.seattleu.edu/ccts/post-school-outcomes/reports/)

**Reflect on your findings.**

1. **What stands out to you?**
2. **What are you curious about?**
3. **What are your thoughts about how we can change the outcomes?**

## Module 2: Age-Appropriate Transition Assessments

### Activity 1

**List three ways you currently gather information on strengths, needs, interests, and preferences for your students.**



### Activity 2

**How can you include or improve students’ involvement in the transition assessment process?**

### Extension Activity (Optional)

* **Talk to a student with an IEP about their transition plan.**
* **Review the transition assessments included in the IEP.**
* **Did the student participate in gathering this information? If so, how?**

## Module 3: Postsecondary Goals

### Activity

**Locate the postsecondary goals on your IEP.**

1. **Are there measurable postsecondary goals for education/training?**
2. **Are there measurable postsecondary goals for employment?**
3. **Are there measurable postsecondary goals for independent living?**
4. **Are the postsecondary goals based on age-appropriate transition assessments? How do you know this?**

### Extension Activity (Optional)

**Talk to a student receiving special education services about their postsecondary goals as written in their IEP.**

* **Discuss with them how the goals were determined.**
* **Discuss with them if these still represent their goals for life after high school.**
* **Record any key takeaways from the conversation here.**

## Module 4: Identify Transition Services

### Activity

**Review an IEP that you created or a** [**sample IEP**](https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/evaluation-and-iep-technical-assistance-module)**. Locate the transition services section.**

1. **Does the IEP contain transition services?**
2. **Are the transition services related to the age-appropriate transition assessment? If so, how?**
3. **Do the transition services align with the postsecondary goals? If not, how might you modify them?**

### Extension Activity (Optional)

**Talk to a student receiving special education services about the transition services documented in their IEP.**

1. **Was the student aware of these services as written in the IEP?**
2. **Are they receiving the services?**

## Module 5: Course of Study

### Activity

**Review the course of study in an IEP that you have written or look at a** [**sample IEP**](https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/evaluation-and-iep-technical-assistance-module)**.**

1. **Is the course of study for one year or for multiple years (it can be either)?**
2. **Describe how the course of study supports the postsecondary goals.**

### Extension Activity (Optional)

**Meet with a school counselor. Share and discuss information about the course of study in the transition plan.**

1. **Was the school counselor aware that this information was included in an IEP?**
2. **Has the school counselor participated in developing the course of study for a student either by providing information or consultation or by attending the IEP meeting?**

## Module 6: Annual Goals

### Activity 1

**Compare and contrast annual goals and postsecondary goals.**



### Activity 2

**Review the annual goals in an IEP that you wrote or the sample IEP.**

**Is the annual goal measurable? How do you know?**

### Extension Activity (Optional)

**Talk with a student about their IEP.**

1. **Is the student familiar with the annual goals?**
2. **If so, how did they learn about their annual goals? (Teacher, IEP meeting, parent, other?)**

## Module 7: Agency Connections

### Activity

1. **What agencies in your community are you currently connecting with for information for students and families?**
2. **How do you share that information with your students and families?**

### Extension Activity (Optional)

1. **Review at least two IEPs. Are there any agencies listed in the transition plan? Sample IEPs are available on the** [**OSPI website**](https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/evaluation-and-iep-technical-assistance-module)**.**
2. **What additional information do you need to make the agency connections stronger?**

## Module 8: Summary of Academic Achievement and Functional Performance

### Activity 1

**Why do we need to do a Summary of Performance for a student prior to their graduating high school?**

### Activity 2

**Besides state compliance, how is the Summary of Performance useful for a student?**

### Extension Activity (Optional)

**Investigate how your school district or building manages Summary of Performance.**

1. **When is this typically done?**
2. **Who typically does this work?**
3. **How are students and families involved?**

## Module 9: High School and Beyond Plan Alignment

### Activity

**Describe and compare the elements of the transition plan in the IEP and the HSBP.**

### Extension Activity (Optional)

* **Meet with a high school counselor.**
* **Ask about and discuss how the HSBP’s and the transition section of the IEPs for students with disabilities coordinated and aligned at your school.**
* **Record any key takeaways from the conversation here.**