

**Transition Module:
Transitioning Students with
Moderate and Severe
Disabilities from High
School to
Post School Life**

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ONE OF THE KEY AREAS
OF FOCUS WHEN
TRANSITIONING FROM
HIGH SCHOOL TO THE
COMMUNITY IS
WORK....

WHY?

Because that is one crucial
measure of success in our society/
culture

First Paycheck.

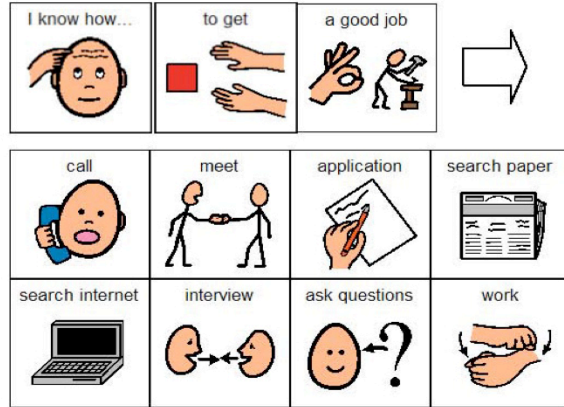
CBWTP



Question 2



Question 3



Outcomes of a Successful Secondary Transition Process

- Postsecondary education
- Integrated employment, with necessary supports
- Independent living, with necessary supports
- Community integration and participation

If we do our job in providing transition planning and services, we will be able to help students achieve the success that they want and deserve. Remember, we are here to prepare for life after high school and not just school. From one class to the next or from 9th grade to 10th grade. We must look beyond high school and set our preparation for that.

If we are providing successful transition services, then more of our students will achieve:

Postsecondary education

Integrated employment

Independent living

And be a part of the community.

(Sometime we think that our job is just to prepare for work but Learner Goals 3 and 4 talk about being a self-sufficient individual and a responsible group member.)



Foundational Concepts: Normalization

- Persons with disabilities should have the opportunity to live their lives as independently as possible, making their own decisions regarding work
- Dignity of risk
- Use of person-first language
- Use of non-stigmatizing language

People with disabilities are not to be protected and pitied and kept as an eternal child
Person first language- image- next interactive slide

Telethons to raise money- about pitying- jerry's kids- we are not to be pitied

Take a risk to live the fullest enjoyable, productive lives.

When asked did not want lives with more services- they wanted to be like everyone else and be allowed to make their own choices and decisions and set goals for their own lives.

The Criterion of Least Dangerous Assumption (1984, Anne Donnellan)

- “that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.”
- when working with students with significant disabilities is to assume that they are competent and able to learn, because to do otherwise would result in harm such as fewer educational opportunities, inferior literacy instruction, a segregated education, and fewer choices as an adult.

**CONCLUDED “WE SHOULD ASSUME THAT POOR
PERFORMANCE IS DUE TO INSTRUCTIONAL
INADEQUACY RATHER THAN TO STUDENT DEFICITS.”
IN OTHER WORDS, IF A STUDENT DOES NOT DO WELL,
THE QUALITY OF THE INSTRUCTION SHOULD BE
QUESTIONED BEFORE THE STUDENT’S ABILITY TO
LEARN**

“The Criterion of Least Dangerous
Assumption”
(1984, Anne Donnellan)

Barriers to Successful Transition

Entitlement to Eligibility based system of support

Lack of student skill development

Inadequate Self-Advocacy Skills

Difficulty coordinating supports

Inadequate transition planning

Lack or unclearly defined vision of life after high school

Community acceptance of diversity

Lack of post-school supports

Poor quality of post-school supports

Laws Affecting Transition

- Individuals with Disabilities Education Improvement Act or IDEA 2004,
- Rehabilitation Act of 1973,
- Section 504 of the Rehabilitation Act –An Anti-Discrimination Law,
- Americans with Disabilities Act (ADA),
- Carl D. Perkins Vocational and Applied Technology Education Act,
- Family Education Rights and Privacy Education Act (FERPA),
- Fair Labor Standards Act (FLSA),
- School-To-Work Opportunities Act, and
- Ticket to Work and Work Incentives Improvement Act of 1999.

- **Workforce Innovation and Opportunity Act , 2014**

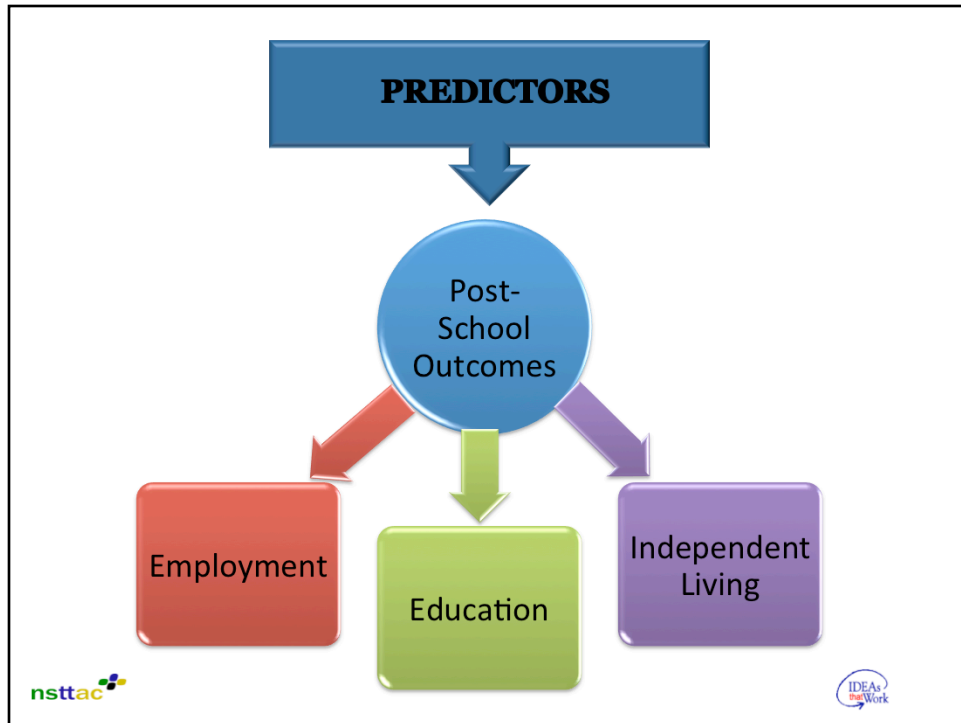
..to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...

Predictors of Post-School Success

Predictors apply to transition planning and instruction in the following ways:

- Provide practitioners information about secondary transition program characteristics that are empirically linked to better post-school success for students with disabilities,
- Can be used to develop, expand, and or evaluate secondary transition programs,
- Help IEP teams design annual IEP goals and transition services that are more likely to help students achieve their stated post-school goals.

It is in-school experience, typically a program (i.e., work-based learning experience) correlated with improved post-school outcomes
Predictors are based on empirical research



- “As a result, the review was expanded to include rigorous correlational research in secondary transition to identify evidence-based predictors that are correlated with improved post-school outcomes in education, employment, and/or independent living. “

In-School Predictors by Post-School Outcome Area

Predictors	Outcomes:	Education	Employment	Independent Living
•Career Awareness		X	X	
•Community Experiences			X	
•Exit Exam Requirements/High School Diploma Status			X	
•Inclusion in General Education		X	X	X
•Interagency Collaboration		X	X	
•Occupational Courses		X	X	
•Paid Employment/Work Experience		X	X	X
•Parental Involvement			X	



- “Based on the systematic review, NSTTAC identified 16 in-school predictors of post-school success for secondary students with disabilities.”
- “The descriptions of each predictor were taken directly from the findings in the studies reviewed.”
- “Predictor categories were created based on consensus by researchers, and researchers classified each predictor to reflect a comprehensive term to support each description.”
- “This table shows the predictor categories and the corresponding areas for which positive outcomes resulted.”

In-School Predictors by Post-School Outcome Area

Predictor	Outcomes:	Education	Employment	Independent Living
•Program of Study			X	
•Self-Advocacy/Self-Determination		X	X	
•Self-Care/Independent Living		X	X	X
•Social Skills		X	X	
•Student Support		X	X	X
•Transition Program		X	X	
•Vocational Education		X	X	
•Work Study			X	



•“These are the remaining predictor categories and corresponding outcome areas.”

Chapter One: Age Appropriate Transition Assessment

Steps in the transition process.

- 1. Conduct Transition Assessments**
2. Develop postsecondary goals
3. Identify current levels of performance
4. Write annual IEP goals
5. Plan transition services
6. Plan instruction

Definition: Transition Assessment

From the Division of Career Development & Transition
(DCDT):

"...ongoing process of collecting data on the individual's 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 Individualized Education Program (IEP)" (Sitlington, Neubert, & LeConte, 1997; p. 70-71).

Definition: Transition Assessment

- Information is gathered regarding a student's current needs, preferences, and interests as they relate to the demands of current and future educational, working, living, social, and personal settings (Sitlington & Payne, 2004) .
- The goal of transition assessment is to help students, families, and professionals as they make transition planning decisions for student success in postsecondary environments (Sitlington & Clark, 2007; Sitlington & Payne, 2004).
- Transition assessment should answer three basic questions (Sitlington & Clark, 2007): :
 - Where is the student presently?
 - Where is the student going?
 - How does the student get there?

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Why Conduct Transition Assessments?

- 1) To develop postsecondary goals, and related transition services and annual goals and objectives for the transition component of the IEP
- 2) To make instructional programming decisions
- 3) To include information in the present level of performance related to a student's interests, preferences, and needs in the IEP.
- 4) To learn about individual students, especially their strengths outside of academics and career ambitions

(Kortering, Sitlington, & Braziel, in press)

Guiding Questions



1. Where is the individual presently?
2. Where is the individual going?
3. How do we get the individual there?

(Colorado DPI, 2005)

nsttac



Time Allotment:

0.5 minute

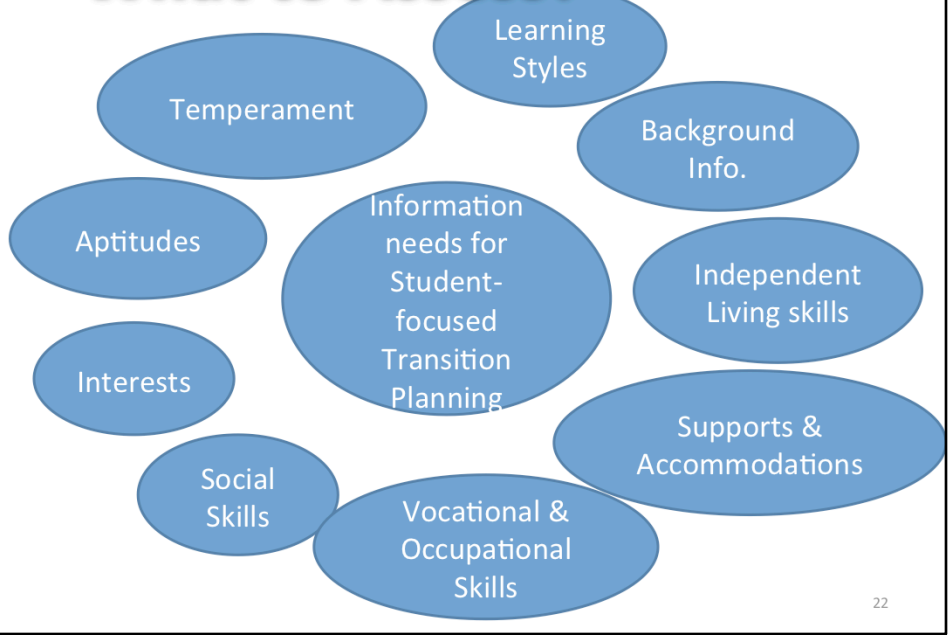
Materials:

None

Facilitators Notes:

- “Transition assessment is an individualized process designed to answer three broad questions about a person.” [read slide]

What to Assess?



How do I select assessment instruments?

- Become familiar with the different types of transition assessments and their characteristics. **It is recommended that you use multiple assessments on an on-going basis.**
- Select approaches that are appropriate for your students in terms of cognitive, cultural sensitivity, and language comfort.
- Always interpret and explain assessment results in formats that students and families can understand easily.

How do I select assessment instruments?

- Select methods that assist students by helping them answer the following questions:
 1. Who am I?
 2. What do I want in life, now and in the future?
 3. What are some of life's demands that I can meet now?
 4. What are the main barriers to getting what I want from school and my community?
 5. What are my options in the school and community for preparing me for what I want, now and in the future?

How to assess?

- Informal Assessments for Transition Planning
- Formal Assessments for Transition Planning
 - Postsecondary Ed and Training
 - Employment and Career Planning
 - Independent Living and Community Participation

Informal Transition Assessment Methods

- Interviews and questionnaires
- Direct Observation
- Environmental or situational analysis
- Curriculum-based assessments
- School Performance Measures
- Transition planning inventories

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•Allows you to gather information to be used to determine a youth's needs, preferences, and interests relative to anticipated post-school outcomes. It involves gathering information about a student and their family's current and future resources.

–*Employment Related Questions*

–*Dream Sheet*

–*Transition Planning Inventory – Updated Version* (Clark & Patton, 2009)

•Should be conducted within the natural school, employment, education or training, or community setting (Sitlington, Neubert, & Leconte, 1997).

•It typically includes task analyzed data of steps in completing:

CBA's are typically designed by educators to gather information about a student's performance in a specific curriculum

–End of course and grade assessments,

–State-wide tests, and

–Observations of student classroom behaviors (e.g., participation in group work, on task behaviors, assignment completion)

Ecological Assessment

- A person-centered planning method to identify instructional priorities based on a student's current and future environments and the student's & family's preferences
 - College Connection
 - Cafeteria

5 Steps of the Ecological Inventory

- Identify the curriculum domain
- Identify & survey current & future natural environments
- Divide environments into sub-environments
- Inventory these environments for relevant activities performed there
- Determine the skills required for performance of the activities

Relevant Activities:

- Preschool
- Classroom
- Activities
 - Morning group
 - Snack
 - 1:1 instr
 - Centers
 - Toileting
 - Recess
 - Music group
- High School
- Homeroom
- Activities
 - Pledge to flag
 - Attendance
 - Hand in notices
 - Review day's schedule

Skills Required

- Requires that activities be broken down into teachable units or task analyzed
- Student is asked to perform a selected task or activity. And the student's performance on each component is recorded
- The teacher then knows which components of the chain need to be addressed

Skills Required

- Remember activities or clusters of related skills can be performed together in the natural setting
- Pledge includes many related skills:
 - Initiating following students standing up
 - Having her chair turned to face in the direction of the flag
 - Activating the pledge on her Communication device
 - Turning back to her desk when the pledge is complete

Ecological Inventory Example

- Domain – School
- Environment – High School classes
- Subenvironment – Wood shop
- Activities – Student Project
 - Birdhouse or wooden clipboard
- Skills
 - Measure using metric rulers, sand materials, follow written assignments (use pictures or sight words), use band saw, varnish
 - Supports available (additional & useful information)
 - Students work in pairs, teacher uses picture and color cues

Formal Transition Assessment Methods

- Achievement tests
 - Mandate that no single criteria be used for making eligibility determinations [IDEA (1999, 34 C.F.R. Section 300.532(f));
 - Larry P. v. Riles (1979)
- Adaptive behavior and independent living
- Aptitude tests
- Interest Inventories
- Intelligence tests
- Personality or preference tests
- Career development measures
- On the job or training evaluations
- Self-determination assessments

References

- National Secondary Transition Technical Assistance Center (NSTTEC). <http://www.nsttac.org/>
- Fowler, C. H., Walker, A. R., & Rowe, D. (2010). *Age-Appropriate Transition Assessment Guide* (2nd ed.). National Secondary Transition Technical Assistance Center: University of North Carolina at Charlotte.
- Morningstar, M. E. (2010). Transition Assessments for Students with Significant Disabilities: Strategies and Resources. 7th Annual Wisconsin Transition Conference, Wisconsin Dells, WI. www.transitioncoalition.org

Chapter Two: Student Directed IEP

Steps in the transition process.

1. Conduct Transition Assessments
- 2. Develop postsecondary goals**
3. Identify current levels of performance
4. Write annual IEP goals
5. Plan transition services
6. Plan instruction

If the purpose of the ARC is to discuss transition services for a child with a disability...

- The child shall be invited to the ARC.
- If the child does not attend the ARC meeting, the LEA shall take other steps to ensure that the child's preferences and interests are considered.

– 707 KAR 1:320 Section 3

In the most ideal situation, the student actually runs his or her own IEP meetings. This is referred to as self-directed IEP. Using this approach, the student prepares ahead of time for his or her IEP by identifying preferences and needs related to postsecondary goals, practicing running the IEP meeting, and developing goals to include in the IEP.

Student Directed IEP:

- Students need to be a part of their IEP meetings starting at least by age 14
- Transition aged IEPs must be based upon student preferences and interests
- A growing body of research indicates that students learn the skills necessary to be effectively involved in their IEP meetings when they:
 - are taught effective leaderships skills,
 - are provided the opportunity to participate, and
 - when the adult IEP team members expect student participation.

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There are four basic transition skills that students with disabilities should have that will help them be active participants in their transition planning process. They are:

- Ability to assess their own skills and abilities;
- Awareness of the accommodations they need because of their disability;
- Knowledge of their civil rights through legislation such as IDEA, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act;
- Self-advocacy skills necessary to express their needs in the workplace, in educational institutions, and in community settings (Wandry & Repetto, 1993) <http://transitioncoalition.org>

Students Participation in Transition/IEP

- By learning to actively participate in and lead their own IEP meetings, students demonstrate:
 - ✓ goal setting,
 - ✓ planning,
 - ✓ self-evaluation,
 - ✓ mediation,
 - ✓ public speaking, and
 - ✓ self-advocacy skills.

How students can participate...

- Students setting their own goals in consultation with parents & teachers
- Students learning through experience their interests & preferences
- Students tell IEP team his or her own limits
- Students inviting those who have to be there and those of their choice
- Students, with parent & teacher assistance, making their own support arrangements
- Students, with parent & teacher assistance, making their own placement decisions
- Students being responsible for obtaining their own IEP goals
- Students participating and perhaps leading their own IEP meeting

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When Students Attend Meeting

- Parents knew the reason for the meeting and understood what was going on
- Special educators talked less
- Parents, gen ed, and related services felt more comfortable saying what they thought
- Administrators talked more about students strengths and interests
- Parents and gen ed knew more of what to do next
- Gen Ed felt better when students attended
 - Martin, J. E., Huber Marshall, L., & Sale, P. (2004). A 3-year study of middle, junior high, and high school IEP meetings. *Exceptional Children*, 70, 285-297.

Student Directed IEP Video

- http://www.hdi.uky.edu/sf/media/Student_Directed_IEP.wmv

Chapter Three:
IDEA 04 and the Individual
Education Plan (IEP)

Steps in the transition process.

1. Conduct Transition Assessments
- 2. Develop postsecondary goals**
- 3. Identify current levels of performance**
- 4. Write annual IEP goals**
5. Plan transition services
6. Plan instruction

Transition Definition IDEA 2004

The term “transition services” means a coordinated set of activities for a student with a disability that:

- Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

– *707 KAR 1:002 Section 1(62) and <http://www.ideapartnership.org>*

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Refer to the Kentucky Administrative Regulations and <http://www.ideapartnership.org>

Transition Definition IDEA 2004

- Transition services are based on the individual's needs, taking into account the their **strengths, preferences, and interests**.
 - *707 KAR 1:002 Section 1(62) and <http://www.ideapartnership.org>*

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Refer to the Kentucky Administrative Regulations and <http://www.ideapartnership.org>

Definition of Transition IDEA 2004

Transition services include:

- Instruction
- Related Services
- Community Experiences
- The **development of** employment and other post school adult living objectives
- **When appropriate**, acquisition of daily living skills and functional vocational evaluation.

▪ 707 KAR 1:002 Section 1(62) and <http://www.ideapartnership.org>

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Although transition planning starts at age 14, some students have additional needs that should be addressed earlier. For example; drop out prevention strategies. Participation in school clubs and activities, peer buddy, etc.

Research shows that the 4 top reasons for drop out are: (Schargel – Strategies to Help School Dropout Problem)

- Instructional and Academic failure
- Boredom
- Conflict
- Out of school employment more than 20 hours per week

Optional handout: The Schargel 2006 Dropout Quiz

ARC Notice (Invitation) and Transition

➤ *707 KAR 1:320 Section 4*

- (3) If the child is in the eight grade year, or has reached the age of fourteen (14) years, the invitation shall state that a purpose of the meeting will be the development of a statement for the need for transition services for the child and state that the child is invited.
- (4) For a child with a disability, beginning no later than the IEP that will be in effect when the child turns sixteen (16), the invitation shall state that a purpose of the meeting is the consideration of the postsecondary goals and needed transition services for the child and shall include the identity of any other agency that is invited to send a representative.

IEP

- *707 KAR 1:320 Section 7 (2)*
- In the child's **eighth grade year** or when the child has reached the **age of fourteen (14) years**, and in alignment with the child's Individual Learning Plan (as required by 704 KAR 3:305), or earlier if determined appropriate by the ARC, the IEP for a child with a disability shall include a statement of the transition service needs of the child under the applicable components of the child's IEP that focus on the child's course of study. This statement shall be updated annually.

Beginning at age 16, the IEP shall include...

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- Transition services (including course of study) needed to assist the child in reaching those goals.

– 707 KAR 1:002 Section 7(2a and b) and <http://www.ideapartnership.org>

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Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

**Beginning at age 16, the IEP shall
include...**

- a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

– *707 KAR 1:320 Section 7(2)*

Legal Responsibilities

- If any agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA shall reconvene the ARC to identify alternative strategies to meet the child's transition objectives set out in the IEP.

KAR 1:320 Section 7(5)

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The school district itself is not responsible for these services but to monitor if those services are being provided as decided in the ARC. If these services are not provided as determined, the ARC shall reconvene to identify alternative strategies to meet the transition objectives.

IDEA 04 states this same requirement.

Agencies that may be invited to the Transition IEP meeting:

- Office of Vocational Rehabilitation
 - Provides services to individuals with disabilities to prepare for, secure, retain or regain appropriate employment.
 - Web site: www.ovr.ky.gov
- Community Work Incentives Coordinators (CWICs)
 - Provides effective counseling, of SSA disability programs and other Federal public benefits, their various eligibility requirements, their operational details, and all associated work incentive rules or provisions.
 - http://www.vcu-ntc.org/about_us/index.cfm
- Respite Care providers/Personal Care Attendant
- Direct Support Professional from Michelle P. Waiver
- Local Parks and Recreation Department

An excellent Resource to share with the ARC team is the:
Kentucky Disability Resource Manual

- www.hdi.uky.edu

Post Secondary Goals

- Should reflect high but realistic expectations
- Should reflect a “forward movement” instead of a “dead-end” approach
- Can be “mixed” considering the student’s stamina, endurance and ability level
- Can incorporate external supports
- May initially be less specific, increasing in detail as the student approaches graduation
- May change from year to year, sometimes slightly, sometimes drastically

• From: NSTTAC at www.nsttac.org

Postsecondary Goals

- Measurable = Countable
- An outcome, not a process
- Education or Training (required)
- Employment (required)
- Independent Living (when appropriate)
- Can be combined into one all-inclusive goal or two or three separate goals

- From: NSTTAC at www.nsttac.org

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Trainer Notes:

The difference between education and training: education is formal college or university enrollment; training is more informal short-term training program

Examples of Postsecondary Goals

- Dwayne, 20 years old, W/C, Seizures, visual impairment
- Education/Training: Within three months of graduation, Dwayne will participate in continuing education courses at the community college related to his interest in computers, food preparation or leisure activities.
- Employment: After graduation Dwayne will implement his business plan for a home-based Custom Candy Wrapping Business.

From: NSTTAC at www.nsttac.org

Postsecondary Goal Scenario

John D. is a 21-year-old who has a severe intellectual disability, is blind, and exhibits self-stimulatory behavior. John loves balloons and the squeaking sounds they make when they are inflated and touched, or rubbed. Due to John's significant health care needs, he lives with his parents and has a part-time assistant who comes to his home to help with daily personal needs. John likes traveling in a vehicle. He wants to earn his own money so he does not have to rely so heavily on his parents. John's expressive verbal skills are low, so it is difficult to get information from John. Therefore, discussions with his parents revealed John's love of balloons, car travel, and desire to earn money.

From: NSTTAC at www.nsttac.org

Postsecondary Goal Example for John

- **Education/Training:** John will participate in on-the-job training at flower shops or Party Galaxy to learn how to properly inflate balloons”.
- **Employment:** With the help of a job coach, John will develop a home-based balloon business”.
- **Independent/Adult Living:** While living at home with his parents, John will maintain a checkbook and pay for his purchases with the assistance of his parent(s) or assistant.

From: NSTTAC at www.nsttac.org

Examples of Postsecondary Goals

From: NSTTAC at www.nsttac.org

- John will work in the Art Supplies section of the Student Book Store and enroll in art class at Ocean County Community College in August of 200913. (combo, education or training and employment)
- Upon completion of high school Jason will work independently at John's Walk Store. (separate, employment)
- Upon completion of high school, Paulo will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation. (separate, independent living)
- Stephanie will independently catch the bus each work day to attend culinary training at the ABC Center, so that she can obtain entry level employment with Marriot food services. (combo, all)

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Annual IEP Goal(s)

For each postsecondary goal there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)

– From: NSTTAC at www.nsttac.org

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As you've probably learned in IEP training, annual goals have to address the student's academic and functional needs.

Examples from National Secondary Transition Technical Assistance Center:

- Given Ocean County Community College information, John will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2006.
- Given information by his counselor, Jason will participate in the district's teacher mentor program, meeting the attendance and performance criteria of the program by March, 2008.
- Jason will demonstrate use of algebraic equations to solve problems presented orally and in writing with 80% accuracy or better.
- Given the ingredients for a sandwich and task analysis, Paulo will follow the steps to make a sandwich with 90% accuracy by August 2006.
- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 80% accuracy.
- Trainer Note: The benchmarks/objectives may be the link to the postsecondary goal.

Examples of Annual Goals

- Given Ocean County Community College information, John will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2013.
- Given information by his OVR counselor, Jason will demonstrate specific employability skills as determined by his community-based job placement with 80% accuracy as evidenced by a job coach scoring rubric.

From: NSTTAC at www.nsttac.org

Examples of Annual Goals

- Given the ingredients for a sandwich and task analysis, Paulo will follow the steps to make a sandwich with 90% accuracy by May 2016.
- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 80% accuracy

From: NSTTAC at www.nsttac.org

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
 - Instruction
 - Related Services
 - Community Experience
 - Development of Employment and Post-School Objectives
 - Acquisition of Daily Living Skills (if appropriate)
 - Functional Vocational Evaluation (if appropriate)

Facilitator's Notes:

- “The transition services are a coordinated set of activities that promotes movement from school to the post school activities.”
- “Appropriate transition services help drive the students course of study and address the post-school goals.”
- “It must be pointed out that, although the regulations state that "the coordinated set of activities must...include instruction, community experiences, and the development of employment and other adult living objectives" there may be occasions when certain of these services are not provided to a student.”
- “Students differ from each other in terms of the nature and severity of their disability, personality, abilities, cultural values, and interests. Therefore, the type and amount of transition services needed may also differ from student to student.”

Transition Service Questions

- ❖ What experiences must the student participate in this academic year that are necessary for achieving the identified post secondary goals?
- ❖ What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- ❖ Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?

Facilitator's Notes:

- “When determining transition service, you should ask yourself these questions.”
- Read questions to audience.

Examples of Transition Services

- Instructional support of guided notes for lessons
- Audio-taped texts for English
- Instruction related to social skills in a work setting
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation



Examples of Transition Services

- Touring three university campuses, including admissions and disability services office
- Job shadowing in a hospital environment
- Vocational Rehabilitation referral to determine eligibility for services
- Paid after school work experience at Target



Examples of Transition Services

- Volunteer position at St. Peter's Kitchen
- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale



Related Service Providers

- **Occupational Therapists, Physical Therapists, & Speech Language Pathologists** are some of the related service providers identified in transition services
- In medical settings, these therapists are the professionals who prepare individuals to live and work in the community as independently as possible just like transition services.

Can enhance transition services because of their expertise and training in:

- **Assessments** – to identify strengths, interests, preferences and areas of need in order for the student to function and work in the community
- **Human development across the lifespan** - to identify skills needed in the future
- **Rehabilitation knowledge** - to prepare students for skills needed to function in daily life as an adult
- **Student-centered** – trained to use this approach to develop and address the students' identified needs

Role of Related Services in transition

Providers can assist with transition assessments and plans:

Occupational Therapy: daily living skills, work skills, leisure skills, identifying strengths via an occupational profile

Physical Therapy: community mobility including accessing transportation

Speech Language Pathology: communication including devices/systems as needed

Evidence of Coordination

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, look for:
- A signed consent form in the student file, indicating that the school will invite an individual in the disability services office of Ocean County Community College.
- Evidence of parent consent (student, when age of majority) to invite agency(ies)
- Evidence that agency(ies) were invited to the IEP meeting
- Examples:
 - A consent form signed by John's father, indicating that the LEA may contact the disability services office at Ocean County Community College
 - An invitation to conference in the file, mailed to an individual in the disability services office of Ocean County Community College
 - Invitation to conference of the occupational therapist (assigned by Vocational Rehabilitation) in the file with corresponding parental consent

Courses of Study Aligned with Postsecondary Goal(s)

- The student's course of study is a multi-year description of coursework designed to help achieve the student's postsecondary goal(s).

- KARs...707 KAR 1:002 Section 1(19)

CCR:

- ARCs can use EXPLORE, PLAN, and ACT student profiles ("Your Plans") as well as Individual Learning Plan (ILP) information ("Course of Study") to inform decisions about transition needs that focus on the child's course of study.
- ARCs can allow the student and parent(s) to review the student's ILP as part of the transition planning process.

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Multi-year means from the current year to the child's expected year of exiting high school. Courses should be identified by title. The use of the term, "elective," should be avoided.

The student's course of study is a multi-year description of coursework designed to help achieve the student's postsecondary goal(s).

CCR:

- ARCs can use EXPLORE, PLAN, and ACT student profiles ("Your Plans") as well as Individual Learning Plan (ILP) information ("Course of Study") to inform decisions about transition needs that focus on the child's course of study.
- ARCs can allow the student and parent(s) to review the student's ILP as part of the transition planning process.

As mentioned before, when discussing the transition planning at age 14, the student's ILP/IGP should include his/her multi-year course of study. A copy of this course of study must be included in the due process folder.

Facilitator's Notes:

Courses of Study



When determining course of study, you should ask yourself these questions...

- ✓ Is a course of study already identified for this student?
- ✓ Is this course of study aligned with the student's postsecondary goals?

Individual Learning Plan (ILP)

- Beginning with a student's eighth grade year, the Individual Learning Plan (ILP) shall set learning goals for the student based on academic and career interests and shall identify required academic courses (Course of Study), electives, and extracurricular opportunities aligned to the student's postsecondary goals.

Individual Learning Plan (ILP) Alternative Completion

- **Purposes for Alternative Completion**
- **Exceptional Education Student**
 - The student has exceptionalities that prohibit them from completing some (or all) components of the web-enabled ILP. The student's ARC made the documented decision as to what was appropriate for the student to complete.
- **ILP Alternative Completion Tutorial**

Age of Majority

- The age of majority in Kentucky is 18
- Before the age of 17, The guardianship and/or conservatorship process should begin.
- At least one year prior to the child reaching the age of majority, the IEP shall include a statement that the child has been informed of the child's rights, and that the rights will transfer to the child upon reaching the age of majority. (707 KAR 1:320 Section 5(14))
- If families and students feel uncomfortable with the transfer of the decision-making abilities to the student, the prospective guardian needs to petition for guardianship at the local probate court.
- A Family Guide to Guardianship in Kentucky: Questions and Answers
<http://kyjustice.org/node/568#ADULT>

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Summary of Performance IDEA 2004

- IDEA 2004 requires the provision of a summary of the student's academic achievement and functional performance, which is to include recommendations on how to assist the student in meeting post-secondary goals.
- See examples

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IDEA 2004 requires a summary of the student's academic achievement and functional performance, which is to include recommendations on how to assist the student in meeting post-secondary goals (which are based upon age-appropriate transition assessments).

In Kentucky, we will use the IEP and the ILP in documenting this summary of performance.

Use "Summary of Performance" form/handout.

The Summary of Performance must, at a minimum, address the following:

- Academic achievement: for example, information on reading, math, and language grade levels, standardized scores, or strengths.
- Functional performance: for example, information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills.
- Recommendations: for example, suggestions for accommodations, assistive services, post-secondary education, employment, independent living, and community participation.



Negotiating the ARC Video

- http://www.hdi.uky.edu/sf/media/negotiating_the_ARC.wmv

Resources

- Indicator 13 Kentucky Transition Requirements
 - (<http://education.ky.gov/specialed/excep/Pages/Monitoring-Documents.aspx>)
- KAR: IEP and Postsecondary Transition
- Goal Setting for Transition-Age Students-pdf.
- Independent Living Postsecondary Goal form
- ILP Alternative Completion Tutorial-ppt.
- How to negotiate at the ARC meeting
- KY Age of Majority
- Parent Brief: Age of Majority
- Hunter IEP Low Incidence

Resources

- Build Your Life, Make a Plan!
- High School Example
- Student Directed IEP Project-Things you should know about me
- IEP Meeting Involvement Using Person-Centered Planning Lesson Plan
- NICHCY Helping Students Develop Their IEPs
- Preparing Students for Understanding Their Rights
- Student Involvement in the IEP Process-DCDT

Steps in the transition process.

1. Conduct Transition Assessments
2. Develop postsecondary goals
3. Identify current levels of performance
4. Write annual IEP goals
- 5. Plan transition services**
6. Plan instruction

Chapter Four: Transition Planning

“The future is not something we enter. The future is something we create.

And creating that future requires us to make choices and decisions...

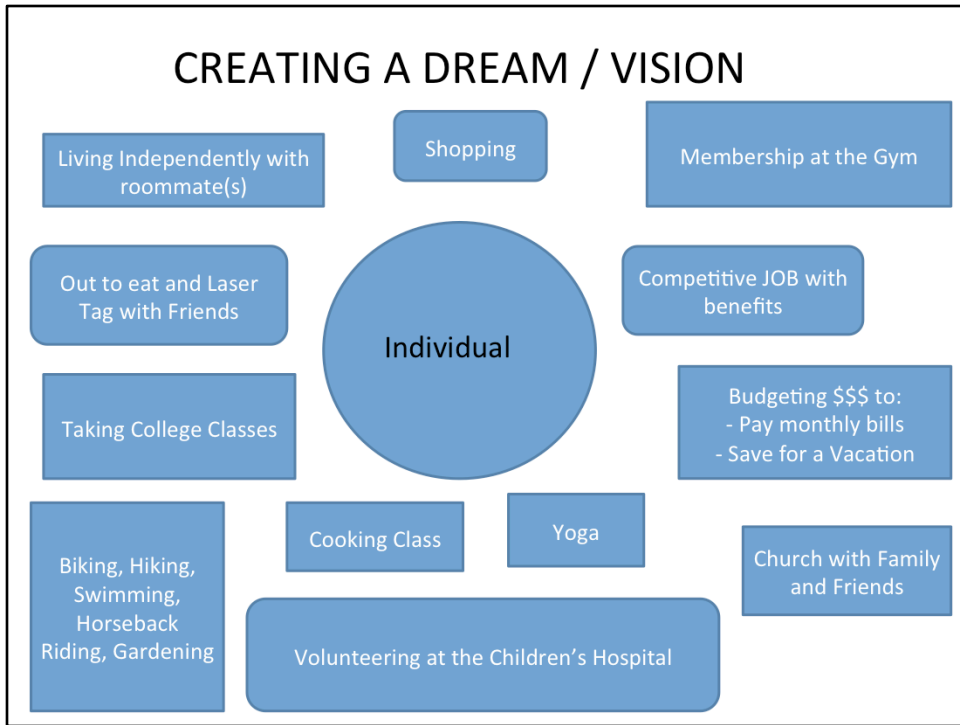
That all begin with a dream”

Leonard I. Sweet

Transition

- Transition planning is a time when the IEP team, including parents, is there to help the student make plans for his or her future
- Transition is a process that builds on itself each year, and goals evolve and change as the student gets older and gains new insights.
- Transition services are offered to help students and families for the future concerning where students will live and work, and how they will participate in their community

CREATING A DREAM / VISION



When “Creating a Vision”

- The “vision” is all about the individual
- Reflect on who the person is as a unique individual
 - Interest, preferences, likes, dislikes, qualities, contributions
- Consider their age
- Consider the typical things that other people their age enjoy and experience

Effective transition planning is...

Characterized by the consistent involvement and participation of appropriate individuals, including parents and students, together with regular and special education personnel and others from agencies outside the school

(Hasazi, Furney, & DeStefano, 1999; Johnson & Sharpe, 2000; National Council on Disability, 2000, NICHY, 2000).

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The Critical Questions for Transition Planning

- What Do I Want To Do After High School?
- What Skills Will I Need?
- What Support Will I Need?
- What Do I Need to Work on this School Year?

These are some of the critical questions that must be asked when discussing transition for our students.

Some ways that we can use to gather this information:

Get A Life pages

Assessments

Person-Centered Planning

Student and Parent Surveys

Annual Transition Goal Question

- What do I need to learn now to live where I want?
- What do I need to learn now to do the career I want?
- What do I need to learn now to be able to learn where I want?

– Greene, G., & Kochhar-Bryant, C. A. (2003). *Pathways to successful transition for youth with disabilities*. New Jersey: Merrill Prentice Hall.

Factors Affecting Transition Planning

- At risk for dropping out
- Years left in school
- Length of time needed for students to acquire, maintain and generalize skills.
- Need for targeted instruction.

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So what are factors that affect our transition: At risk for dropping out – WE have got to focus on drop out prevention strategies. Remember.... For students with disabilities, transition can begin at any age although required at age 14. At risk for dropping out would be a reason to begin earlier.

We also need to look at how many years the student has left in school. That will definitely affect our planning.

We know that it takes longer for some students to acquire, maintain, generalize skills. This needs to be considered on an individual basis in making decision related to course, etc.

Some students have a need for targeted instruction on skills typical student may learn simply through observation.

Other factors affecting transition planning consist of:

- lack of knowledge
- lack of services/resources & service providers
- lack of on-going supports
- lack of commitment
- lack of transportation
- inadequate residential options
- no residential options
- waiting lists
- paper work & red tape
- limited access to systems
- NO \$\$\$

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Determining an Evidence Base

- ▶ Follows Taxonomy for Transition Programming* framework introduced by Paula Kohler (Western Michigan University)
- ▶ Five Transition Domains
 - **Student Development:** Includes strategies in life skills instruction, career and vocational curricula, structured work experience, and assessment.
 - **Student-Focused Planning:** Includes practices in the areas of IEP development, student participation in planning, and planning strategies.
 - **Interagency Collaboration:** Includes practices in the areas of collaborative frameworks and collaborative service delivery.
 - **Family Involvement:** Includes practices in family training, family involvement, and family empowerment.
 - **Program Structure:** Includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

*Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois

Taxonomy for Transition Planning

Student Focused Planning

IEP Development
Student Participation
Planning Strategies

Family Involvement

Family Training
Family Involvement
Family Empowerment

Student Development

Life Skills Instruction
Career & Vocational Curricula
Structured Work Experience
Assessment
Support Services

Program Structure

Program Philosophy
Program Policies
Strategic Planning
Program Evaluation
Resource Allocation
Human Resource Development

Interagency Collaboration

Collaborative Framework
Collaborative Service Delivery

Transition Planning Includes...

- Identifying interests, preferences, and needs.
- Identifying possible post-school outcomes.
- Developing a coordinated set of activities.
- Preparing student and parent to assume responsibility.
- Linking students and parents with opportunities and experiences.

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Transition Planning includes:

-Identifying interests, preferences and needs. How do we glean this information? (surveys, interview, etc)

Identifying possible post-school outcomes (e.g. career, education or training, independent living)- What are the sources for this information? (same and others)

Developing a coordinated set of activities that will help each student reach these outcomes. These can include career fairs, career exploration, job shadowing, job coach or vocational school, etc – (refer back to activities earlier identified)

What are the tools that we use to achieve this? (ILP and IEP) Again..... The ILP set the path, the IEP serves as the vehicle to travel the path to success.

Preparing student and parent to assume responsibility for accessing services and requesting needed accommodations in community (self determination and self advocacy for students with disabilities) We know that best results occur when the process is begun early. Learn about the disability and begin to identify strength and limitations.

Linking students and parents with opportunities and experiences in employment/business community....

with further education and training options and....

with adult service providers. This is where we get into those interagency agreements to provide the supports needed for life after high school. What would some of those be? (Vocational Rehab, Mental Health, Supported Living and Employment, etc)

Reference [Get A Life manual p 73-74](#) (“Tips for Making Transition Easier”)

Transition Planning Inventories

- Involves a process which identifies strengths and needs for a given student as they prepare to transition from school to the community, including employment, schooling, and independent living.
 - *Enderle-Severson Transition Rating Scales – 3rd Ed.* (Severson, Enderle & Hoover, 2003)
 - *Supports Intensity Scale* (American Association on Mental Retardation, 2004)
 - *TEACCH Transition Assessment Profile – 2nd Ed.* (Mesibov, Thomas, Chapman, & Schopler, 2007)
 - *Transition Planning Inventory – Updated Version* (Clark & Patton, 2009)
 - *Transition to Work Inventory (TWI)* (Liptak, 2008)

LRE for Students 18 to 21

- What is the LRE when students with significant disabilities reach the age of 18 to 21?
 - Home and Daily Living Skills
 - Meal Planning
 - Personal Hygiene
 - Finances and Budgeting
 - Home Maintenance
 - Health and Safety
 - Housing Options
 - Lesson Plans

LRE for Students 18 to 21

- What is the LRE when students with significant disabilities reach the age of 18 to 21?
 - Community Participation
 - Access and Use Community Resources
 - Consumer Skills
 - Increase mobility
 - Improve social and communication skills
 - Improve and practice self-advocacy/self-determination skills
 - Safety and Vulnerability
 - Functional Reading and Math
 - Develop natural supports.
 - Get involved with Community Services and Volunteer
 - Develop friendships with same-age peers
 - Communicate and establish a relationship with adult services agencies before leaving school.

LRE for Students 18 to 21

- What is the LRE when students with significant disabilities reach the age of 18 to 21?
 - Integrated employment
 - Career Exploration
 - Vocational Assessments
 - Job Search and Retention Skills
 - Employer / Employee Expectations
 - Job Training Opportunities
 - Employee Rights / Self Advocacy
 - Customized employment
 - Supported employment

LRE for Students 18 to 21

- What is the LRE when students with significant disabilities reach the age of 18 to 21?
 - Recreation and Leisure
 - Life-Long Fitness
 - Planning and Participation
 - Social Skills
 - Team-Building Activities

LRE for Students 18 to 21

- What is the LRE when students with significant disabilities reach the age of 18 to 21?
 - Post-Secondary Education
 - Researching Post-Secondary Options
 - Identifying Academic Skills and Prerequisites
 - Completing Application
 - Identifying Supports and Resources
 - Collaborating with Outside Agencies

Week at a Glance

Time	Mon	Tues	Wed	Thur	Fri	Sat	Sun
12-8:30 AM	F	H	H	H	H	H	H
8-8:30	F	H	C1	C4	C1	C1	H
8:30-9 AM	C1	H	C1	C4	C1	C1	F
9-9:30 AM	ST	H	C1	C4	C1	C1	F
9:30-10 AM	ST	H	C1	C4	C1	C1	F
10-10:30 AM	MS	H	C1	C4	C1	C1	F
10:30-11 AM	MS	YT	C1	C5	C1	C6	F
11-11:30 AM	H	H	C1	C5	C1	C6	F
11:30-12 PM	JC	JC	JC	JC	JC	C6	F
12-12:30 PM	JC	JC	JC	JC	JC	C6	F
12:30-1 PM	JC	CW	JC	JC	CW	C6	F
1:30-2 PM	JC	JC	JC	JC	JC	C6	F
2-2:30 PM	JC	JC	JC	JC	JC	C4	F
2:30-3 PM	JC	JC	JC	JC	JC	C4	F
3-3:30 PM	JC	JC	JC	JC	JC	C4	F
3:30-4 PM	H	C2	H	C5	H	C2	F
4-4:30 PM	H	C2	H	C5	H	C2	F
4:30-5 PM	H	C2	H	C5	H	C2	F
5-5:30 PM	H	C2	FR	C5	H	C2	F
5:30-6 PM	H	C2	FR	C3	C5	C2	F
6-6:30 PM	H/MT/GF	C2	FR	C3	C5	C2	F
6:30-7 PM	H/MT/GF	C2	FR	C3	C5	C2	F
7-7:30 PM	MT/GF	MT	C3	C3	H	C2	E
7:30-8 PM	MT/GF	MT	C3	C3	H	C2	E
8-8:30 PM	H	H	H	C3	H	C2	E
8:30-9 PM	H	H	H	H	H	C2	E
9-11 PM	H	H	H	H	H	H/C?	F

- Sleep
- Personal Care
- Work
- Leisure/Comm. Part.
- Bkt/Lunch/Dinner
- Speech Therapy
- Music Therapy
- Massage
- Yoga
- Church

H – Housemate	JC – Job Coach
F – Family	C1-C6 – Companions
ST – Speech Therapist	FR – Fraternity
MT – Music Therapist	GF – Girlfriend
M – Masseuse	CW – Co-Worker
Y – Yoga Teacher	

Chapter Five: Plan Instruction

Evidenced Based Practices

In order for youth to be successful, they need the following:

- Access to high quality standards-based education regardless of the setting;
- Information about career options and exposure to the world of work, including structured internships;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and
- Support services to allow them to become independent adults.

• NCWD/YOUTH GUIDEPOSTS for SUCCESS

What is an Evidence-Based Practice (EBP)?

- EBP are teaching methods used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009)
- Where can you find resources for EBP?
 - [What works clearinghouse](#)- find what works for a variety of topics
 - [ED.gov](#)- user guide
 - [National Secondary Transition Technical Assistance Center](#) – In addition to providing teachers with EBP, NSTTAC provides teachers with:
 - [Lesson plan starters](#)
 - Instructional resources for completing a [summary of performance](#) and [postsecondary goals activities](#)

Lesson plan starter is an example of a plan that could be used for an IEP meeting using the choice-maker self-directed IEP

Choice-maker is a ??????????????

What Do EBP Provide to Teachers?

- Information about which teaching methods in secondary transition have been effective in helping students with disabilities learn skills
 - For example, the EBP of *community-based instruction* can be used to teach banking skills, communication skills, and community integration skills
- EBP can be used to support IEP goals and objectives
 - For example, it can provide teachers with instructional methods to assist students in reaching their goals
 - Given an occupational setting, Adria will empty the trashcan with 100% accuracy within 1 hour of arriving to work in both the employment and home settings
 - What EBP practices could be used to support this goal?
 - Community-based instruction, response prompting, many others!

SECONDARY TRANSITION EVIDENCE-
BASED PRACTICES AND PREDICTORS OF
POST-SCHOOL SUCCESS

<http://nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Description%20of%20EBPs&Predictors.update.2013.pdf>

Evidence Based Predictors

- Participation in general education
 - Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in general education classes with peers without disabilities
 - Test (2009, 2012) noted that participation in general education is related to employment, postsecondary education, and independent living outcomes for students with disabilities
 - Can lead to increased friendships and social skills - both necessary for post-school life.

Participation in General Education



Evidence Based Practices

- Parental expectations and involvement
 - Expectations include parents and families *planning and articulating an expectation* that their child will participate in integrated postsecondary education and be employed in integrated settings in the community after high school (Carter, Austin, & Trainor, 2012; Doren, Gau, & Lindstrom, 2012).
 - Involvement means parents/families/guardians are active and knowledgeable participants in *all* aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child)

Evidence Based Practices

- Self-Determination
- Students' ability to direct their own lives and to make important decisions related to their career goals (Holub, Lamb, & Bang, 1998) *have been strongly related to positive post-school outcomes for students with intellectual disabilities* (Shogren, Wehmeyer, Palmer, Rifenbark, & Little, in press; Wehmeyer & Palmer, 2003).
- Self-determination *can be taught* through carefully designed instruction (Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013), though *opportunities to teach youth with significant disabilities self-determination skills are often missed* (Carter, Owens, Trainor, Sun, & Swedeen, 2009).

Self-Determination – Cont.

- IEP teams need to insure that students are systematically taught the skills of self-determination, including:
 - goal setting,
 - developing plans to achieve those goals, and
 - self-monitoring and self-evaluation skillsto track their progress toward their academic, personal, and life-course goals.

Self-Determination - Programs

- A variety of programs can be used to teach students self-determination skills
 - The Self-Determined Learning Method of Instruction
 - The Beyond High School Model
 - Who's Future is it Anyway?
 - Skills to Pay the Bills

Evidence Based Practices

- Social Skills and Peer Supports
 - A key element in preparation for College and Career Readiness for students with significant disabilities is the presence of opportunities to interact and develop friendships with peers without disabilities
 - Participation in general education, extra-curricular and other school activities, and direct instruction in social skills will help students attain these skills.
 - *KY Peer Support Network Project* – newly funded to enable students with significant disabilities to develop strong peer support networks across our state!

Evidence Based Practices

- Peer networks are a method of creating social groups for students with disabilities (Carter et al., 2013)
- These networks are helpful because they provide students with
 - Friendships with peers that foster a sense of belonging, enhance satisfaction with school, and contribute to increased quality of life
 - Provide students with social opportunities in addition to academic content
 - Create a context to assist students with disabilities connect with peers without disabilities beyond an academic context

Evidence Based Practices

- Social Networks Continued
- Inclusive service learning
 - Provide students with and without significant disabilities the opportunities to apply academic skills in real life projects, give back to their communities, build their resumes, and develop new friendships
 - Enables students with significant disabilities to become more independent by allowing them to provide services to the community (Carter, 2013)
- Guidance letter on Service Learning (February 2014):
 - The Department of Labor's Office of Disability Employment Policy (ODEP) and the Corporation for National and Community Service (CNCS) have collaborated to issue a guidance letter:
 - <http://www.nationalservice.gov/sites/default/files/upload/ODEPCNSPolicyMemo.pdf>

Evidence Based Practices

- **Inclusive service learning**
 - Provide students with and without significant disabilities the opportunities to apply academic skills in real life projects, give back to their communities, build their resumes, and develop new friendships
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Evidence Based Practices: Social Skill and Leadership Development

- Student leadership opportunities
 - All students need leadership opportunities!
 - Students can serve on student council, be an officer in a school club, plan an inclusive service learning project with peers, self-advocate, and 4-H leadership and agricultural education leadership projects, among others.

Evidence Based Practices

- Interagency collaboration
 - Involvement of the state OVR agency (e.g., KY Office of Vocational Rehabilitation) and the state DD agency (e.g., the KY Department of Behavioral Health, Intellectual and Developmental Disabilities) is well documented in achieving positive post school outcomes (Test, 2012; Winsor, Butterworth, & Boone, 2011)
 - A federally mandated part of a student’s Individualized Transition Planning.
 - “A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood (Antosh et al., 2013). This resource, within a core focus on self-determination, considers employment, post-secondary education, health care, community living, housing, and transportation needs at the point of transition (available online at: http://www.aucd.org/docs/publications/transition2013_full_sm.pdf).

Agencies that may be invited to the Transition IEP meeting:

- Cabinet for Health and Family Services
 - Is home to most of the state's human services and health care programs, including Medicaid, the Department for Community Based Services and the Department for Public Health
 - [Commission for Children with Special Health Care Needs](#) - Plans, develops, provides and evaluates the public system of care for children with special health care needs. Serves children with physical disabilities from birth to age 21 through on-site and off-site clinics, therapies and related services.
 - [Department for Community Based Services](#) - Administers child protection and permanency and family support programs including adoption, child abuse, child care, child support, SNAP food benefits (Supplemental Nutrition Assistance Program, formerly food stamps) and foster care.
 - [Department for Behavioral Health, Developmental and Intellectual Disabilities](#) - Provides quality information, services and support for individuals with needs related to mental illness, intellectual disability or other developmental disability and their families.
- Office of Vocational Rehabilitation
 - Provides services to individuals with disabilities to prepare for, secure, retain or regain appropriate employment.
 - Web site: www.ovr.ky.gov
- Community Work Incentives Coordinators (CWICs)
 - Provides effective counseling, of SSA disability programs and other Federal public benefits, their various eligibility requirements, their operational details, and all associated work incentive rules or provisions.
 - http://www.vcu-ntc.org/about_us/index.cfm
- Respite Care providers/Personal Care Attendant
- Direct Support Professional from Michelle P. Waiver
- Local Parks and Recreation Department

An excellent Resource to share with the ARC team is the:

Kentucky Disability Resource Manual

- www.hdi.uky.edu

Evidence Based Practices

- Person centered planning (PCP)
 - “Refers to a family of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends.” (O’Brien & Lovett)
 - Takes into consideration students’ strengths, input from key stakeholders (e.g., parents, job coaches) and should incorporate both formal and informal viewpoints
 - Focus should be based on individual strengths and capacities and should focus on the dreams and desires of the student
 - The goal of person centered planning should be on *equality and quality of life in the community.*

Key Characteristics of PCP

- The person who is at the focus of the planning, and those who love the person, are the primary authorities on the person's life direction
- The primary purpose of PCP is to learn through shared action (i.e., the process is more than producing paperwork, it is about taking action to reach goals) and reflection/evaluation of that action.
- PCP aims to change common patterns of community life (e.g., segregation and congregation of people with disabilities, devaluing stereotypes, inappropriately low expectations, denial of opportunity).

PCP, continued

- Requires collaborative action and fundamentally challenges practices that separate people and perpetuate controlling relationships
- Respect for the dignity and completeness of the focus person
- Calls for sustained methods for the effective ways to deal with difficult barriers and conflicting demands
- Promotes and values accurate individual services and supports, and clarifies individual interests and needs
- Shapes services to support a person's vision of a valued lifestyle.

PCP, continued

- Facilitates change in services to be more responsive to the interests of people
- Can organize efforts in the community to include person, family, and direct support professionals
- Focus on quality of life and emphasize dreams, desired outcomes, and meaningful experiences.

“Five Valued Experiences”
(O’Brien and O’Brien, 1989)

- **Community Presence:**
 - How can we increase the presence of a person in local community life?
- **Community Participation:**
 - How can we increase the presence of a person in local community life?
- **Promoting Choice:**
 - How can we increase the presence of a person in local community life?
- **Supporting Contribution:**
 - How can we assist people to develop more competencies and contribute their unique gifts?
- **Valued roles:**
 - How can we enhance the reputation people have and increase the number of valued ways people can contribute?



Evidence Based Practices

- Participation in postsecondary education
 - Can lead to better employment outcomes and increased participation in the community
 - The *Supported Higher Education Project* in KY assists students with ID in higher education by developing individualized programs to enhance the students preparation for his/her career path

College Connection Program at Asbury College



PACT Program at University of Louisville



PACT Program at University of Louisville



Secondary Higher Education Project (SHEP)



SHEP



SHEP



Evidence Based Practices

Community Based Instruction (CBI)

- Students with significant cognitive disabilities often experience considerable difficulties in *generalizing* what they have learned in the classroom and applying that knowledge and those skills to real-life settings (Kleinert, Browder, and Towles-Reeves (2009).
 - How can we promote generalization?
 - Teach relevant behaviors that are likely to be used in the natural setting
 - Use significant range of examples (general case) that sample the range of possible examples.

Evidence Based Practices

- CBI, continued
 - Assists students in generalizing skills to different contexts
 - Includes activities such as banking, grocery shopping, fitness, and public transportation
 - Should involve carefully planned, individualized instruction, with discrete teaching objectives and progress monitoring (accurate data for every instance)
 - Lesson Plans – relate to Gen Ed Curriculum
 - Include peers without disabilities whenever possible.



Evidence Based Practices

- Involvement in extracurricular activities
 - Provide the chance for developing a sense of school belonging, friendship networks, and pursuing areas of interest and leisure.
 - The KY Post School Outcomes Center has indicated that participation in school extra-curricular activities is positively correlated with enrollment in post-secondary education (Lobianco & Kleinert, 2013).



Evidence Based Practices

- Integrated, Paid Employment
- *Integrated, paid employment* (during high school)
 - Predictor of education, employment and independent living
 - The *strongest predictor* of employment after high school
- Work experience is any activity that places the student in an authentic workplace, and could include:
 - work sampling, job shadowing, internships, apprenticeships, and paid employment.
- Paid employment can include *existing* jobs in a company or *customized* work assignments negotiated with the employer – they always feature competitive wages (e.g., minimum wage) paid directly to the student by the employer.

Employment Options

What we want...

- Competitive employment (with natural and without supports)
- Supported employment
- Customized employment
- Self-employment
- Volunteer/internship

What we don't want...

- Sub minimal wages
- Sheltered Workshops
- Enclaves
- Mobile Work Crews

Customized Employment

According to US/DOL:

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both.

It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

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Does this remind you of any Principle?

CBWTP Success Stories



Jacob is shredding documents....very attentive...his favorite thing to do....he loves it and now he gets PAID!



Jacob is filling advertisement bags with magnets and calendars for the customers.
Ballard County



Shoot for the Moon Biscuits

With the help from OVR and CBWTP, Martha and her mom continue to make and sell dog biscuits.

Martha is working with her OT to mix the ingredients

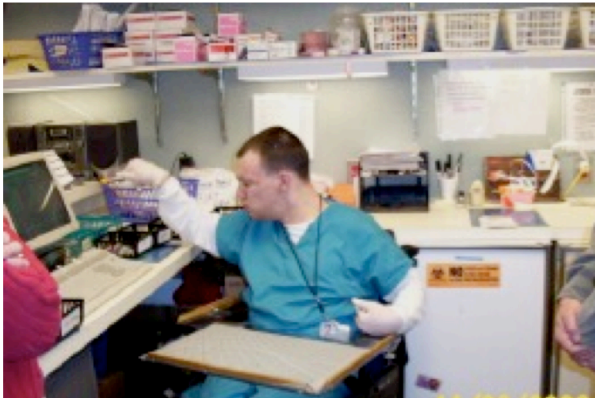


Shelly at UPS

Kentucky Supported Employment Training Project ©



Michael at St. Elizabeth Hospital



Kentucky Supported Employment Training Project ©

Ballard County



The CBWTP allowed Tieasha to explore different job sites; it didn't take long to realize that Tieasha was a "people person" and would be great working with the public. Tieasha has a love for cooking; therefore, Ms. Brown assisted Tieasha in finding a job site geared toward her interests.

Tieasha is the Kitchen Coordinator at **Damron LA Oasis**.

Tieasha enjoys taking orders, loves making pizza and meeting new people.





Job Coach, Rachel Brown: Assistant Manager, Travis Holder: Kitchen Coordinator, Tieasha Donlow; and Manager, Annette Damron.

Tieasha pictured with owner, Allen Damron.



Christian County High School



Amber is busy hanging up items.

Amber hanging purses and having fun!



Hardin County



Hardin County



Kamran is job shadowing at our local Barnes & Noble Bookstore. Kamran has acquired the following skills; re-shelving and facing books and operating the book scanner.

LaRue County



Tasha has always had a passion for caring for children. Through hard work and determination, Tasha has secured a permanent position as a childcare assistant at Little People's Developmental Center

Tasha applied her work ethic and determination to her school work and improved both her grades and attendance. Tasha has been successful in her academics and successfully transitioned to adult life



LaRue County



Lindsey is a junior who expressed an interest in working with children. Lindsey has been training at The Learning Tree for the past month gaining skills and knowledge in childcare. Lindsey's hard work paid off she has just been offered a paid summer position. Lindsey commented that she enjoys teaching children their colors and shapes.

Hardin County



Crystal reads to the pre K students and helps them with their art projects.

Crystal is learning how to put inserts into the welcome packets and folded up to 70 bulletins. →

Crystal is a junior and is job shadowing at Calvary Assembly of God and Gloria Dei Lutheran Church.



LaRue County

Justin has limited transportation options and lives in Upton, a rural section of the county. To accommodate Justin's needs he works at three different businesses. Justin works Mondays at Sonora Feed Supply where he keeps the feed room and porches swept, restocks the shelves, and loads feed for customers.



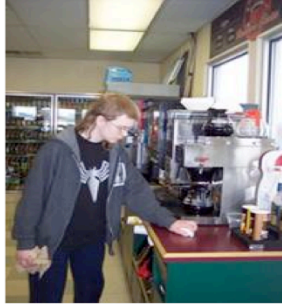
LaRue County

Tuesdays, Justin works hard keeping the products and shelves clean and neat.



Justin works his third job at Upton Video where he sweeps the sidewalks, folds pizza boxes, dusts the video, and the worst part he has to watch movies to be sure they are not skipping.

LaRue County



During the evaluation phase Cody was willing to consider several different vocational areas. He also expressed an interest in electronics. The owner of Hometown Mini Mart, gave Cody the opportunity to receive training, gain work experience, and build his self confidence.

Cody used the work ethic and confidence he gained and was offered the perfect job opportunity. Cody is employed by Moore Electronics, gaining on the job training in the area of his interest.



LaRue County



During the evaluation phase, Justin expressed an interest in mechanics and other areas. He began work at Pamida assembling furniture and gained many skills.

Using the skills he learned during the evaluation phase, Justin has achieved his dream; he is currently employed by Orville's Diesel Repair.





Tyler Bulter County

- ✓ Casco is a factory located in Morgantown, that manufactures auto parts.
- ✓ Casco created a job for Tyler in the quality department and hired him.
- ✓ Tyler works second shift, full time and has full benefits including 401



LaRue County



Patrick is transferring diffusers from plastic packages to metal trays. Patrick works part-time at Kensei and has proved to have an excellent work ethic.



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Washington County Exploration at Clement's Ag. A farm supply store. Assists in loading customer orders, bagging seed and clean up when and where needed. Austin just got a job at Alltech!!!





Jefferson County

Though he had difficulty with mock interview sessions, Jigar never stopped trying. His diligence paid off. He successfully completed the application and interview process for a job at Home Depot. He began work at Home Depot in the spring of 2001 as part of his training. He is proud of the fact that he has held his job for 9 years. Jigar works as a Customer Service Greeter and Credit Application Distributor. He meets his daily challenges with an amazing drive and gusto. "Bing" the Manager of Home Depot reported that Jigar is highly spirited and always smiling; willing to assist anyone. Jigar works 24 hours per week. He is earning over \$9.00 per hour. Jigar reports that he is very happy at his job. He has become well known fixture at Home Depot. He enjoys assisting the customers, many of which know him by name.

Jefferson County



Emina, Seneca High School Graduate, MAY 2012

Emina currently has a part time job working at Lowe's Home Improvement Center in the Garden Department, where she plans to continue exploring new challenges and career opportunities that come her way.

Jefferson County

***Earl, Atherton
High School
Graduate, MAY
2011***



Earl has worked for over a year in the Child Enrichment Program. He is responsible for organizing and participating in activities with children having various disabilities. He really enjoys the work, and has successfully completed CPR and First Aid Certification. He has also learned a great deal about working with children and how to address health issues, such as blood borne pathogens and how to deal with medical emergency situations.

Monroe County



Jimmie at AAA Outdoors, Hunting and Supply Company: Jimmie fletches arrows. This is a job that takes patience and precision because the feathers have to be aligned a certain way to allow the arrow to go straight when shot with a bow. If the alignment is off the least, the arrow will go crooked. Jimmie does an excellent job fletching arrows.

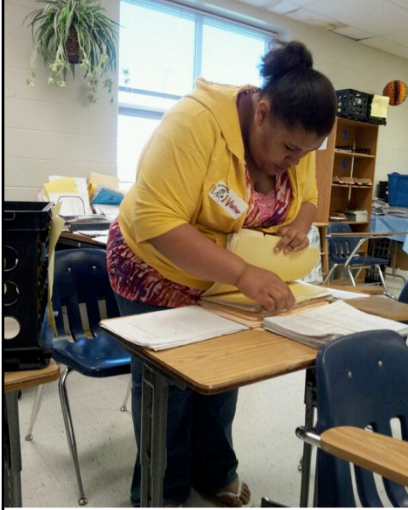
Jimmy takes his time making sure the alignment is just right.



Monroe County Jimmie also works at Joe Harrison Carter Elementary School. His job title is a Daycare Provider and Assistant Archery Coach. Jimmie works with children Pre-K through the second grade overseeing the computer lab making sure the students get their homework finished and helps organize supervised activities. He loves his job; it allows him to combine two things, the love of caring for small children and his love for Archery.



Jessamine County



Tina is exploring her interests in clerical work and working with children as a teacher aide.

Elizabethtown



Zach is employed by the Elizabethtown Fitness Center as a front counter attendant. His duties and responsibilities include: folding towels, data entry for customer accounts/billing, making coffee for customers, answer customer questions and monitor electronic surveillance equipment. After Zach graduates in May, his goal is to work as many hours as possible and eventually become a full time employee.

Washington County



Brooke working at the Vet's office



Washington County



Blake at the Springfield Sun. Blake's is exploring his interests in poetry and writing

Webster County

Brett working at Pioneer
Plastics. He is placing a
description sticker on a
box for shipping



Webster County

Hunter is placing a bar code on product box



Hunter working with the job coach.



Webster County High School



Chad is assigned several duties at Ponderosa; he cleans, washes dishes, flours the chicken, and one task that he strides for perfection is cleaning and preparing the baking potatoes. Managers, Buster Almon and Jeff Browning are pleased to have Chad be a part of the Ponderosa team.



Webster County High School

Chad is making a difference in his community, through his determination he not only works at **Ponderosa** but also works at **Kroger**.



At Kroger, Chad bags groceries, gathers carts, cleans the break area, and returns groceries to the shelves. Chad has been the **“Employee of the Month”** three different times, and takes his job at Kroger’s very seriously.

Hopkinsville High



Savannah enjoys working at the drive thru.

CBWTP student, Savannah; Manager, Marilyn Moore; and Student Employment Coordinator, Bobbi Bradley all work together for a successful transition.



Elizabethtown



Dillion is employed by a local KFC/ Taco Bell. His duties and responsibilities include: taking customer orders, preparing food, operating a cash register and cleaning. Dillion is working on his Serve Safe certification, a food safety and certification program administered by the National Restaurant Association.

Washington County



Conner at Mordecai's Restaurant. He delivers rolls to the customers, busses tables, wraps silverware and occasionally delivers drinks to customers



Elizabethtown



Tremaine was hired by Mr. Gatti's Pizza during his senior year in the program and is still working for them over a year later. His duties and responsibilities include: bussing and cleaning tables, cleaning equipment, sweeping and mopping the floor, maintaining the salad bar and cutting pizza. One of Tremaine's goal upon graduating was to move out of his parent's home and to get a place of his own to live independently which he has successfully accomplished. For the future, he is working on getting his driver license and then getting a car.

Jefferson County

Hannah, Waggener
High School Graduate,
May 2012



Hannah has adapted well at McAlister's Deli. She has overcome anxiety, mastered her voice volume and arrives prepared for work each day. Her duties include cleaning off tables, refilling drinks, and bussing tables. Additionally, she washes dishes, sweeps floors and monitors restroom cleanliness. Hannah likes the responsibility of this job and likes feeling successful as she does the job well and is earning money.

LaRue County

Josh is a junior but has already obtained employment at McDonalds. Josh works hard keeping the lobby clean and greeting customers. Some of the regular customers have commented on Josh's hard work.



Jefferson County



Jonnisha, Waggener High School Graduate, May 2012

Jonnisha has a regular routine at the Mall St. Matthews Food Court area. Her duties are to keep the area clean, wipe down tables, sweep floors and throw way trash. Additionally, she monitors the entire food court area keeping it up to standard. Jonnisha likes this job as it is near the school and helps her earn money.

Hopkinsville High



Dewayne enjoys bagging apples.

Student Employment Coordinator, Bobbi Bradley; CBWTP student, Dewayne Chester; and Produce manager, Sue Rayburn all work together in assisting Dewayne for a smooth transition from school to work.



Washington County



Josh working at IGA facing and stocking shelves



Jefferson County

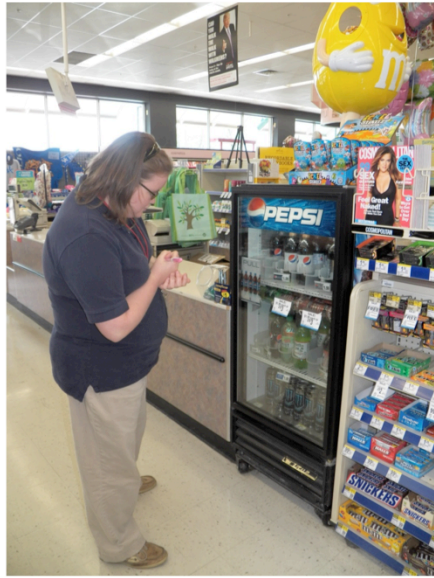
*Terreance, DuPont Manual High School
Graduate, MAY 2012*



Terreance wanted to job shadow and explore job skills necessary for a grocery store and for a restaurant. After shadowing and exploration of these two work areas, Terreance decided that he wanted to work in a restaurant performing busboy duties. I took Terreance to a formal job interview that I had set up for him at a Wendy's restaurant near his home.

The interview was a success and Terreance acquired the job. He initially worked two days per week, but has moved into additional hours and responsibilities. Terreance said that he appreciated my help (job coach) over the last year and was very pleased to have his first paid job.

Franklin County



Emilee is employed at Wal Greens. She is a stock clerk working 2 days a week, Mondays and Thursdays from 2-6. Pictured with her supervisor.

Jessamine County



Chester is working 2 jobs. First he is working at the Jessamine Proud store and learning to use the cash register and at Little Caesar's Pizza making pizzas



Chapter Six: Transition Activities

Session Outcomes

Transition: Transition Activities

Knowledge: What are the different types of transition activities?

Purpose: Why is it important to conduct transition activities throughout the students' daily schedule?

Method: How will you incorporate transition activities through your daily classroom activities?

Form: How will you determine which transition activities to conduct for your students?

- The following slides are from Dr. John D. Wessels, Ph.D., Ten Sigma
- Presented by: Sherida Gentry and Marsha Harper, Educational Consultants West Ky. Educational Cooperative

43 Skill Transition Curriculum

- Workplace Skills and Attitudes
- Responsibility
- Interacting with Others
- Technology Skills
- Basic Academic Skills
- Habits of Wellness
- Planning for Success

Essential Workplace Skills and Attitudes

Workplace skills and attitudes are the intrapersonal skills and attitudes that people need to succeed on a daily basis no matter their setting. These may include:

- Controlling Emotions
- Making Good Choices
- Demonstrating Work Skills
- Showing Respect for Self and Others
- Accepting Personal Organization
- Being Open to Learning
- Following Directions in the Workplace or other environments

Essential Skills Related to Responsibility

Responsibility involves understanding the obligations that people have to themselves, others and society. Those obligations may include:

- Following Directions
- Keeping and Following a Schedule (visual)
- Accepting Responsibility for Actions
- Accepting Consequences
- Demonstrating Positive Learning Behaviors
- Completing Tasks to Expectations
- Controlling Behaviors

Essential Skills for Interacting with Others

Interacting with others involves the ability to participate effectively in group settings. This includes:

- Interacting in a Group Setting
- Listening
- Promoting Own ideas Effectively
- Being Friendly

Essential Skills Related to Technology

- Good technology skills involve the use of technology to enhance our abilities to communicate at a higher level.
- Using/Managing Assistive Technology

Essential Basic Academic Skills

Basic academic skills that are used in everyday life that typically may not be taught past 5th grade might include:

- Basic Money Skills
- Discussing Temperature
- Understanding Time
- Using Measuring Tools for Cooking
- Basic Reading Skills
- Basic Writing Skills
- Basic Math Skills
- Following Written/Picture Directions
- Practicing Good Citizenship

Essential Skills Related to Habits of Wellness

Good habits of wellness require the kind of skills that keep one healthy, well, and stress free. These skills may include:

- Practicing Personal Grooming/Hygiene
- Practicing Health Care
- Participating in Leisure Activities
- Managing Stress
- Maintaining Personal Fitness
- Maintaining Healthy Relationships
- Practicing Safety
- Being responsible for School Space
- Doing Household Chores
- Doing Kitchen Chores
- Doing Laundry

Essential Skills for Planning for Success

Practical skills that make people more successful in their jobs and their personal living might include:

- Advocating For Self
- Participating in Community Resources
- Setting and Achieving Important Goals
- Participating in Employment Opportunities

Transition Activities Resources

- Examples of Transition Services/Coordinated Set of Activities-pdf.
- Ideas for **Health Activities** to add to **101 Transition Activities**
- 101 Transition Activities for the Classroom-ppt.
- Skills to Pay the Bills-pdf.

Change happens for a person when...

- At least one person takes a central role in making things happen
- A network of people share a common vision for the person & work toward it
- Network members build on existing relationships
- Family members join the effort
- At least one person has strong ties to the local community
- At least one person is skilled in assisting others to clarify vision & solve problems
- Focus is on enriching life experiences & doing things together vs. attaining objectives
- Agency leaders work for change

A Balanced Relationship

A lack of learning in any particular situation should **first be interpreted as a result of inappropriate or insufficient use of teaching strategy**, rather than inability on the part of the student.”

Marc Gold

Summary

- Be patient
- Be prepared
- **Know your students**
 - Interests, skills, preferences, contributions, supports, etc...
- Be flexible
 - **REMEMBER**, The ARC must request and receive ***signed consent*** from the parent or emancipated youth to invite the outside agency ***PRIOR*** to the ARC meeting.
 - If all else fails contact Meada Hall at meada.hall@uky.edu to help

References

- Transition One Stop
 - <http://www.transitiononestop.org>
- IEP
 - <http://education.ky.gov/specialed/excep/pages/iep-guidance-and-documents.aspx>
- College and Career Readiness
 - <http://education.ky.gov/educational/CCR/Pages/CCR.aspx>
- Career Readiness
 - <http://education.ky.gov/educational/CCR/Pages/CareerReady.aspx>
- Special Education Cooperatives
 - <http://education.ky.gov/specialed/excep/Pages/Kentucky-Special-Education-Cooperative-Network.aspx>
- National Collaborative on Workforce and Disability
 - <http://www.ncwd-youth.info>

Special Education Cooperatives and Transition Consultants

- There are 9 Special Education Cooperatives across the state
- There are 9 Transition Consultants within the Special Education Cooperative
- All 176 local school districts, and the Kentucky Schools for the Blind and Deaf are members of a special education cooperative.
- The Special Education Cooperative Network is intended to assist local school districts in meeting the needs of its member districts.
- Services range from technical assistance, trainings, professional development, specialized services, research, and other needs identified by member districts and the Kentucky Department of Education.

Regional Interagency Transition Teams

- Regional Interagency Transition Teams (RITTs) are aligned with the Special Education Cooperatives in the state. The teams meet at least quarterly and are very active in their respective regions.
- Contact the Transition Consultant in your region to request an invitation to attend their meetings.