

Artifact 8: Transition and Education Services

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SPED 898: Masters Project

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Running Project Reflection

Overview

The purpose of this two-part assignment was to identify a need in a school districts transitional services using the TQI-2 assessment. Part two of this project was to locate,, read, and summarize three articles relating to the transition area of need in that school district. his artifact reviews the special education transitional services provided in the parochial school system in the Dallas metro area.

Revisions

Based on the feedback from Professor Dojonovic, no major revisions were made on this artifact. The feedback given on this assignment was a reminder that having high expectations for all students is important. The feedback also reiterates the importance of starting transition planning with families, students, and stakeholders early.

Reflection

One of the biggest challenges as a special educator is facilitating a spirit of collaboration among all the educational stakeholders. Connecting a student and his or her family with the transitional services needed can be a struggle if there is not a clear systems and processes in place at the district level. I have now worked in both a district that has very few transitional services and a district that seems to have a strong transitional system and services in place.

This assignment was completed when I was teaching in the parochial school system in Dallas. There are very few readily available services in this district. Much of the

transition services provided rely on the parents/guardians of the student to lead the way in connecting the student with what they will need to be successful. As an educator in this setting, I found that the stronger the partnership I had with the parents, the smoother the transition from middle school to high school went for all stakeholders involved.

Contrast this setting with the public school district that I recently moved to and the transitional services that they have available. There are transitional guidelines and procedures for students leaving the PreK setting and entering Kindergarten. As a kindergarten special education teacher, I am required to complete a Childhood Outcome Survey Form (COSF) by the end of a student's Kindergarten school year. This is the transition from early child education to elementary education. The transition between 5th and 6th grades, or elementary to middle school, also has certain procedures that are to be followed and completed in the district. Finally, the district provides several options for the 18 or older students which focus on community-based instruction or provide a way to the required credits to graduate. According to the district's website, there are fifteen businesses that have partnered with the school district to provide an opportunity for that community-based instruction (Frisco 2022).

Looking forward as an educator, transitional services is an area that I would like to explore further. Whether that takes the form of attending additional courses in this area, or learning all I can on the job in a public-school setting. Perhaps one day I could take these skills and knowledge back to the private school setting and have a role in connecting these students with the transitional services plans and resources that are available to them.

Resources

Frisco ISD Special Education - Post-High School Services. (2022). Frisco ISD.

<https://www.friscoisd.org/departments/special-education/services/post-high-school/>