

**Division of Elementary and Secondary Education – Office of Special Education  
Advisory Council for the Education of Children with Disabilities  
Arkansas Transition Services, October 2021**

- Six schools that follow the Self-Determined Learning Model of Instruction, (SDLMI) completed training sessions and all have begun implementation with the intervention! Each school is implementing the intervention within different classes including Directed Studies and Transition Classes. We are excited to see how this intervention will improve students' self-determination skills.
- Since holding the *Video Modeling Train-the-Trainer* two-day session in June, we have met with the trainers and are planning a statewide training in the spring, as well as other local and regional trainings around the state. Our goal is to have at least ten videos in our new Video Library located on our website. We currently have four and are taking requests from educators to add to the library.
- We continue our efforts to increase compliance with Indicator 13, as consultants provide Indicator 13 Checklist overviews using the ATS Cross-Reference Tool, along with simultaneous teacher reviews of transition plans. These sessions with special educators have been very productive.
- We will be meeting with three districts who will continue implementation of Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES) to plan for community and school-level team meetings in the fall and spring semesters. We hope these meetings will be on-site or at least a combination of on-site and virtual if needed. We also plan to train additional interested districts in the spring.
- All Arkansas Transition Services staff will participate in the Transition Coalition Self-Study Coaching Model Pilot: IDEA and Secondary Transition. We will facilitate a school team in the Spring of 2022 and then recruit and serve as coaches in the Fall of 2022 for multiple teams. This is a way to implement a research-based professional development approach to improve transition and scale up evidence-based practices. It will also provide us coaching skills and access to other state providers and resources. We will have introductory meetings in October and will begin recruiting districts soon.
- We have been planning with the Children and Youth with Sensory Impairments (CAYSI) Project for continuation of the CAYSI Transition Pilot. We are working to provide more training on secondary transition, transition assessments, person-centered planning, and services available through Arkansas Rehabilitation Services, Division of Services for the Blind and waiver services through Division of Developmental Disabilities. These will be provided to school teams and parents as part of improving outcomes for students who are Deafblind. We will also co-host and participate in the Discovery process training. Discovery is similar to person-centered planning, but goes a little deeper into obtaining a variety of information on students to assist with planning and ensuring that the appropriate team members are involved. The goal is for students who are Deafblind to be able to obtain employment, possibly customized employment.
- Arkansas Transition Services was invited to participate in planning for AR College Application month, in October. This is a way to provide more education and information on the possibilities of additional education and training beyond high school.
- We will hold a Cadre meeting December 9-10, 2021 for members of local transition teams, including representatives from Arkansas Rehabilitation Services and Career and Technical Education. The agenda includes the National Technical Assistance Center on Transition: The Collaborative, who will provide updates on their work and new resources, as well as training and planning times for teams to use the Predictors Implementation School Assessment (PISA). The PISA is a tool that allows schools to review definitions and characteristics of twenty predictors, identified and based on research, of positive post-school outcomes, assess their use of the predictors in their program, and develop a plan to incorporate any number of predictors within their program. Assistance with planning and information on evidence-based supports will be provided. We will also have presentations on services and updates from Arkansas Rehabilitation Services and Career and Technical Education.
- We have completed additional PoPuP PD sessions that are available on our website. These short sessions provide information on different topics including the importance of secondary transition planning, Indicator 13, writing a Present Level of Academic Achievement and Functional Performance statement, and writing appropriate and measurable post-secondary goals. We will continue to develop these mini-sessions as a way to obtain accurate information quickly.