



Transition Fundamentals




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2




Overview of CDE's Diagnostic Center Services


- ◆ **Individual Transdisciplinary Assessment**
 - Center-based
 - Field-based
- ◆ **Professional Development**
 - Workshops
 - Professional Development Projects
 - Consultation


All services are FREE to districts and families! ☺
It's a great time to refer!!!

 **Who are You?**




4

 **Who am I?**



5

 **WIOA, Perkins & ESSA**

- ◆ Across the U.S., state leaders are examining their current & future economic landscapes to ensure that today's workers are appropriately prepared for work force demands.

6



Current Focus

Today's workforce will not only need postsecondary training & education but will also need to be lifelong learners.

To establish a **"education to workforce pipeline"**, transition practices need to become a seamless system of academic, technical and employability skills that parallel the trends in the industry.

7



What Every Teacher Should Know

◆ Transition from school to the adult world is the biggest challenge that will occur in the lives of young adults and their families.



◆ Transition planning, discussions, decisions, is a stressful time for families & the Team

8




The Goal of Transition Planning

Ready youth to leave high school prepared to use the skills and knowledge to fulfill adult roles as wage earners, family members, citizens, and life-long learners.



9




Issues Reported..

- ◆ Half of all persons with a disability who were not working reported some type of barrier to employment:
 - Lack of education or training
 - lack of transportation
 - the need for special features at the job
 - the person's own disability
 - Lack of "Soft Skills"

U.S. Department of Labor's Office of Disability Employment

10




Overall Challenges

The *National Longitudinal Transition Study-2* (NLTS) reports that while the outcome for many youth with disabilities is improving,

Students often **do not learn** or **use skills** from their school program to achieve productivity, empowerment and independence.

11



Compounding the Problem

- ◆ Majority of students with disabilities experience greater difficulty with:
 - social engagement
 - extracurricular activities
 - participation in transition planning

Wagner, Cadwallier, et al., 2003; Wagner, Marder, et al., 2003

12




Additional Barriers

- ◆ Ineffective support system
- ◆ Poor self-advocacy skills
- ◆ Lack of Job Opportunities
- ◆ Absence of necessary social skills for the “real world” (soft skills)



13




Current Statistics

Indicate that adults with disabilities experience:

- Higher dependency on public assistance
- Higher poverty rates
- Lower life satisfaction
- Higher unemployment rates

14




High School Completion or Work Ready...

Does not necessarily mean:

- College ready
- Ready for the job market
- Independent
- Motivated
- Employable
- Marketable

Education Week 1/20/11

15




Transition & Post Secondary Goals

Must:

- Be in effect by the time the students turns 16
- Recognize and consider the individual strength and needs of the student
- Acknowledge and accept Parental /Guardian involvement is this process
- Understand that the scope of this planning will last a lifetime

All efforts, attempts, lessons and information is documented at least 3 ways

16




National Standards & Quality Indicator for Secondary Education and Transition

- ◆ Standards are benchmarks to guide transition practice.
- ◆ Standards framed around: Schooling, career preparatory experience, youth development, family involvement, and connecting activities.

See: NASET:National Alliance for Secondary Education and Transition, *Transition to Adult Living Guide* for more information


17



What Indicators will measure Transition Outcomes

<p>Indicator 13</p> <ul style="list-style-type: none"> ◆ % of students ages 16 & above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet the post secondary goals. ◆ {20 U.S.C.1416(a)(3)(B)} 	<p>Indicator 14</p> <ul style="list-style-type: none"> ◆ % of students who had IEP's are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both within one year of leaving high school. ◆ {20 U.S.C. 1416(a)(3)(B)}
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18



State Performance Plan Indicator 13 Checklist

- ◆ Mandate for accountability comes from Federal Law.
- ◆ Indicator 13 is a compliance indicator.
- ◆ Indicator 13 is tied to Secondary Transition Goals and Services.

19

Secretary's Commission on Achieving Necessary Skills

Find the above chart and more at
<http://www.californiacareers.info/CCPC/CCPCover.html>

20

SCANS® REPORT CRITICAL SKILLS

Five Competencies


- **RESOURCES** Allocating time, money, materials, space and staff
- **INFORMATION** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information
- **INTERPERSONAL SKILLS** Working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds
- **SYSTEMS** Understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems
- **TECHNOLOGY** Selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies

Three Foundation Skills

- **BASIC SKILLS** Reading, writing, arithmetic and mathematics, speaking and listening
- **THINKING SKILLS** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning
- **PERSONAL QUALITIES** Individual responsibility, self-esteem, sociability, self-management and integrity

* U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills


21



Transition Guide

- ◆ Employment Skills for All
 - The ability to read at basic level
 - The ability to perform basic mathematics operations
 - The ability to work in groups with person with various backgrounds
 - The ability to communicate, both orally and in writing
 - The ability to use personal computers to carry out simple tasks, such as word processing


22



Also...

- ◆ The ability to follow a visual schedule
- ◆ The ability to follow a coach
- ◆ The ability to match a model
- ◆ The ability to be trained for a specific job
- ◆ The ability to follow sequential activities
- ◆ The ability to pace themselves through a task

23




Which Skills are Needed to Succeed?

<ul style="list-style-type: none"> ◆ Work Skills* ◆ Observe Critically ◆ Convey ideas in writing ◆ Use math to solve problems ◆ Advocate & Influence ◆ Guide others ◆ Use technology 	<ul style="list-style-type: none"> ◆ Soft Skills ◆ Listen actively ◆ Speak and be understood ◆ Cooperate with others ◆ Resolve Conflict & Negotiate ◆ Take Responsibility for Learning ◆ Reflect & Evaluate
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◆ * AKA Hard Skills

24




Students with Severe Disabilities & Developmental Disabilities

Consider the Nine Domains:

- ◆ Community Participation
- ◆ Daily living
- ◆ Self- determination
- ◆ Communication
- ◆ Health
- ◆ Employment
- ◆ Leisure activities
- ◆ Interpersonal relationships
- ◆ Further education/training

25




Transferable Elements to Inclusive Work Settings

- ◆ Youth with and w/o disabilities can increase their chances of successful employment by acquiring the work skills that employers seek.
- ◆ Families need to be aware that youth develop these skills from a variety of sources, including through the influence of family life and activities
- ◆ Families are partners in the effort to build work skills. By providing opportunities for youth to build and practice key work skills, families can set the stage for a lifetime of employment success and community participation.

◆ NASET

27



Predictors of Positive Post-School Outcomes


◆ **NSTTAC**
(National Secondary Transition Technical Assistance Center)

Created a checklist indicating a framework for determining the degree to which a program is implementing practices which are likely to lead to more positive post-school outcomes. (Evidenced Based Predictors – EBP)

The predictor categories listed have been extracted from high quality correlational research.

<http://www.nsttac.org/ebp/PredictorResources.aspx>

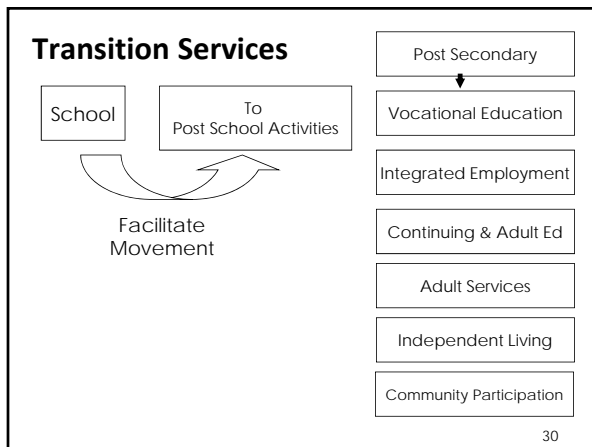
28




Of the 33 EBP, 16 were the strongest predictors of post school involvement

- ◆ Inclusion in GE
- ◆ Paid work experience
- ◆ Self care/ind. Living skills
- ◆ Student support
- ◆ Career awareness
- ◆ Interagency collaboration
- ◆ Work study
- ◆ Program of study
- ◆ Occupational courses
- ◆ Self/advocacy/determination
- ◆ Social skills
- ◆ Transition programs
- ◆ Community experience
- ◆ Parental involvement
- ◆ Exit exam/diploma

29

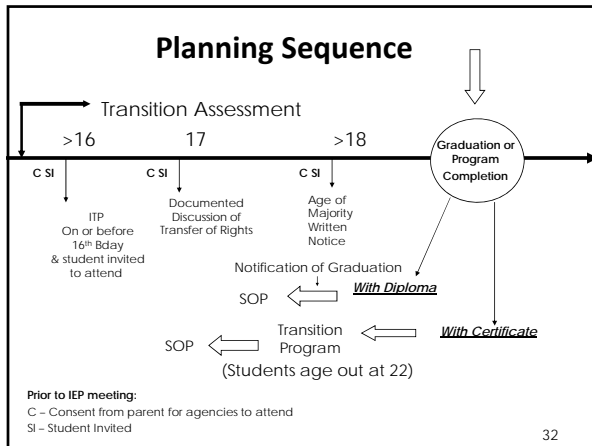




Transition Services

- ◆ Services the student needs to complete required courses successfully in general curriculum.
- ◆ Services the student needs to accomplish the annual IEP goals and ultimately the that support the postsecondary goals.
- ◆ Independent skills needed in the workplace.

31






What are Age Appropriate Transition Assessments?

- ◆ Age-appropriate means chronological rather than developmental age.




33



Age-Appropriate Transition Assessment is...

- ◆ Ongoing process which includes collecting data on the individuals needs, preferences and interests as they relate to the demands of current and future working, educational, living and personal and social environments.
- ◆ Assessment data serves as the common thread in the transition process for defining goals & services.

34



Purpose of Age Appropriate Assessments


Assist in developing realistic next steps with regard to interests and preferences

Determine:

- necessary accommodations/supports
- instruction & activities that will assist the student in post-schools goals

■ Guide the Next Steps...


35



Transition Assessment

<p>◆ What it is:</p> <ul style="list-style-type: none"> ■ Formal Assessments ■ Informal Assessments ■ Alternative Assessments ■ On going process ■ Happens before student turns 16 	<p>◆ What it isn't :</p> <ul style="list-style-type: none"> ■ A solely standardized assessment or measure ■ A one time review ■ Completed entirely by the transition specialist ■ Completed on 16th birthday
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36



Informal Assessments

- ◆ Curriculum-based measurement
- ◆ Interviews and Questionnaires
- ◆ Observation
- ◆ Situational Assessments
- ◆ Interest Inventories
- ◆ Measures performance on curriculum


37



Alternative Assessment

- ◆ Short answer questions
- ◆ Essays
- ◆ Demonstrations
- ◆ Experiments
- ◆ Portfolios
- ◆ Task performance
- ◆ Practical skills in authentic environments


38



Education/Training

- ◆ Match academic and functional skills to post-school goals
- ◆ Decipher necessary work & school accommodations required to level the playing field
- ◆ Tie post-school goals to post secondary settings(job training, higher education)


39



Employment

- ◆ Work skills (level of supervision needed, ability to ask for help, task completion)
- ◆ Determine career interests
- ◆ Match career goals to strengths, interests and preferences
- ◆ Interview skills
- ◆ Work experience


40



Independent Living

- ◆ Money management
- ◆ Health care
- ◆ Mobility (travel training, driver's license)
- ◆ Accessing resources
- ◆ Nutrition
- ◆ Community participation
- ◆ Cooking/cleaning


41



Functional Vocational Evaluation/Assessment


Functional vocational assessment is a general term for the process of identifying and appraising an individual's level of functioning in relation to vocational preparation and employment decision making.

42




Consider "DOGMA" for Planning

- ◆ Developmentally Appropriate
- ◆ Outcome focused (Backward Planning)
- ◆ Generalization
- ◆ Meaningful
- ◆ Appropriate accommodations



43




Levels of Assessment

- ◆ There are 3 levels of transition assessment:
 - Screening
 - Exploratory
 - Comprehensive Vocational Evaluation
- ◆ Levels are dictated by student's profile and facilitates satisfying Indicator 13 requirements.

Leconte 2007

44




Level I: Screening (for most students)

- ◆ This assessment typically consists of:
 - Interviews/surveys
 - Limited standardized testing
 - Functional assessment (identify an individual's level of functioning in relation to vocational preparation and employment decision making)
 - Review of background information

If more information is needed or questions emerge, Level II should be initiated.

45



Level II: Exploratory (for some students)

This assessment typically consists of:


- ALL of Level 1 Assessment
- Detailed review of background information
- In-depth vocational interviewing and counseling
- Additional psychometrics or career exploration

It may also include:

- Transferable job skills analysis
- Job matching
- Labor market investigation

If more information is needed or questions emerge, Level III should be initiated.

46




Level III: Comprehensive Vocational Evaluation

This level is for students facing the greatest transition, career, and vocational challenges or barriers.

The process includes:

- All of Level 1 and Level 2 assessment
- Work samples
- Standardized tests
- Situational assessments
- Behavioral observation
- Community based assessment
- Transferable skills analysis
- Job matching


47



Stephanie & Jason

- ◆ Choose one profile
- ◆ What Level of Assessment would you use for each?

48



Assessment

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Next Steps

Learning Profile

49



Start Making Connections

- ◆ Adults (school and home) working with a student should begin to ascertain/identify what type of outside/agency supports will be necessary for the student to meet post secondary goals.
- ◆ This information needs to be:
 - Shared at the IEP table
 - noted on the ITP

This also satisfies one of the elements of Indicator 13

50



ITP Must...

- ◆ Identify which agencies will be responsible for transition services
- ◆ Documents the stakeholders who will assist in moving this student forward in to adulthood.
- ◆ Detail how the services and activities suggested support a positive movement toward post secondary goals


51



Agency Representatives

- ◆ Must be invited by the school district (with the guardian's permission) to the IEP meeting if it is likely that they will be responsible for providing, monitoring, or initiating transition services.
- ◆ If they cannot attend, the IEP team documents input.

52




Age of Majority

Requirements under the Law Section 300.347(c)

One Year before the student reaches the legal age of majority:

- ◆ Beginning not later than one year before the student reaches that age of majority under State law...students and parents are to be notified of the specific rights which will transfer to the student once they reach the age of 18.
- ◆ Documentation of this notification must be included in the IEP.
- ◆ If a judge has appointed a legal conservator, then the rights do not transfer to the student. In this case, the IEP should indicate who the conservator is. The conservator then becomes the responsible party for the IEP.


53



Current Trends


- ◆ 78% of students credit their parents as their top adult influence in career planning (Ferris State University)
- ◆ Most career decision making is largely unintentional and not fully informed
- ◆ 65% of working adults think they are in the wrong job (Gallup)
- ◆ The average worker will hold eight to ten different jobs during his or her employment lifespan (US Department of Labor)

55



Leisure Activities, Interpersonal Relationships, Communication Domains


- These skills benefit student lives in numerous ways.



- participation in leisure activities is associated with well-being
- effective communication skills are highly valued by community employers/ friends/fellow workers
- social relationships contribute to high quality of life.

McGuire &Mc Donnell, 2008, Ju Zhang & Pacha 2012

56




Strategies to Support Employability

- ◆ Strategies are based on an individualized assessment of needs. Some may include:
 - Socialization
 - Communication
 - Executive Functioning
 - Sensory processing

(See Handouts for additional information)


57



Socialization

- ◆ Students may also present with:
 - inability to engage in social relationships or the reciprocity of conversation
 - primarily literal interpreters of language
 - weakness in deciphering communicative intent, body language and gestures
 - deficits in social interaction, information, and expectations

58



Communication

- ◆ May be nonverbal or have limited verbal abilities
- ◆ May have difficulty with auditory processing
- ◆ May rely on visual rather than auditory information to understand a concept or request
- ◆ Auditory processing problems become more significant in unfamiliar situations

61



Sensory Processing

- ◆ May find some activities or environments overwhelming or even painful.
- ◆ The auditory and visual environment may be intense and confusing
- ◆ The pace of an activity can be stressful
- ◆ Space issues (crowds) may also be a factor

62



Executive Functioning

- ◆ Some individuals may often have difficulties with their ability to attend, monitor impulsivity or organize thoughts.
- ◆ These challenges may result in being unable to:
 - learn how to begin a task
 - sequence steps
 - complete an activity

63



Profile Components

The Transition activities and services included on the ITP must be:

- individualized
- coordinated
- focused to support the common end result.

(DOGMA)

64



Backward Planning

By using Backward Planning, the team focuses on the students' DOGMA, then carefully crafts what the student/family identifies as their ultimate goal.

The team determines the necessary required skills that will most likely facilitate the student achieving their goal for the future.

65



Self-Determination

- ◆ The skills and abilities one needs to take control of one's life and make choices and decisions according to interests, needs and abilities.
- ◆ The individual's awareness of personal strengths and weaknesses, the ability to set goals and make choices.
- ◆ The ability to become a productive member of a community


67



Competencies of Self-Determination

- ◆ Dependable/Responsible
- ◆ Ethical behavior
- ◆ Decision - making skills
- ◆ Attitude/Communication skills
- ◆ Setting goals/planning/ reasonable steps
- ◆ Self Management and Regulation


68



Competencies of Self Advocacy

- ◆ Understanding your rights and responsibilities
- ◆ Expressing yourself and your ideas
- ◆ Stating your needs
- ◆ Knowing where to go for help and support (resources)
- ◆ Awareness of disability
- ◆ Acceptance and understanding in order to plan and develop realistic/proactive strategies (Reiff 2004)


69



Resources

Shasta Career Connections
www.shastacareerconnections.net/products.html
 Casey Life Skills www.caseylifeskills.org
 Partnerships for 21st Century Skills www.p21.org
 I'm Determined www.imdetermined.org
 My Next Move www.mynextmove.org
 California Career Center www.californiacareer.info
 Career Voyages-Teachers
www.educationvoyages.gov/careeradvisors-main.cfm


70



Some Curriculum Samples

- ◆ Georgetown University Ninth Grade Standards
- ◆ Zarrow Goal Generator
- ◆ Essential Life Skills for Youth
- ◆ Essential Skills for Employment
- ◆ Cal CRN Lesson Plans


71




Skills that Support Student Success

These skills are:

- Self Awareness
- Proactivity
- Perseverance
- Appropriate goal setting
- Effective use of social support systems
- Emotional stability/emotional coping.




72




To Improve Life Satisfaction-Work

Employment has been recognized as an important goal for improving the quality of life of adults with disabilities.




ESSE, PERKINS and WIOA offer guidelines and supports for better outcomes.

73




Employment

- ◆ Options that match preferences:
- ◆ Opportunities at school
- ◆ Opportunities to job shadow, volunteer, interview
- ◆ Work experience options
- ◆ Community mentor
- ◆ Industry research



74




Career Technical Education ANCHOR Standards

- ◆ The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors.
- ◆ Each anchor standard is followed by performance indicators using action verbs presented in a hierarchical progression of simple tasks to more complex tasks.
- ◆ Performance Indicators provide guidance for curriculum design and standard measurement.

◆ California Career Technical Education Model Curriculum Standards

76




Career Technical Education Model Curriculum Standards

Offers 12 Standards for Career Ready Practice:

- ◆ Knowledge & skills needed for career tech programs or course work preparation for career /college program.
- ◆ Divided into 15 Industry sectors which includes: description, anchor standards, pathway standards and academic alignment matrix


77



Development of Measurable Annual Goals

- ◆ For each post secondary goal there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated post secondary goal.
- ◆ The annual goal(s) must reasonably enable the student to meet his/her measurable post secondary goals.

78




Summary of Performance

- ◆ Provides a summary of academic achievement and functional performance.
- ◆ Includes:
 - documentation of the student's disability
 - effectiveness of accommodations ,supports and assistive technology
 - recent evaluations or data
 - recommendations on how to assist the adult in meeting postsecondary goals (§300.304) (legal requirement)

Nationally Ratified Summary of Performance Model Template
(National Transition Documentation Summit, 2005)

Refer to your local SELPA's operating procedures


79



Crafting Post-Secondary Goals

- ◆ The IDEA'04 requires:
- ◆ Appropriate measurable post-secondary goals based on age- appropriate assessments related to training, education, employment and where appropriate, independent living skills
- ◆ Post secondary goals are what the students plans on doing after they exit school

80




Post-Secondary Goals

- ◆ Training/Education (required)
- ◆ Employment (required)
- ◆ When appropriate, Independent Living (recommended)

(one goal for each outcome area)


81



Post-Secondary Goals

- ◆ **Training:**
Document the measurable goals in the area where the student will need training.
- ◆ **Education:**
This would include measurable academic goals.


82



Post-Secondary Goals

- ◆ **Training:**
A program leading to a high school completion document or certificate (e.g., adult basic education, General Education Development [GED]); Short term employment training (e.g., Workforce Investment Act, Job Corps; Vocational Technical Schools (less than 2 year program).
- ◆ **Education:**
Community or Technical Colleges (2 year programs); College/University (4 year programs); Compensatory education/Continuing Ed would go here, too.


83



Post Secondary Goals

- ◆ A student may have either a post-school training or post-school education goal, both are not necessary.
- ◆ All students should have a post-school employment and education or training goals and some independent living goals which encompass community participation.


84



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


National Secondary Transition Technical Assistance Center (NSTTAC)



In the Case of “No Idea”


- ◆ In the event that the students does not have a post-school plan, the annual goal could be to participate in self awareness and career exploration assessments and activities to help the student develop a better understanding about the post-school options that best suit their needs and interests.

86



When a young adult goes to work ...

The whole family goes to work



87



Early Predictors of Success

The skills set that students use to embrace academia and shape their future begins in the home.

Fostering these skills prove to be beneficial to students in the home, work and community environment.

These skills will carry them through life

Frostig Center 2003

88



Parents as Partners

- ◆ Always bring parents into the process
- ◆ Inform, educate, discuss and guide
- ◆ Record/document your efforts
- ◆ Share *Transition Portfolio* contents




89



Parent Participation

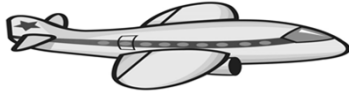
- ◆ Research has shown the students whose families were moderately to highly involved in their student's program were more successful on Employment related outcomes variables:
 - Present employment status
 - Current living status
 - Number of jobs held
 - Total earnings
 - Wages per hour

90




Parents as Pilots or Co-Pilots

- ◆ As Pilots, the Parents do all the communication. This leaves the young adult out of the picture.



- ◆ Co-Pilots - let the young adult be the major player. Openly talk about issues/difference and communicate & problem solve


91



Some Common Agency Differences

<p>Public Schools</p> <ul style="list-style-type: none"> ◆ All eligible individuals that are identified as having a disability must be served. ◆ Waiting lists are not allowed. ◆ Broad eligibility criteria exist. ◆ Comprehensive set of services designed around the needs of the student. ◆ There is one provider (the school system) 	<p>Adult Service Providers</p> <ul style="list-style-type: none"> ◆ A disability does not guarantee services. Agencies may select whom they serve. ◆ Waiting lists may exist and may be quite lengthy. ◆ Narrow eligibility criteria exist. ◆ There is a limited range of available services. ◆ Multiple providers may deliver services.
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92




Additional Resources

Career Guide for Students with Disabilities

<http://www.bestcolleges.com/resources/career-guide-for-students-with-disabilities/>

<http://www.bestcolleges.com/resources/disability-etiquette/>


93



Additional Resources

- ◆ [Employer Assistance and Resource Network on Disability Inclusion](#)
- ◆ [Job Accommodation Network](#)
- ◆ [LEAD Center](#)
- ◆ [National Collaborative on Workforce and Disability for Youth](#)
- ◆ [Partnership on Employment and Accessible Technology](#)


94



ODEP Toolkit and Resources


- ◆ [Talent Has No Boundaries: An Employer's Guide to Recruiting and Retaining People with Disabilities — Archived Webcast](#)
- ◆ [WRP Federal Employer Toolkit](#)
- ◆ [WRP and Pathways Resource Guide](#)

95



What Can Teachers Do When Writing an ITP

- ◆ Be familiar with the trends, the issues, the community, the family, resources and options.
- ◆ Look past the page.





Also...

- ◆ Make students and parents a pivotal part of the transition process
- ◆ Satisfy Indicator 13
- ◆ Maintain work samples, artifacts and protocols regarding Levels of Assessment
- ◆ Write attainable transition goals and post-secondary goals
- ◆ Support student outcomes with appropriate transition activities (800#)

97



Transition is a Process

When we empower students, parents and families,



we create a **force** that brings the future to the present.

98



Thank you!

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99
