Using Conceptual Frameworks as a Guide for Transition Planning with Educators and Families

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Presentation Objectives

• Overview of Conceptual Frameworks
• Using Frameworks to Guide Transition Assessment and Planning
• Discussion and Questions
Frameworks to Guide Transition Planning

• **Secondary Transition:** Kohler’s Taxonomy for Transition Programming

• **Post-School Employment:** Workforce Development’s Guideposts for Success

• **Post-School Education:** A Standards-Based Conceptual Framework for Inclusive Postsecondary Education

• **Independent Living:** NICHCY

• **Quality of Life:** Special Interest Research Group on Quality of Life
Kohler’s Taxonomy for Transition Programming

The TAXONOMY for Transition Programming

Student-Focused Planning
- IEP Development
- Student Participation
- Planning Strategies

Family Involvement
- Family Training
- Family Involvement
- Family Empowerment

Program Structure
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

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

Image
NCWD/YOUTH
GUIDEPOSTS for SUCCESS

Academics
CTE
CBI
Assessment

Self-Advocacy
Leadership
Mentoring

Career Assessment
Exposure to PSE
Job-Training
Career Opportunities

Transportation
Community Connection
Adult Services
Mental/Physical Health

High Expectations
Support Needs
Student Planning
Support Networks
A Standards-Based Conceptual Framework for Inclusive Postsecondary Education
Framework for Independent Living

http://nichcy.org/schoolage/transitionadult/independent#define
Quality of Life: Conceptual Framework

- Emotional well being
- Interpersonal relations
- Material well being
- Personal development
- Physical well being
- Self-determination
- Social inclusion
- Rights
Relationships across Frameworks for Transition Planning

- Positive Post-School
  - Independent Living
- Career Development
  - Self-Determination
  - Collaboration/Family Involvement
  - Functional Skills
  - Community Participation
  - Academics
  - Assessment
- Positive Post-School
  - Employment
- Positive Post-School
  - Education
- Appropriate Secondary Transition Programming
Impact on Students with Disabilities

Preparation in HS:
- Career Development
- Self-Determination
- Collaboration/Family Involvement
- Academics
- Functional Skills

Quality Transition Plans

Positive Post-School Outcomes across all assessed areas
A Transition-Rich IEP

Transition Assessment & Present Level of Academic and Functional Performance

Measurable Postsecondary Goals

Transition Services including Courses of Study

Designated Responsibility

Annual Goals
TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Adapted from: Seattle University - Center for Change in Transition Services, 2010
Transition Assessment and Planning

Should Address Three Areas

- Employment
- Education and Training
- Independent Living
Types of Transition Assessments

Formal and Informal
Formal Transition Assessments

- To learn about a wide variety of skill levels in various areas (e.g., vocational, academic, social)
- Published tests: scores that compare students to others
- Usually some level of research to support development (best)
Types of Formal Assessments

- Learning style inventories
- Academic achievement tests (Woodcock Johnson)
- Adaptive behavior scales (Vineland)
- Aptitude tests (Differential Aptitude Test)
- Interest inventories (Self-Directed Search [Forms E, R, and Explorer])
AIR Self-Determination Scale

STUDENT FORM

Student’s Name __________________________ Date __________________

School Name __________________________ Your Grade __________________

Your Date of Birth ___________________ Month __ Day __ Year __

HOW TO FILL OUT THIS FORM

Please answer these questions about how you go about getting what you want or need. This may occur at school, or after school, or it could be related to your friends, your family, or a job or hobby you have.

This is not a Test. There are no right or wrong answers. The questions will help you learn about what you do well and where you may need help.

Goal You may not be sure what some of the words in the questions mean. For example, the word goal is used a lot. A goal is something you want to get or achieve, either now or some time in the distant future. Like when you are an adult. You can have many different kinds of goals. You could have a goal that has to do with school (like getting a good grade on a test or graduating from high school). You could have a goal of saving money to buy something (like a new iPod).

BARRON’S
The Leader in Test Preparation

Mechanical Aptitude and Spatial Relations Test

2ND EDITION

- Eighteen tests to help determine your mechanical aptitude and spatial relations
- All questions answered and explained
- Suitable for all those given by private companies and public agencies to screen job applicants in areas that range from machinist to engineer
- Plus, advise on ways to improve your mechanical aptitude test scores

ASVAB

Scores

Percentile Scores

Academic Ability (AA = verbal + math)

Verbal Ability (VA = verbal + PC)

Math Ability (MA = MA + AR + MK)

Word Knowledge (WK)

Paragraph Comprehension (PC)

Arithmetic Reasoning (AR)

Math Knowledge (MK)

General Science (GS)

Auto & Shop Information (ASI)

Mechanical Computation (MC)

Electronics Information (EI)

Nonautical Operations (NO)

Coding Speed (CS)

ASVAB Guide

Military Careers Score

EXPLANATION

New Casey Life Skills Launching March 2012

The new free Casey Life Skills Website will launch in March 2012. Access to both the existing site and the new site will be available on caseylifeskills.org by mid-March 2012.

The existing CLS website will be available for a minimum of six months after the launch. Data from the current website will not be migrated to the new website.

Agencies should review all data from the existing CLS website during this three-month transition.

More information on training materials will be forthcoming. Questions? Contact

SANDIES

I was able to share my score spot

with several people. My friend and

I have a conversation immediately after

I finished the assessment.

Young Adult, Bellevue, Washington
Informal:

- Observing the student in various academic and work experiences
- Talking with the student about likes and dislikes
- Setting up experiences to allow the student to try something that may be of interest
- Often teacher-made
- Often does not result in a score
Types of Informal Assessments

- **Observation**: watching or listening to an individual’s behavior and recording relevant information

- **Interviews/Questionnaires**: structured or unstructured conversations through question-and-answer format

- **Environmental Analysis**: carefully examining the environment in which an activity normally occurs

- **Curriculum based assessments**: task-analysis, portfolio assessments, work sample analysis, criterion-referenced tests

(Test, Aspel, & Everson, 2006 - *Transition Methods for Youth with Disabilities*)
Transition Assessment Areas

- Self-Determination Skills
- Independent Living Skills
- Career & Vocational Interests/Skills
- Academic Skills
Self-Determination Assessments
Person Centered Planning Resources

- Planning around the person’s goals and desires with individualized supports when needed

Types of Structured PCP Resources
- Group Action Planning (GAP)
- Making Action Plans (MAPS)
- Planning Alternative Tomorrows with Hope (PATH)
- Whole Life Planning
- Choosing Options and Accommodations through Children (COACH)
- Positive Personal Profile (PPP)

http://aim.cast.org/learn/historyarchive/backgroundpapers/promise_of_udl/what_planning
's Academic Roadmap

**Who am I? (Describe self; skills; strengths; personality)**
- Good at working with children, working at restaurants, following directions, sports, organizing/managing sports teams.

**Who will I be? Future me.**
- I'll be good at childcare, have lots of friends, go to concerts and sporting events where I'll tailgate (w/ no alcohol)
- I'll live in Georgia in community housing

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**ACADEMICS**

**Interests & Curiosities & Hobbies**
- Health/PE
- Rocks
- Art: painting, coloring
- Why do people make fun of people with disabilities?
- History (music; American; WWII; WWI)
- Dissecting frogs/biology
- Camping

**Skills Desired**
- Painting
- Public speaking
- Money management
- Cooking skills
- Camping skills
- Reading skills

**Careers & Jobs**
- **childcare**
- Restaurant/preparing food

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By the time I leave college....
- I want to know/be able to... childcare
- I want to prove to others... That people like me can think like people without disabilities.

How will people remember me? As a regular person
**Experiences**
- List experiences
- Living in dorm, cooking
- Facebook
- Develop his own schedule and arrange supports
- Presentation at National Conferences
- Improved reading vocabulary and comprehension
- Complete time sheets
- Give directions around campus
- Fundraising

**Courses**
- List course work
- Social Work: Issues, Policies, Programs and Intro
- Intro to Speech, Interview skills, Career
- Exploration, University Experience, Study Techniques
- Sign Language I & II
- Foundations in Technology
- First Aid and Safety, Health and Wellness
- Recreational Therapy
- Career and Personal Dev

**Supported Work**
- List supported work
- Entourage (Campus tour guide)
- Office work at Admissions
- Office, Severe Disabilities
- Grant
- Paid employment at the ARC of Haywood County
- Assist with attendance in SPED 339

**½ Way Mark**
- Skills Accomplished:
  - Improved Reading
  - Improved Hygiene
  - Leadership skills
  - Public speaking
  - Ability to do laundry, and clean
  - Plan his free time
  - Certification in CPR and first aid
  - Flexibility with schedule changes
  - Planning and cooking some simple meals
  - Taking on extra work and social opportunities

**Future Goals**
- **Goal 1**
  - To live independently with a support
- **Goal 2**
  - To work in a paid job doing office work
- **Goal 3**
  - To plan social activities at least 5 times per week

**Interests**
- Office work
- Retail office supply
- Office work
- Computer work/data

**Strengths & Talents**
- Very outgoing, organizing people, functional reading and writing skills, computer literate

**Supports**
- Job Coach, live in roommate, parents, Developmental Therapy for cooking and functional money skills, Group DT? Ask Beverly if it can continue, Disability Partners for independent living supports
Self-Determination Assessments

- AIR – Self-Determination Assessment (free)
- ARC Self-Determination Scale (free)
- Choice Maker Self-Determination Assessment
- Field and Hoffman Self-Determination Battery

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html
Self-Determination Assessments

• I’m Determined – Virginia Department of Public Instruction

• SD Self-Assessment Checklist – student form

• I’m Determined - http://www.imdetermined.org/
Independent Living Skills Assessments
Transition Planning Inventory (informal)

- **Comprehensive** system
- School, parent, and student form
- “Further assessment” tools
- Now offers a tool for students with more severe intellectual disabilities
- Intended to feed directly into identifying postsecondary goals and annual goals
- Clark & Patton
- Full = $200, components $29 - $38
- [www.proedinc.com](http://www.proedinc.com)
Casey Life Skills (formal)

- Spanish or English, with numerous supplemental assessments
- Youth and caregiver formats
- Automatically scored and sent to you
- Can obtain class summaries
- Provides different levels of questions for students across functioning levels
- Ansell-Casey Foundation
- Free

www.caseylifeskills.org
AAIDD Supports Intensity Scale (formal)

- Evaluates support requirements of a person with an intellectual disability
- Interview format
- Ranks each activity according to frequency (none, at least once a month), amount (none, less than 30 minutes), and type of support (monitoring, verbal gesturing)
- $150.00 (available on CD for $350.00)
- www.siswebsite.org
Brigance Transition Skills Inventory (informal)

- Middle and high school students
- Curriculum based measure
- TSI Kit $259.00
- Transition Skills Inventory $199.00
- TSI Record Books 10-Pack $35.00
Brigance Transition Skills Inventory

- Pre-employment/functional writing
- Career awareness
- Job-seeking
- Post-secondary opportunities
- Functional reading
- Speaking and listening
- Math
- Money and finance
- Technology
- Housing
- Food and clothing
- Health
- Travel and transportation
- Community resources
Vocational/ Career Exploration Assessments
Career Interests
FREE Job Related Inventories and Assessments

• Do2learn

• Goodwill Community Foundation – Career Planning
  [http://www.gcflearnfree.org/careerplanning](http://www.gcflearnfree.org/careerplanning)

• Other teaching and assessment resources
  [http://www.gcflearnfree.org/topics](http://www.gcflearnfree.org/topics)
YES! (Your Employment Selections; Informal)

- Reading free, video based job preference program
- Videos for 120 jobs
  - Accessed by characteristics or job choices
  - Matched to training and qualifications
- Can access from CD ($395) or web ($20 per person for 3 months)
- www.yesjobsearch.com
Skill Set Observations (informal)

• The composite work behaviors and skills we offer a potential employer
• Prospective employees need to be able to describe their skill set relative to a given job in an interview context
• They also need to be prepared to demonstrate their skill set if given a job try out
**UP Program Internship Observation Form**

**Participant:** David  
**Date:** 1/27/12  
**Job:** Laundry - Putting Uniforms Away  
**Time In/Out:** 10:15 - 10:35

**Instructions:** Use this form to document behavior exhibited by participants, UP supports, supervisors, and co-workers in the internship setting using yes, no, or not applicable responses. Details concerning the work environment should also be noted.

<table>
<thead>
<tr>
<th>Work Environment</th>
<th>Behaviors</th>
<th>Yes/No/N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td><strong>Participant Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>Ramsey - Equipment Room</td>
<td>Interacts with co-workers in a polite and appropriate manner</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td></td>
<td>Listens to directions and advice and responds accordingly</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td></td>
<td>Advocates for self when appropriate</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td><strong>Participant Preparedness</strong></td>
<td></td>
</tr>
<tr>
<td>Inside</td>
<td>Personal hygiene is acceptable. Teeth have been brushed, hair has been combed, and body and clothes are clean.</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>Brief Description:</td>
<td>Brings all materials needed including but not limited to monitor sheets, work shirts, writing utensils, and assistive tech devices.</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>Outside Brief Description:</td>
<td>No uniform needed</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td><strong>Group (with co-workers)</strong></td>
<td><strong>UP Support Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>Individual Putting Away Uniforms</td>
<td>Monitors/Pays Attention to Participant</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>With UP Support Only - Carrie</td>
<td>Supports participant but does not do work for them</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>Other:</td>
<td><strong>Supervisor/Co-Worker Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>Off</td>
<td>Interacts with participant professionally</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>Dim</td>
<td>Encourages participant to stay on task</td>
<td>Y/N/N.A.</td>
</tr>
<tr>
<td>Bright</td>
<td>Delivers directions in a clear, appropriately paced manner with a respectful tone of voice</td>
<td>Y/N/N.A.</td>
</tr>
</tbody>
</table>

**Notes:**  
Curtis (support) works great with David, asking him questions about numbers. She didn't help him or find a spot for him unless absolutely needed. She was active with him during work. Support said he needs to work on numbers, recognizing bigger numbers correctly. (Sometimes, does them backwards... Example: 95 is 59)

David overall did great! Stayed on task and searched for the corresponding numbers. He said he really enjoys it. Repeats the numbers he says incorrectly when he is corrected so he knows them the right way.
Evaluating the Skill Set (informal)

<table>
<thead>
<tr>
<th>Work Requirements and Tasks</th>
<th>Bonus Earnings</th>
<th>I</th>
<th>GP</th>
<th>VP</th>
<th>PPP</th>
<th>FPP</th>
<th>ATT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Time</td>
<td>Yes = +.25¢</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assisted with picking up key/car</td>
<td>Yes = +.20¢</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Located brush and soap</td>
<td>Yes = +.20¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Washed Exterior Body</td>
<td>Yes = +.20¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Washed Tires/Wheels</td>
<td>Yes = +.20¢</td>
<td></td>
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<tr>
<td>Located Interior Cleaning Supplies</td>
<td>Yes = +.20¢</td>
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<td></td>
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<tr>
<td>Cleaned Interior Windows</td>
<td>Yes = +.20¢</td>
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<tr>
<td>Cleaned Interior Surfaces</td>
<td>Yes = +.20¢</td>
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<tr>
<td>Vacuumed Seats</td>
<td>Yes = +.20¢</td>
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<tr>
<td>Vacuumed Floor Boards</td>
<td>Yes = +.20¢</td>
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<tr>
<td>Assisted with returning key/car</td>
<td>Yes = +.20¢</td>
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<tr>
<td>Worked Full Shift (As Assigned)</td>
<td>Yes = +.25¢</td>
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<tr>
<td>Demonstrated Good Work Ethic (completed tasks to the best of his/her ability, avoided using cell phone, remained focused, showed respect to co-workers, etc.)</td>
<td>Yes = +.25¢</td>
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**Total Daily Bonus:** $2.28

I=Independent; G=Gesture Prompt; VP=Verbal Prompt; PPP=Partial Physical Prompt; FPP=Full Physical Prompt; ATT=Attempted to complete task but there was no present need for it to be completed.

**Comments (As Needed):**

David was asking about our fresheners. I was not sure if this was part of it.

**Praises:** He was 20 minutes early to work so he started working.

**Bonus:** Our total for Tuesday should have been total: [ ]

David 12
Benefits of Transition Assessment and Planning (for Professionals)

- Identify student **interests**

- Identify **outside factors** that may help/ hinder a student’s career pursuit

- Identify **academic or social supports** needed for success in current environment(s)

- **Engage** students

Kortering, 2010
Benefits of Transition Assessment and Planning (for students)

- Make informed choices
- Take charge of the transition planning process
- Understand the skills needed for post-school environments

You’re listening to me and interested in my future

Kortering, 2010
Benefits for Other Stakeholders

- Comprehensive information about a student
- Engaging them (other stakeholders) in the process
- Engaging students in their education plan
# Transition Assessment Timeline & Evaluation of On-Going Supports

## Transition Assessment Timeline Fall 2012 – Spring 2013

<table>
<thead>
<tr>
<th>Transition Assessment Area (i.e., self-determination, vocational, independent living)</th>
<th>Type of Transition Assessment</th>
<th>Time Allotment (including amount of time; month)</th>
<th>Person Assessed (Circle One)</th>
<th>Person Responsible (e.g., OCS, GE, SPED, CTE, GC)</th>
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<tbody>
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<td>Student</td>
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</tr>
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</table>
Discussion and Questions

[Image of a signpost with arrows pointing to words: WHO, WHAT, WHERE, WHEN, WHY, HOW, QUESTIONS, ANSWERS]
Contact Us at WCU

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