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Supporting **Transition** Professionals

Understanding the Role of Transition within Secondary Multi-tiered Schools

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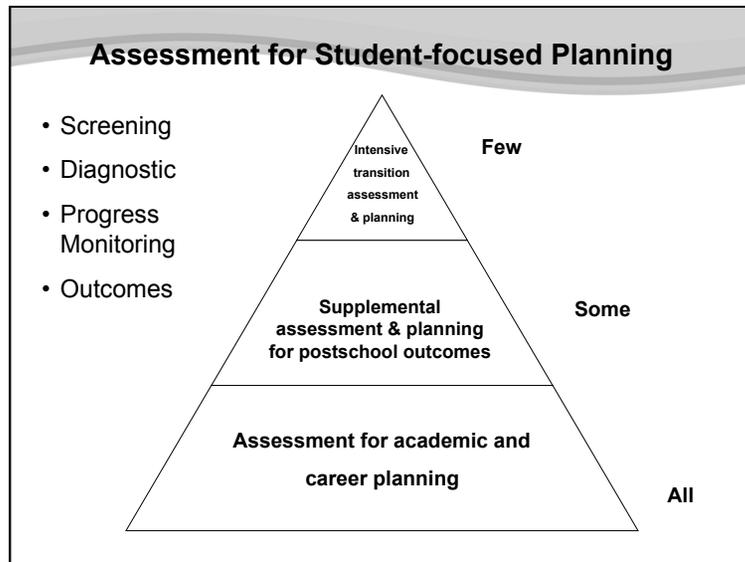
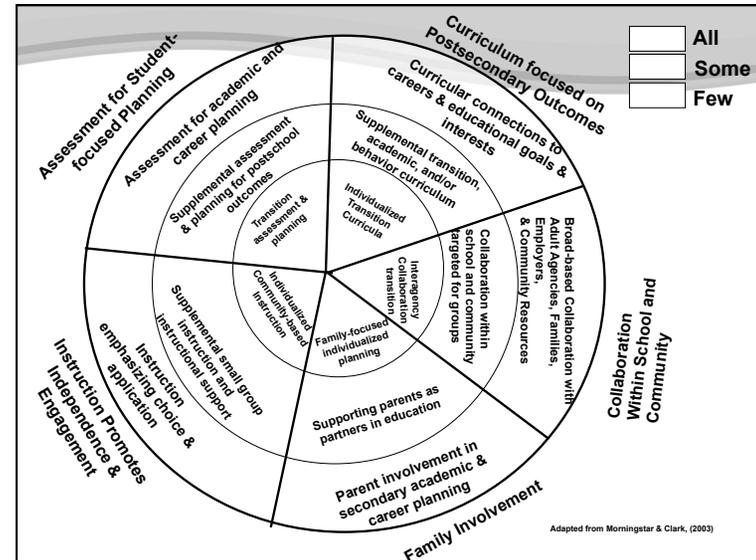
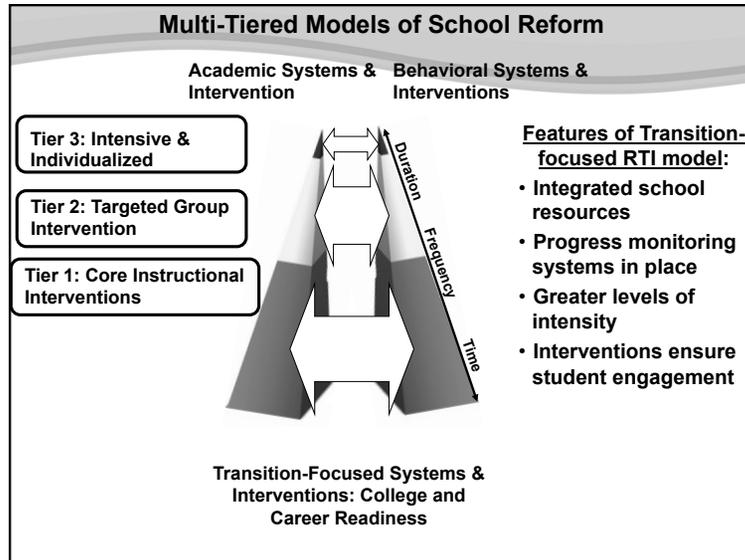
Common Features of Multi-Tiered (Prevention) Models

- Tiered system of matching interventions to meet academic and behavioral needs
- Systematic screening of young children using scientifically acceptable measures
- Interventions are evidence-based & aligned with standards
- Progress monitoring of students to make informed decisions and track progress
- Data-based decision making concerning levels of support (tiers)
- Shared ownership among school staff in assessment and instruction
- Parent engagement

What's Different about Secondary Schools?

- Developmentally different learners
 - Student engagement in learning
 - Youth literacy – student interest + out of school discourse
- Demands of curriculum and environment
 - Curricular demands sophisticated language tools to obtain information and concepts
 - Structure and culture of schools
 - Sense of urgency
 - Teacher roles = content specialists
 - High stakes for graduation
- Postschool outcomes for youth
 - 74% graduation rate among HS freshmen
 - Societal costs of dropouts
 - Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
 - College to Career Readiness

RTI	vs	Transition
<p>Tiered systems of support:</p> <ul style="list-style-type: none"> • Requires collaboration among multiple systems (general, special ed; community, families, etc.) • Relies on data-based decisions & evidence-based interventions (academic & behavior) • Systematic approach to ensure secondary school success 		<p>Transition:</p> <ul style="list-style-type: none"> • Requires collaboration among multiple systems (general, special ed; community, families, postschool systems) • Relies on data-based decisions & evidence-based interventions (academic & behavior + postschool outcomes) • Systematic approach to ensure postschool success



Assessment for Student-focused Planning

Tier 1: All Students = Universal

Early & ongoing assessment for developing career & graduation plans with high expectations for postsecondary education and employment and necessary supports for success

“Emphasize rigor, relevance & engagement”

Focused on student engagement and student-directed planning

Planning for college and career readiness

Examples

- Early Career Assessments
- Student-directed Progress Monitoring
- Personal Plans of Study
- State Assessments + SAT/ACT tests
- College Planning (including documentation needs)
- “Advisories” throughout HS w/ same educator
- Aligning HS to postsecondary education
- Postschool tracking systems for all students – longitudinal
- Early Warning System Screening

**Assessment for Student-focused Planning
Tier 2: Some Students = Supplemental**

Assessment & supplemental planning across school and community settings with expectations for college and career readiness

Ensure linkages to appropriate postschool settings: postsecondary education, employment, community engagement

Examples

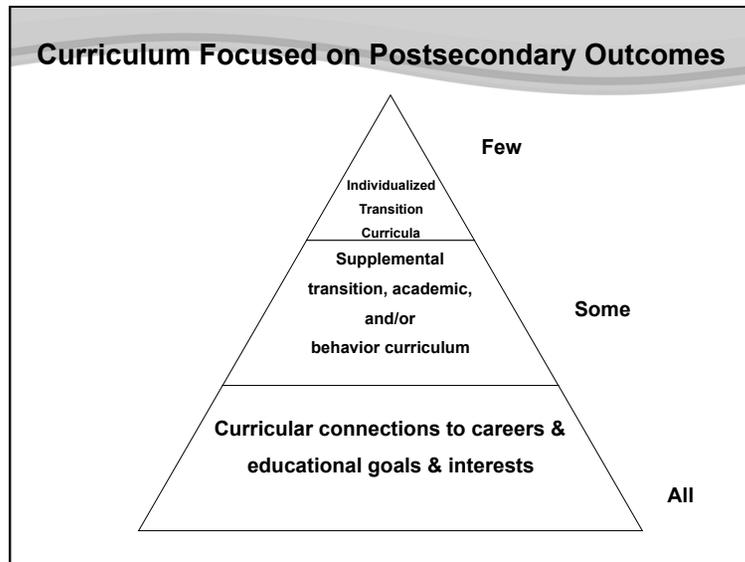
- Early Warning Systems (performance & attendance)
- Expanded AP Courses & Academic monitoring
- Additional supports & assessments as needed (GEAR UP, Talent Search, Upward Bound)
- Individualized career planning/ Career Academies
- Expanded practice with college placement exams
- Focused attention on documentation of accommodations for postsecondary

**Assessment for Student-focused Planning
Tier 3: Few Students = Intensive**

Focus on intensive preparation and supports needed for adulthood including postsecondary education and training; employment; independent and community living; social engagement and relationships, recreation & leisure

Examples

- Wrap-around models
- Check & Connect
- Person-centered Planning
- Student-directed & Self-directed planning
- Specific transition assessments to guide planning
- Planning for 18-21 programs in postsecondary settings
- Planning for transition to postsecondary settings/ employment documentation needs of external agencies



Tier 1: Curriculum Focused on Postsecondary Outcomes

- Connected to career & educational goals and interests
- Academic and technical knowledge is enhanced when contextualized in real-world
- Electives/pathways provide a range of career readiness opportunities

- Service learning
- Success 101/Freshman Focus
- Career report in language arts
- Budgeting practice in mathematics
- Tech Prep
- Civic responsibility discussion in social studies
- School-wide Curricular Models:
 - 21st Century schools
 - High Schools That Work
 - Career Academies
 - Talent Development HS's

Tier 2: Curriculum to Supplement Transition

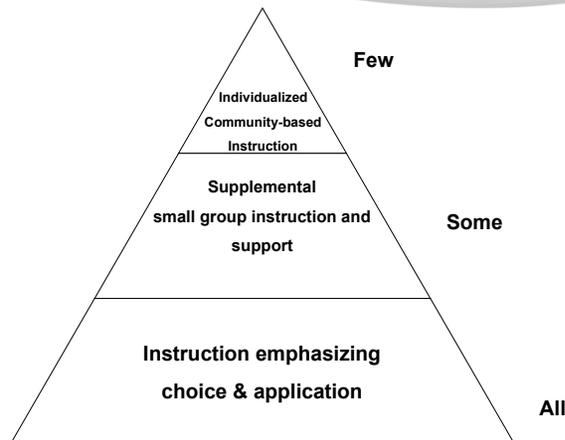
Supplemental Curriculum for Student Engagement:

- Transition
- Academic
- Behavior
- Dropout Prevention (student-specific: Check & Connect)
- Wilson Reading
- Algebra ½
- Elective Careers course
- Online courses in summer maintain credit hrs.
- Self-determination interventions
- Study skills (learning strategies) course
- WIA Summer Youth Programs

Tier 3: Curriculum Individualized for Transition

- Individualized curricula focused on transition to adulthood
- Individualized modifications to academic curricula
- Not just students w/ disabilities
- Independent living skills
- Careers and employment
- Community-based transition programs
- Curricular modifications
- Vocational/Careers Class

Instruction that Promotes Independence & Engagement



Tier 1: Instruction Promotes Independence & Engagement

- Instruction emphasizing choice and application
- Developing a community of learners
- Reinforcing self-determined & self-regulating behavior
- Universal design for learning
- Assistive Technology
- Strategy instruction
- Workplace know-how skills
- Differentiated Instruction
- Peer Tutoring
- Active & cooperative learning
- Career & Tutoring Centers

Tier 2: Instruction to Supplement

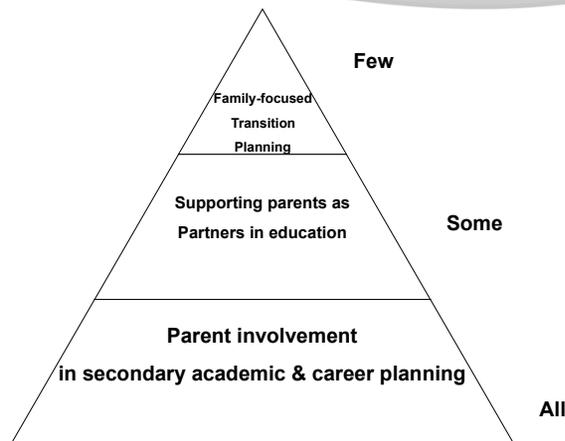
Supplemental small group strategy-based instruction & instructional support

- Co-teaching
- Instructional accommodations
- Transition or Job club
- Tutoring
- Mentoring
- Assistive technology integrated within instruction
- Ongoing progress monitoring for instruction

Tier 3: Intensive & Individualized Instruction

- Instructional modifications
- Assistive technology for communication
- Generalization of skills to multiple settings
- Small group instruction or 1:1
- Dedicated support from trained personnel
- Customized Interventions

Family Involvement Supporting Postschool Outcomes



Family Involvement Supporting Postschool Outcomes

Tier 1: Parent involvement in secondary academic & career planning

- PTA Standards for Family School Partnerships
- The Family Involvement Network of Educators (FINE)
- Communication with parents (newsletters, online grades)
- School events (e.g., job fairs, college fairs) involve parents
- Parents collaborate to develop graduation plans
- Parent advocate models

Tier 2: Supporting Parents as Partners in Education

Working directly with “hard to reach” families

Examples

- School outreach to hard-to-reach families
- Parent Information Resource Centers (PIRCs)
- Parent Involvement Specialists in Schools

Tier 3: Active Family Involvement

Active family involvement in planning for transition to postsecondary and employment settings

- Parent engagement in transition planning and IEPs
- Parent Training and Information Centers
- Cultural community liaisons for CLD families
- Systematic support for families (e.g., parent transition & educational advocates)
- Community schools

Collaboration within the School and Community



Tier 1: Collaboration within the School and Community

- Employers, colleges, families, and school staff review outcomes and gaps
- Data-driven process
 - P-16 Models
 - School-Business Partnerships
 - Job Fairs, College Fairs for all Students
 - Integrating of school/district wide improvement plans
 - School/District Mission Statement
 - Suicide Prevention
 - School Resource Officers co-funded
 - Alcohol and Drug Prevention

Tier 2: Collaboration In School

In-school collaboration among diverse staff providing services

- Screening Teams
- Social Worker/Guidance Counseling
- Community Transition Team Model for At Risk Youth
- Participation of school staff in community organizations
- Community Resource Mapping
- Wrap Workers
- Co-funded staff for At-risk Students (e.g., VR or MH + District \$)

Tier 3: Linking Outside of School

Schools link with outside agencies to develop linkages for post-secondary outcomes

- Collaboration w/Related Services
- Community-based 18-21 Program
- Community Transition Teams
- Building Relationships with:
 - Vocational Rehabilitation, Independent Living Centers, One Stop Centers, Developmental Disability Organizations, Healthcare organizations, Employers and Employment Service providers

What does it all mean? Pulling it all together...

Questions to Consider....

1. Is the current implementation of RTI in secondary schools effective in engaging students and promoting postschool outcomes?
2. What happens if we only focus on academic and behavioral interventions to the exclusion of those that address outcomes (careers and college)?
3. How do we merge academic and behavioral systems w/in a transition-focused approach that takes into consideration adolescent engagement?
4. Do we need to realign secondary schools to ensure students are college and career ready?
5. How do we develop a system to track all students into postschool outcomes?
6. How do we consider the documentation needs of students transitioning to postschool education and employment systems?