

# Preface

This manual is the result of years of collaboration among the coauthors, educators in the field, and national researchers. It began with a presentation on infusing transition into the general education curriculum that Amy developed for the Arizona Transition Conference in 2012, and soon she found herself presenting this same content at many state conferences. Through these interactive presentations, teachers from across the United States described instructional activities that supported students' development of transition competencies while they also addressed language arts and mathematics standards. Thank you to the hundreds of teachers who have shared instructional activities they use in the classroom.

At each presentation, teachers commented that the instructional activities were great, but they wanted more. This led to collaboration with two highly qualified and ambitious general education teachers. Natasha Cox, a high school mathematics teacher, and Erin Purifoy, a high school language arts teacher, spent a summer brainstorming instructional activities that address both the *Transition Planning Inventory–Second Edition* (TPI-2) items and English/language arts or mathematics standards. Their brainstorming resulted in more than 1,000 activities. Their contributions greatly enhanced the quality of this manual, and we deeply appreciate their input.

During this time, Jim and Gary were being asked by teachers to help identify ways to support students to develop transition skills within the classroom. Through the TPI-2, teachers had a clear understanding of students' strengths and needs, and the *Informal Assessments for Transition Planning–Second Edition* provided in-depth assessments related to each TPI-2 item. But once the students' needs were identified, it was up to the teachers and IEP team members to identify instructional activities, related services, and transition experiences that helped students build their skills. Additionally, Howard was supporting teachers to create lesson plans and find curricula that addressed students' specific transition needs. The great folks at PRO-ED recommended that we work together to write a book that addresses these field-generated requests.

This manual is designed to support educators and parents in identifying instructional practices and experiences that support students to develop transition competencies. Together with the TPI-2 resources, it can enhance the transition planning process by linking assessment data and instructional practices. The instructional activities are not designed to be an exhaustive list, nor will they perfectly match the needs of every student. Instead, they should be considered a springboard, providing ideas that can be modified or expanded to support transition programming and enhance the general education curriculum. The curriculum list, in the appendix, while also not comprehensive, will further help educators find lesson plans and resources that address students' transition needs.

Special thanks also go to Becky Shore, Hilary Turner, and Cristina Brackins for preparing the manuscript and managing the project through the production process.

We are very hopeful that you will find this manual valuable in your work with adolescents, and we are always open to suggestions and recommendations.