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Transition Portfolio

Matt Van Orden

Utah State University

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*Contents of the portfolio are separate and independent. There is no relationship between sections of the portfolio in regards to topics or subject matter.

Synopsis

My vision statement as a transition professional is that I strive to provide access for all students, regardless of ability level, to the community, independent life, post-secondary education, and meaningful employment. I have a fundamental belief that every one of my students has the right to access the world around them. With the correct supports every student can be successful in obtaining their transition goals.

My love for special education began when I was in high school. My mother was a special education teacher and I was a peer tutor in her class. I loved working with her students and I developed a passion for helping people who have disabilities. I pursued a career in special education by obtaining a bachelor's degree in intensive supports needs special education from Brigham Young University. I graduated in 2012 and I obtained my first professional position as a teacher at Horizon School in Saratoga Springs. I worked with the high school aged students in the most restrictive setting in our district. I taught there for 3 years, and during that time, I learned more about transition from school to adulthood. At Horizon school, I met teachers who worked at Alpine Transition and Education Center (ATEC) and learned about their transition program. One of the teachers that I met asked if I would be interested in working in transition. I jumped on the chance to work at ATEC and I asked my administrator if I could be transferred. I am now in my 4th year as an ATEC teacher and I am loving it. Transition is everything that I love about special education.

My career goals are to finish my master's degree at Utah State University and continue to learn everything that I possibly can about transition. I am anxious to be involved in every transition team and community that I possibly can. I truly love what I do at ATEC and I hope to

teach there for many years. Down the road I would be interested in possibly working at the district level as an administrator.

As a teacher for the last 6 years, I have had a great deal of experience with giving assessments, providing trainings and developing personnel, and collaborating with my various teams. The reports that are included in this portfolio are some of the highlights of my experiences. I am lucky to work with such an incredible team at ATEC.



Introduction to Literature Review

Transition assessments are a critical component in developing transition plans for students that have an individual education plan (Morgan & Riesen, 2016). Transition assessments determine preferences for students in the areas of post-secondary education, employment, and independent living. All transition-aged students starting at the age of 14 are required to have goals these three areas as part of their transition plan (Individuals with Disabilities Education Act, IDEA, 2004). A wide variety of transition assessments exist to help students with disabilities determine what they want to do (Carter, Brock, & Trainer, 2014). Most transition assessments are administered in a formal setting with certain ways to respond. The majority of these assessments are created for students who can either verbalize or write their preferences. These assessments can be effective tools for students who can communicate their preferences using common forms of expression. The ability to communicate preferences on transition assessments can be limited for students with the most significant disabilities including those that have difficulty with communication (Cameron & Murphy, 2002). Unfortunately, due the difficulty of assessing students that are nonverbal or have limited communication skills, important life decisions are being made for these students by people who are guessing what is best for them. In many cases education, independent living, and employment decisions are being made based on convenience for the service providers and not based on the preferences of these students (Foxx et al., 1993; Reid et al 1999; Stancliffe 1995).

Students who are nonverbal can nonetheless communicate in a variety of ways. However, nonverbal communication requires that the receiver understand the communicated message. The level of success using different forms of nonverbal communication can vary (Tabacaru, 2016). There are numerous factors that go into a student's ability to communicate nonverbally with

others. In many cases, it can be difficult to determine what a student is communicating even when they are using their preferred method of communication. When given a choice, some students may show patterns of selecting certain things. For example, they may select the option oriented on the left side or they may select the option that requires the least amount of work. When a transition assessment is conducted, this can make it difficult to determine what the student actually wants. When these patterns begin to be noticed, they call into question whether the choice that was made was the accurate preference of the student or a habitual response. Most transition assessments do not provide effective ways to account for these communication patterns (Cobigo, Morin, & Lachapelle, 2007).

The existing research indicates that there are some methods of assessing students who are nonverbal (Ellerd, Morgan, & Salzberg, 2006). Many of these assessments involve the student drawing a circle around a picture of their preference. Research has been conducted in the area of preference assessments for students that are nonverbal or that have limited communication (Cobigo, Morin, & Lachapelle, 2007). These preference assessments can be administered with a single stimulus or multiple stimuli in pictorial or physical form. Most of these preference assessments are designed to determine reinforcers that are intended for motivating appropriate behaviors. More research needs to be done using these same designs in the areas of transition assessment for students that have limitations with communication. In many cases, augmentative alternative communication (AAC) provides a voice for people that are nonverbal to communicate their preferences. Many forms of picture communication exist to help people who are nonverbal to make choices in their life (Boesch et al., 2013). These methods of assessment can be effective for nonverbal students but they can be problematic for students who are nonverbal paired with one or more other significant disabilities. When using these methods of assessment, it can be

difficult to determine if these students with the most significant disabilities are really comprehending what they are communicating. It can be challenging to know if a choice was made because it was the closest physically to the individual and most convenient option, if the assessor persuaded the person to answer a certain way, or if it truly was an individual's preference. More research on transition assessments for students who are nonverbal and have the most significant disabilities needs to be done on how to accurately indicate what an individual's preferences are for important life decisions.

Literature Review

In researching transition assessments, I conducted a search of the literature to identify articles that have explored the areas of transition assessment for people that are nonverbal or that have limited communication ability. I searched the EBSCO host database, ERIC, Psychology and Behavioral Sciences Collection, articles recommended by committee members, and reference sections from relevant articles. I used the search terms *transition assessment*, *assessment*, *significant disabilities*, *nonverbal communication*, and combinations of these terms. The search yielded 477 possible articles. To narrow my results down further I included the term *self-determination* and paired it with the terms *significant disabilities* and *assessment*. This refined search yielded 12 possible articles. However, of those 12 articles, only 1 was related to transition assessments and students with limited communication. I eliminated the other articles because they were directed towards younger age groups. I used the articles recommended by committee members and the reference sections from relevant articles for the remaining articles that I used in this literature review.

In one study, video CD-ROM was used as a vocational preference assessment for four adults with significant disabilities (Ellerd, Morgan, & Salzberg, 2002). Another study from the

same authors used CD-ROM technology, community observations, and photographs of employment sites to assess vocational preference (Ellerd, Morgan, & Salzberg, 2006). Finally, I included a literature review that gathered information about work task preference assessments, reviewed what research has been done, and recommended ideas for practitioners on how to perform these assessments (Cobigo et al. 2006).

Ellerd et al. (2002) researched the potential of video CD-ROM technology as a form of job preference assessment for people with significant disabilities. Four adults with disabilities participated in this study. Each of these participants had cognitive impairments, limited communication, and were receiving services from a program for adults with disabilities. In order to perform the job preference assessment five 2 min videos were created for a wide range of different types of employment. The videos consisted of information about the environment of the job and the most essential tasks at the job. The participants were each given a pre-assessment and a post-assessment from a graduate student to determine what previous work experience they had and what their preferred jobs were. The results of these assessments were compared to the results of the video CD-ROM job preference assessment. The videos were presented in single and paired choice formats. In the single choice format, the participant watched the video and answered to indicate if they would be interested in that job. The paired choice format had a split screen with a video on each side of the screen. After watching the 2 min videos a still shot photograph of the job was provided and the participant was asked which job they would prefer. The participants made their selection by pointing to the still shot photograph of the job. Each preference assessment was conducted at the adult service facility in the same room. The room had a table, four chairs, a computer with videos, and data sheets. In the single choice format each video was viewed and selected in a random order. In the paired choice format each video was

paired with all of the videos in a random order. Ellerd et al. measured if the participants were making choices after watching the video CD-ROM job preference assessment. The results of the study indicated that adults with disabilities can differentially select jobs presented on a CD-ROM video and that they do better with a paired choice format. The study's findings suggested that video preference assessments can be a valuable tool in determining individual preferences.

Another study that examined video CD-ROM as a job assessment tool was conducted by Ellerd et al. (2006) who continued their research on the correspondence between the videos and community-based job preferences. In this study, 20 participants ages 18-22 years were selected from a post high school program in northern Utah. Each of the participants had an intellectual disability. Participants were equally split: 10 male and 10 female. The study was conducted in three steps. First, the video CD-ROM job preference assessment was administered. Second, the participants observed the job in a community setting. Third, photographs from the job sites were taken and then participants were asked to use the photographs to indicate their preference for the job. After each assessment, the participants were asked to indicate which jobs they liked and which jobs they did not like. The correspondence between all of these preference assessments was measured. The setting was in a conference room at the post high school provided with a table, chairs, computer screen, and data collection materials. The setting also included visits to jobs in the community that matched the jobs in the videos. The study indicated that the video CD-ROM assessment results corresponded relatively highly with the community employment choices. This research has indicated that the video CD-ROM assessment is a reliable alternative for students with developmental disabilities to make informed choices about their job preferences.

Cobigo et al. (2007) conducted a review of literature about assessing work task preferences for people with intellectual disabilities. The purpose of the review was to analyze different assessment methods that were used to determine work preference for people with intellectual disabilities. The review attempted to answer the questions of how stimuli are being presented when related to work task preferences, what behaviors were considered preference or refusal by people with intellectual disabilities, and what stimuli presentation was being used: single-, paired-, or multiple stimuli presentation? The selection of research for the literature review had to meet six criteria. An intervention had to be applied in the research to assess work task preference, work task preference or vocational preference had to be evaluated, the methods used had to be based off of direct observation, the participants had to be adults with developmental disabilities, the participants had to have a limitation in their language or communication skills, and the studies had to be published in a journal with peer revision. The review discussed specific pros and cons to each of the articles that were reviewed. The main findings of the review included the importance of not relying alone on what parents or caregivers say are the preferences of the adult in their care, the importance of the relationship between the evaluator and the one being evaluated, mood expressions can be an indicator of preference, multiple stimulus presentation appears to be more accurate in determining the hierarchy of preferences, and it is best to use the quickest and easiest means available to determine work task preference due to the everchanging nature of preference. The findings of Cobigo et al. (2007) are similar to those of Ellerd et al. (2002, 2006) and suggested work preference and having an opportunity to make self-determined choices in life was a vital component for people with developmental disabilities.

These studies have helped lay the foundation for my proposed research in the area of transition assessments for adults that are nonverbal or who have communication limitations. Further research is needed to identify effective ways to assess preferences in all transition areas not just employment. The need is clear for a variety of assessments that can be easily administered, are accurate, and provide accurate information about an individual's preferences. People who are nonverbal, have communication limitations, and have the most significant disabilities have the right to make self-determined choices to guide their lives. My proposed research will build on previous research that has already been conducted and will seek out alternative ways to administer transition assessments to people who are nonverbal and have the most significant disabilities.

Purpose Statement and Research Question

The purpose of my proposed research is to find a reliable transition assessment procedure to determine accurate preferences for students that are nonverbal and have the most significant disabilities. These students would include those that have intellectual disabilities, are nonverbal, and may have other contributing disabilities. My proposed research question is as follows: Given 10 post high school students ages 18 to 22 years who are nonverbal and have a significant intellectual disability, to what extent will the use of a picture choice assessment accurately assess the employment, education, and independent living preferences of the students as measured by the students answering questions using eye gaze to answer the questions on the picture choice assessment?

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Transition Assessment Report

Alias: Trevor Wilson – Name has been changed

Assessment given: O*NET Interest Profiler given on January 29, 2018

Examiner: Matt Van Orden

CONFIDENTIAL INFORMATION: THIS REPORT SHOULD BE MADE AVAILABLE TO AUTHORIZED PERSONS ONLY.

Description of the Assessment

The O*NET Interest Profiler is a transition assessment designed to help the test taker learn about their interests and what specific careers exist within those interests. The assessment consists of 60 questions asking if the test taker is interested in performing certain tasks. The main purpose of the assessment is to provide the test taker with ideas of what employment they can do related to their interests. The assessment provides a numerical score for 6 different areas of interest: realistic, investigative, artistic, social, enterprising, and conventional. These areas of interest come from the Holland code described in table 1. The assessment describes what each of these areas are and what people that score high in these areas typically like doing. The assessment also provides specific jobs for each area of interest and the level of preparation that is needed. The information can be used to help the test taker learn about their likes and dislikes and how they may relate to the employment world. Test takers can use the results of the test as a springboard to learn more about recommended jobs. I have asked my students to learn more about the jobs that are mentioned in this assessment by completing job reports on specific jobs. This can be helpful because it helps them learn specific details about these jobs and if it is something that they would like to pursue. The assessment is online and does not include a manual. The assessment specifically mentions at the beginning that it is not a test and that there

are not any right or wrong answers. The assessment is designed for employment seekers who want to know more about their interests and associated jobs.

Administration of the Assessment

This assessment can be implemented with or without an examiner. In most cases it is probably arranged on an individual basis online. I administered this assessment to Trevor (alias) by reading through each question with him. I arranged the assessment in this manner because Trevor's reading skill was limited and I was more interested in his answers to the questions than I was in his reading ability. There were no other individuals present at the time of the assessment. The assessment lists a variety of different work tasks and asks the test taker to respond to the following scale for each task: strongly dislike, dislike, am unsure about, like, or strongly like each task. I read the task aloud to Trevor and asked him to verbally respond based on the scale described above. Trevor would respond typically with either a strongly dislike or a strongly like. He struggled with understanding the concept of the answers in the middle. After asking all of the questions and gaining responses, the program automatically calculated the scores for the interest profiler and provided a score for each of the five areas of interest. The assessment was administered in the conference room at my school and took about 20 min.

Results

Trevor was given a numerical scaled score for each interest area. Higher scores indicated higher interest levels. Highest scaled scores were obtained in Artistic and Investigative Domains. He was also given a list of jobs in six different job zones. Each job zone was separated by the amount of preparation needed to do the job. After receiving the results, Trevor and I reviewed each of the suggested jobs and circled the jobs that he wanted to learn more about. We created a list of 20 businesses in the Lehi area that related to his interests. After creating this list of 20 we

highlighted five businesses that he was the most interested in and set up tours for each business. When we talked about each job from his assessment, Trevor would tell me all of the reasons why they would not be a fit. He was worried about all of the details for each job and would tell me about his concerns. I explained to him that the purpose of the assessment was not to work out all of the details right in that moment. I reminded him that we were only trying to find out if these jobs were something that he would be interested in learning more about. After I helped settle his concerns, we circled the jobs that he thought would be the most interesting. Trevor's preferences were considered in this assessment. Trevor had an opportunity to express if he liked or disliked each job task and he was given an opportunity to review the suggested jobs and to determine if he would like to learn more about them.

Present Level Statement

Based on results from the O*NET Interest Profiler, Trevor received his highest score out of the six categories on the Artistic Scale. Trevor identified film and video editors as the jobs that he was most interested in learning about from the list of jobs provided on the assessment. Trevor will need to learn more about film and video editors and other related jobs and begin to look for employment in these areas.

Measurable Post-Secondary Goal

One year after graduating from ATEC-West post high school, Trevor will independently apply for employment in his preferred field of film and editing, as measured by a completed and submitted application.

Rationale/Justification

The results of Trevor's assessment indicate that he is interested in film and editing and generally interested in the arts. His post-secondary goal directly relates to his interests because he will be applying for a job in the area that he showed preference in.

Annual Goal

When given a task analysis for cleaning a movie theater, Trevor will independently perform all steps of the task analysis with 100% accuracy with three different job coaches over five consecutive sessions.

Rationale/Justification

This goal relates back to his assessment results because working at a movie theater is related to his interests of film and editing. It also relates to the post-secondary goal of applying for a job in the area of film and editing because if Trevor can master the skill of cleaning a movie theater he will be more likely to get the job that he is applying for.

Summary

The O*Net Interest Profiler is a quick and effective measurement of preferences in the areas of employment. It can be a good tool in determining a measurable post-secondary goal for employment and annual goals related to employment. I went through the steps of this assessment with Trevor and we determined some goals related to the assessment. During my employment practicum I explored many local businesses that were related to Trevor's main interest of film and editing. One of these businesses was the local movie theater. We went to the theater and conducted a tour of the business and completed a job shadowing experience. Trevor then applied and interviewed for the job and he obtained employment. From my standpoint, I learned that effective transition assessment can lead to successful achievement of employment.

Table 1

Holland Code Areas

Realistic	People who score high in this area are interested in practical hands-on problems. They like working outdoors, plants, animals, real-world materials, working with tools, and machinery. They don't like working with other people or working in an office or doing paperwork.
Investigative	People who score high in this area like coming up with ideas and thinking. They like problem solving and factual things. They don't like physical activities or leading people.
Artistic	People who score high in this area like the artistic side of things. They like acting, music, theater, film, design, and creativity. They don't like rules or regulations.
Social	People who score high in this area like working with others. They like teaching, service, giving advice, and being helpful. They don't like working with machines, objects, or information.
Enterprising	People who score high in this area like business projects. They like taking action, leading, persuading, taking risks, and being profitable. They don't like thinking about things.
Conventional	People who score high in this area like following rules and routines. They like details, information, clear rules, and following a strong leader. They don't like working with abstract ideas.



Personnel Preparation Report

Training: Time-out room rules and procedures

Instructor: Matt Van Orden

Date of Training: October 29th, 2018

Participants

The participants for this training were my paraeducators in our ATEC-West program. Every Monday we have a training with our staff members on various topics that are important for our school. I gave a training on the time-out room rules and procedures that are needed to stay in compliance with the Utah Least Restrictive Behavior Interventions guidelines. I decided that we needed this training because I recently had a student move into our school that has a behavior intervention plan that includes the time out room as an intervention. At ATEC-West, we have 18 paraeducators who are shared between three teachers. Not all of the staff members will be working directly with this student but I determined that all of our staff members needed to have an understanding about the time-out room and why it is the most restrictive intervention on this student's behavior intervention plan. I wanted to make sure that my staff members realized that the time out room is the last resort and not the first intervention that we use. All of the paraeducators at our school have differing backgrounds and education levels. All of our staff have high school diplomas and five of those staff members have college degrees. Most of the staff members we have are working mothers that are helping to support their families. The age range for the staff members is 18-71 years. There was a total of 21 staff members in attendance including 18 paraeducators and three teachers. We held this time out room training in one session that was an hour long. At the end of the training, each staff member received a certificate from Alpine School District indicating that they had completed the time out room training developed

by Alpine School District. Prior to this training, our staff members had reviewed behavior intervention plans on other students. They were trained on the interventions and supports for those plans. They were also taught about least restrictive behavior interventions and why we start with the least restrictive interventions first when working with challenging behaviors. They also had been given a training from our district behavior specialist at the beginning of the school year about general behavior management strategies.

Need for Training

The Least Restrictive Behavior Intervention manual produced by the Utah State Board of Education describes different levels of time out. The most restrictive form of time out is often called the time-out room. In order to use this most restrictive form of time out on a behavior plan, Alpine School District mandates that the service providers be trained on the specific rules and policies related to the time-out room. Alpine School District produced a specific packet of information with all of the rules and procedures as well as a quiz that is required to be taken upon completion of the training. Our student who moved into our program had this intervention on his behavior intervention plan and it was necessary to train all of the staff members on how to use the time out room. When our staff members first heard about the time-out room, many of them believed that they should send the student to the time-out room whenever a problematic behavior took place. Training addressed the need of the staff to understand all of the interventions on this student's behavior intervention plan and to help them understand that we need to start with the least restrictive interventions first. I also wanted to make it abundantly clear that only the most harmful and dangerous behaviors resulted in the use of the time-out room. The time-out room training that was developed by Alpine School District was created to help staff members learn about what behaviors result in the use of the time-out room, how to

safely help a student get to the time-out room, what to do when the student is in timeout, how long the student can stay in the time-out room, and how a student gets out of the time-out room.

All of these topics are explained in detail in the training.

Training Topics and Content of Training Sessions

The topic of the training was time-out room rules and procedures. The training was developed by Alpine School District and was created with the intention of helping service providers to stay in compliance with the law. I was given permission from our district behavior specialist to give the training because I had previously been given the training on multiple occasions. The training covered content in many areas, including definitions of time out, the law related to time out, case studies in the law, the importance of using less restrictive interventions, when it is appropriate to use the time-out room, how to safely use the time-out room, how long a student can be in the time-out room, what to do when a student is in the time-out room, what the student needs to do to get out of the time-out room, and how to teach the student appropriate replacement behaviors. All of the information in the training is written on a three-page packet. I administered the training in a round-robin reading format. Each of us would take a turn reading a paragraph or section of the packet and then I would pause to discuss it and check for understanding. The majority of the time during the training was spent discussing the content after reading it. At the end of the training I took all of the staff to the time-out room itself to help them get oriented to the actual space that we were discussing.

Measurement of the Effects of Training

At the end of the training, I administered a 25-question quiz on the content from the three-page packet. The quiz was developed by Alpine School District and was created to check for understanding on the important pieces of the training. I had all of the staff members take the

quiz independently, and then we discussed each question individually. 16 of the 18 staff members obtained a score of 100% on the quiz. The other staff members only missed a single question. If the staff answered each question correctly or corrected their answers after discussion with the group, they received a certificate of completion indicating that they were qualified to use the time out room. The quiz had multiple choice, true or false, and fill in the blank questions. After the quiz, we had a group discussion about the effectiveness of the training and whether the staff felt like it was a necessary training. In the discussion, they expressed that they really enjoyed the dialogue that we had between reading the content in the packet. I had some paraeducators express to me that they never thought that there was so much involved with time out. They appreciated learning about the different levels of time out and how to use the time-out room. The majority of the feedback was positive but I could tell that some staff members did not feel comfortable with using the time-out room. These staff members definitely understood the content, but I could tell that they were concerned with working with students with challenging behaviors. By the end of the meeting, all staff members received their certificate and can now be called upon to help with the time-out room if the intervention is ever needed.

Summary

Each staff member received a certificate and the appropriate credentials to use the time-out room. Most importantly, the staff members learned that the time-out room should only be used as a last resort and they learned that the least restrictive behavior interventions should always be used first. If I were to give this training again, I would allow for more time to have conversations because the discussion was the most valuable part. I would break training into two sessions to allow for this dialogue to take place. I would also want to have more time to discuss the specific student target behavior on the behavior intervention plan. I think that having more

time to discuss what the behavior actually looks like and what all of the interventions are on the plan would help the staff members who were nervous about working with that student.

The training that I provided was specifically for the time-out room. In the future, I will discuss in greater detail the other interventions on this student's behavior intervention plan. With all of these things considered it was an overall successful training session. The training that I provided was a requirement from the school district and we accomplished what we needed to get done. More time will be provided in the future for further dialogue and training.

Collaboration Report

Description

Alpine School District puts on an annual transition fair for all students receiving special education services. My collaboration team is in charge of putting this event together every year. We invite agencies that provide supports and services for people with disabilities. These agencies include Division of Services for People with Disabilities, Vocational Rehabilitation, Guardianship Associates of Utah, Social Security Administration, and many others. At the fair, each agency is provided with a table and instructions to share information about what services they provide. Parents and students have the opportunity to go and visit these tables to learn about the different agencies and their services.

Need/Rationale

This transition fair is one of the most important events that we put on every school year. After students age out of our transition programs at the age of 22 years, it is important that they have definite directions to guide their adulthood. Adult service agencies invited to the transition fair are the next step after the school district services are completed. In many cases, students who receive special education services are likely going to need a continuation of services as they enter adulthood. Those services are likely going to be provided by the agencies that we invite to this transition fair. Most of the agencies that are invited have long waitlists for their services so it is critical that parents and students begin learning about these options as soon as possible. Our transition fair is necessary and important because it provides information and access to these agencies and their services.

Participants

Our transition collaboration team consists of all of the transition teachers in our district, the transition specialists from each high school, high school and junior high special education teachers, district representatives, the Utah Parent Center consultant serving Alpine School District, the administrators of our transition programs, and the agencies that we invite to the transition fair. Each member of our collaboration team is given a role and responsibility to help facilitate a successful transition fair.

Roles and Responsibilities

To conduct such a large event requires a great deal of collaboration and teamwork. There were three people assigned as the main leaders and contacts. This was done so that we had a contact from the three transition programs in our district. Our transition programs were ATEC East, ATEC West, and Dan Peterson School. I had the privilege the last 3 years to be the representative for the transition fair from ATEC West. All three of these leaders met monthly with the entire collaboration team and weekly on the month of the transition fair. All other members of our collaboration team were assigned to a committee with a committee head. There were six committees including publicity, donations/raffle, evaluation, facilities and concessions, agency communication, and agency gifts. At collaboration meetings, the committee heads reported to the three main leaders of the event on their assignments. Collaboration meetings with the entire team occurred every month of the school year and at least a portion of the meeting was dedicated to the transition fair. Following the fair, all collaboration team members met together to provide feedback on how to improve for the next year.

Actions Taken by Each Professional

The publicity committee was responsible for informing parents, teachers, district personnel, and the community about the event. They also produced flyers and posters for the

event. The donations/raffle committee was responsible for going to nearby businesses to obtain donations for our prize raffle. The prizes were used as an incentive to get parents and students talking to the agencies at the transition fair. They were given more tickets for the raffle for every agency that they speak to. The evaluation committee was responsible for developing pre and post assessments for parents regarding their knowledge of transition services. They also created a feedback survey that parents and students filled out to help improve the event every year. The facilities and concessions committee was responsible for ensuring all of the physical equipment needed. They provided concessions for the event and they also created a map identifying locations of agencies. The agency communication committee was responsible for determining which agencies were to be invited to the event and contacting them. They provided information to the agencies about what to expect and any other important details. The agency gift committee was responsible for putting together a gift bag for the agencies in attendance. All resources and funding for the event were provided by our administrators and district representatives.

Collaboration Outcomes/Results

All of the combined efforts from our transition collaboration team resulted in a successful transition fair this year. Each year we are getting better and more people are coming. We estimated that over 300 people attended our event this year. This massive event was much too large for anyone to take on by themselves. It required effective leadership, delegation of responsibilities, teamwork, and regular collaboration meetings. Our annual transition fair will continue to grow and get better. It is exciting to see the growth and improvement that we are experiencing as a district transition team with this event.

ALPINE SCHOOL DISTRICT **TRANSITION FAIR**

For all students receiving Special Education services including IEP's and 504's



Mountain View High School

October 24th, 2018

6:00-8:00 p.m.

Please enter in front entrance

• Silent Raffle • Concessions • 20+ Service Providers