Transition to Adult Life Engagement: Moving Beyond Compliance.

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Focusing on Transition Changes How We Provide Services

• Transition is Results-Oriented
  • Postsecondary education/training, employment, and independent living

• Transition is Coordinated
  • Accountable for programs leading to successful outcomes

• Transition is Student-Centered
  • IEP reflects what the student is expected to know or be able to do
  • IEP = transition IEP

The IDEA 2004 Transition requirements focus on critical elements of transition:

• How we define “transition services”
• How we make decisions about transition services based upon appropriate assessments
• What is required in a student’s IEP related to transition
• How we summarize transition performance when students are graduating or exiting school.
IEP Results Process for Transition Services
(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals

Step 2: Present Levels of Academic Performance

Step 3: Needed Transition Services

Step 4: Annual IEP Goals

Step 5: Summary of Performance

- Education or Training
- Employment
- Independent Living

Age Appropriate Transition Assessments

- Course of Study
- Needed Services:
  - Instruction
  - Related Services
  - Community Experiences
  - Employment and other post-school adult living objectives
  - Daily Living skills & Functional Vocational Assessment (when appropriate)

Critical Elements of Transition

- Systems Level Infrastructure
- Interagency & Community Services
- Curriculum & Instruction
- Student Involvement
- Transition Assessment
- TransitionPlanning

Critical Element of Transition: Planning Differently

- Planning early
- Person-centered Approach to Planning
- Outcomes tied to Vision for future
- IEP focuses on outcomes
- Service coordination
- Postschool outcomes data
- Documentation in the IEP

Think/Pair/Share

Why do we need transition?

What do you need to do to ensure quality outcomes?
Features of Person-Centered Planning

- Focus on and driven by the student’s strengths, interests and preferences
- Focus on capabilities and opportunities – developing a vision for the future
- Process is flexible, dynamic and informal
- Requires collaborative team work with commitment to action
- Requires an effective facilitator


Build a Personal Profile

- Interview the student, family and others in their life in a relaxed atmosphere
  - Break down the “big question” of “What job do you want?” to smaller ones:
    - What do you like about school and classes?
    - What do you like to do after school?
- Spend time with the individual
- Interview significant others
- Hold a planning meeting using a person-centered approach

Hagner & Dileo (1993)

Making Action Plans (MAPS)

1. What is the individual’s history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are the needs?
6. What are the individual strengths?
7. What would an ideal school day look like?

Planning Alternative Tomorrows with Hope

1. Identify the “North Star”
2. Identify the GOAL
3. Look at life NOW & identify differences between NOW and GOAL
4. Identify steps to move person from NOW to GOAL
5. Identify FIRST STEP

Essential Lifestyles Planning

1. Non-negotiables
2. Strong preferences (Needs)
3. Highly desirables (Wants/enjoy)
4. Person’s positive reputation
5. Things we need to do to help person stay healthy
6. Things we need to do to be successful in supporting the person
7. Unresolved Issues/Questions
8. How the person communicates with us

Personal Futures Planning

1. Create a personal profile
   • Person’s background and history
   • Relationships
   • Places
   • Choices
   • Preferences
   • Focus on the future
2. Review Trends in Environment
3. Find desirable images of the future
4. Identify obstacles and opportunities
5. Identify strategies
6. Getting started (Action Planning)
7. Identify the need for systems change
8. Create a network/Circle of Friends

The Personal Preference Indicators: A Guide for Planning

Moss (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html
Planning for the Future

**MAPS Questions**
1. What is individual's history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are individual's needs?
6. What are the individual's strengths?
7. What would an ideal school day look like?

**Adaptations**
1. Who is individual?
2. What is individual's history?
3. What is the vision for his/her adult life?
4. What are some things individual doesn't want in his/her future?
5. What are individual's greatest strengths and contributions for community involvement?
6. What does individual need to be successful in his/her career?
7. What would an ideal day look like?
Angie’s Transition IEP

- **Measurable postsecondary goal**: Upon completion of high school, Angie will work 20 hours a week in an occupation that focuses on retail sales.
- **Transition Services**:
  - **Instruction**: Angie will participate in a careers class focused on job training in retail sales
  - **Community Experiences**: Angie will complete referral for VR
  - **Employment**: Angie will job shadow at 3 different retail settings
  - **Adult living and Daily living**: Angie will participate in bus travel training; Angie will get herself up in the mornings and get ready for school.
- **IEP goals**:
  - Angie will identify 5 jobs within retail sales & explore the educational and performance requirements for each job.

Critical Elements of Transition: Assess for Quality

- **Ongoing Process to identify strengths, interests & needs related to postsecondary goals**
- **Individualized**
- **Real-world settings**
- **Student-centered**
- **Formal & Informal Methods**
How do you Define Transition Assessment?

The ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP.

(DCDT Position Statement, Sitlington, 1996)

Transition Assessment: Where Do You Start?

Guiding Questions
Planning for Assessment
What and How to Assess
Using Data
Integrating Data & IEP

Resources:

www.transitioncoalition.org: Online module (Transition Assessment: The Big Picture & Assessment Resources)
http://www.transitioncoalition.org/presentations/index.php: pdfs of commercially available assessments & questions to ask

Building a Transition Assessment Toolkit

Resources:

- Colorado Dept. of Ed Transition Toolkit http://www.cde.state.co.us/cdesped/TK.asp
- Transition Coalition materials and resources www.transitioncoalition.org
  - Transition Assessment: The BIG Picture online module
  - Resources and publications
- NSTTAC Transition Assessment Toolkit http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-0
- Building a Transition Assessment Toolkit www.wsti.org/documents/topics/a/Assessment-Toolkit.ppt
- The Center for Change in Transition services http://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=34092
- Iowa Transition Assessment webpage: http://transitionassessment.northcentralrrc.org/
- Quickbook of Assessment

Transition Assessment Planning Form

<table>
<thead>
<tr>
<th>Area of Assessment</th>
<th>What do you already know about the individual?</th>
<th>What do you need to know about the individual?</th>
<th>How will you gather this information?</th>
<th>Who will gather the information?</th>
<th>Where will the information be gathered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Interests &amp; Values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Adaptability</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Work Readiness/ Vocational Skills</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Academic Technology</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Preparedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Environment</td>
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</tr>
</tbody>
</table>


www.transitioncoalition.org
Transition Assessment

9. A wide variety of formal and informal transition assessments are available to use with students.

10. Assessments for each student evaluate specific transition needs, strengths, preferences, and interests.

11. The transition assessment process is ongoing throughout the year.

12. Transition assessment results are shared with students, families, and staff in a meaningful way.

13. Students’ postsecondary goals are based on transition assessment results.

14. A summary of performance with recommendations for meeting postsecondary goals is developed when students exit high school.


Critical Element of Transition: involving Families

- Family members attend meetings
- Flexible to meet with families
- Transition = family as a whole
- Involved in decisions
- Agreement on outcomes
- Information
- Person-centered planning

What’s so Important about Family Involvement?

A New Wave of Evidence (2002). www.sedl.org/connections

Why

Matter

Families
School Practices are KEY

The strongest, most consistent predictors of parent involvement at home and school are the specific school programs and teacher practices that encourage and guide parent involvement

Dr. Joyce Epstein, Johns Hopkins University

http://www.dropoutprevention.org/webcast/11-engaging-families-pathway-college

Building Relationships with Families

- Identify transition cycle of the family
- Learn to LISTEN
- INVITE Involvement
- Pay attention to family concerns & postschool outcomes
- Exchange information
- Parent involvement activities

Poll

Is your school or agency actively working to engage families to support student success?

Yes
No

http://www.polleverywhere.com/
Critical Element of Transition: Supported Self-Determination!

Transition to Adulthood

Student Involvement

• Decision-making skills and opportunities
• Invited to attend meetings
• Ideas listened to and respected
• Opportunities to learn about options
• Self-advocate
• Self-Directed IEPs
• Parent info. to support students

Essentials of Self-Determination online module
http://www.transitioncoalition.org/transition/module_home.php

Self-Determination Synthesis Project
http://www.uncc.edu/sdsp
http://www.uncc.edu/sdsp/sd_lesson_plans.asp

Curricula for Participating and Directing IEP Transition Meetings

Teaches students to become active members of their IEP team!

If a student floated in a lifejacket for 12 years, would he/she be expected to swim if the jacket were jerked off?

Family Involvement

<table>
<thead>
<tr>
<th>Family Involvement</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Family members (including extended family, friends, or legal guardians) regularly participate in transition planning and IEP meetings.</td>
<td></td>
</tr>
<tr>
<td>16. The family’s needs and supports are taken into consideration during transition planning.</td>
<td></td>
</tr>
<tr>
<td>17. Information and training are provided to families about transition.</td>
<td></td>
</tr>
<tr>
<td>18. Pre-planning activities are in place so families can provide input prior to transition meetings.</td>
<td></td>
</tr>
<tr>
<td>19. Family members are actively involved throughout the transition planning process.</td>
<td></td>
</tr>
<tr>
<td>20. Supports are in place to involve family members in transition planning meetings (e.g., flexible time and location, language interpreter).</td>
<td></td>
</tr>
</tbody>
</table>

### Techniques to Help Students Actively Participate in IEP Meetings

- Ask students questions such as:
  - What are your learning strengths?
  - What are your areas of improvement?
  - What are your goals for school?
  - What are your career & employment interests?
  - How do you learn best?
  - What are your hobbies?
- Be positive – focus on what the student can do

- Listen attentively & take notes
- Give students plenty of time to think & respond
- Use information that the student provides
- Summarize the student’s goals and plans
- Encourage the student to ask questions

### Preferences

<table>
<thead>
<tr>
<th>Name: Michael</th>
<th>Interests</th>
<th>You're Invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Swimming</td>
<td>Date: Time:</td>
</tr>
<tr>
<td>DOB:</td>
<td>Video games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law enforcement</td>
<td></td>
</tr>
</tbody>
</table>

### Strengths

- Want job as officer
- Artistic
- I like to sleep right when I get home

### Needs

- Preferred Seating
- Quiet setting
- Copies of notes

### Current Status

<table>
<thead>
<tr>
<th>Student Involvement</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Category</td>
</tr>
<tr>
<td>Decision-making skills are taught using evidence-based curriculum and/or strategies are taught.</td>
<td></td>
</tr>
<tr>
<td>Opportunities to make real-life, meaningful choices are provided to students.</td>
<td></td>
</tr>
<tr>
<td>Goal setting skills using evidence-based curriculum and/or strategies are taught.</td>
<td></td>
</tr>
<tr>
<td>Opportunities for students to learn about specific post-school options (e.g., postsecondary education and training, employment, independent living) are provided.</td>
<td></td>
</tr>
<tr>
<td>Evidence-based curriculum and/or strategies are used to teach students to develop and lead their transition planning process.</td>
<td></td>
</tr>
<tr>
<td>Students have the opportunity to lead their IEP and transition planning process.</td>
<td></td>
</tr>
<tr>
<td>Parents are provided with information and training to support student self-determination and self-advocacy.</td>
<td></td>
</tr>
</tbody>
</table>

Transition to Adulthood

Evidence-based Practices Targeting Outcomes

- Academic instruction tied to outcomes
- Inclusive Educational Experiences
- Vocational instruction & experiences
- Independent living skills
- Social, interpersonal & recreation
- Functional curriculum reflects outcomes
- Natural & age-appropriate
- Transition Programs Post-HS for ALL students

NSTTAC Evidence-Based Practices

Student-Focused Planning
- Involving students in the IEP process
- Using the Self-Advocacy Strategy
- Using the Self-Directed IEP

Student Development
- Teaching: functional life skills • community-based skills (grocery shopping, restaurants, banking, etc.) • employment related skills • independent living skills (home, cooking, etc.) • leisure skills • personal health skills • job specific employment skills • self-care skills • safety skills • self-determination & self-advocacy skills • self-management skills for employment • functional reading skills • functional math skills • social skills • job-related social communication skills

Family Involvement
- Training parents about transition issues

Program Structure
- Providing community-based instruction • Extending services beyond secondary school • Using Check and Connect

Interagency Collaboration
- None

Preparing All Youth for Transition to Postsecondary Education & Training

- Youth with ID are less likely to be employed (~17%)
- 11% attended 2 or 4 year postsec. Setting
- 33% had a goal of sheltered employment
- 55% never employed before postsecondary
- 33% employed post-program (43% of working had never been in a paid position)

- Postsecondary experiences impact employment outcomes, self-image and social value


**Transition-Focused Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Computer Based</th>
<th>Media Based</th>
<th>Print Based</th>
<th>Not Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Programs are in place to teach academic strategies (e.g., mnemonics, graphic displays, learning strategies, self-management).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29. Accommodations are identified and implemented in the general curriculum.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30. Effective instructional methods are in place to teach academic content (e.g., universal design for learning, cooperative groups).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31. School-based programs are in place to teach career development.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32. Work-based programs are in place for community employment and career experiences.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33. Programs are in place to teach independent living skills.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34. Programs are in place to teach social/interpersonal skills.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Critical Elements of Transition: Assess for Quality**

- School-business partnerships
- Process for identifying needs
- Formal & informal supports
- Accurate information
- Interagency agreements
- Community transition teams
- Collecting Postschool Outcomes

**Interagency and Community Systems:**
http://www.transitioncoalition.org/transition/ics.php

**LEA Capacities & Strategies**

- Scheduling and staffing
- Early planning
- Flexibility in location of services
- Follow-up after transition
- Administrative support
- Funding
- State support
- Collaboration with adult agencies
- Meeting with students and families
- Training students and families
- Joint training of staff
- Meeting with agency staff and transition councils
- Transition portfolios
- Disseminating information widely

**What are the Barriers to Interagency Collaboration?**

“an unnatural act between two non-consenting adults”

(Agran, et al., 2002)
LEA and SEA Attitudes

- Clear value of relationship building
- Relationship Building Capacity: Positive Attitudes
- Relationship-Building Strategies:
  - Advocacy
  - Ongoing meetings
  - Transition councils

Critical Elements of Transition: Systems Infrastructure

- Comprehensive data collection: Behavior, academic, transition, postschool outcomes
- Data used to evaluate programs
- Transition Professionals
- Drop out Prevention
- Training Transition Policies and Practices
- Inclusion in general education
- Teacher provided with assistance

Interagency Collaboration and Community Services

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Program</th>
<th>School</th>
<th>Agency</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. School-business partnerships exist to support career development activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☘</td>
</tr>
<tr>
<td>36. A process is in place for schools and agencies to determine the anticipated service needs of students who are leaving school to community services.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☘</td>
</tr>
<tr>
<td>37. Referrals to outside agencies are completed before students exit school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☘</td>
</tr>
<tr>
<td>38. Accurate information about the range of community services is provided to students and families.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☘</td>
</tr>
<tr>
<td>39. Interagency agreements identify roles and responsibilities regarding exchanging information, sharing resources, and coordinating services.</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>


Collecting and Using Data

State Performance Plan Tree of Influence for Cluster 2 2012-2013

- Indicator 1: Graduation
- Indicator 2: Drop-out
- Indicator 3: Post-School Outcomes
- Indicator 4: Suspension/Expulsion
- Indicator 5: Parent Involvement

Adapted from MDHHS;
Part II Tree of Influence (SPI)
What do Transition Coordinators **DO?**

- **Transition Planning**
  - Compliance with IDEA (Indicator 13)
  - Transition Assessment
  - Portfolios & Personal Futures Planning
- **Cultivate Self-determination**
  - Student Involvement in IEP
  - Self-determination Curricula
  - Family Advocacy
- **Provide Employment Experiences for Students**
  - Job Development
  - Job Coaching
  - Career Awareness
- **Interagency collaboration**

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**Critical Element of Transition:**

**School and Community Connections!!**

- Peer Tutoring & Peer Mediated Instruction
- Peer Supports
- Natural Supports in the Community
- Facilitating Friendships and Social Interactions

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**Inclusive Education Leads to Better Outcomes**

- **Improved IEP Quality**
  - Age-appropriateness
  - Functionality
  - Generalization
- **Improved Instruction in General Education**
  - Increased instruction in functional skills, basic academic skills, literacy, etc.
  - More engaged in learning and less isolation than in separate classes
  - Involvement and support from peers w/o disabilities
  - Individualized instruction in general ed classes
- **Better outcomes**
  - In school and postschool (fewer absences & referrals, higher social interactions & communication skills, better postschool outcomes)

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**Dropout Prevention: Why the Urgency?**

[Image]

http://www.cbsnews.com/video/watch/?id=6528566n
The future is not something we enter. The future is something we create. And creating that future requires us to make choices. Those choices are based on the dream.

- Leonard Sweet

The Role of Parents in Dropout Prevention: Strategies that Promote Graduation and School Achievement
http://www.ncset.org/publications/viewdesc.asp?id=3135