Ensuring Successful Outcomes for Transition-aged Youth in Pennsylvania

Wednesday, August 5, 2015
2015 National Autism Conference

Roni Russell

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a
more restrictive environment.

Outline of Today's Session

- Pennsylvania Department of Education Secondary Transition Training and Technical Assistance Model for Secondary Transition
  - What constitutes an effective secondary transition program
  - Graduation Regulations and Summary of Performance
  - Effective Practice Grants and Projects in PA
 - Resources for Secondary Transition in PA

What constitutes an effective secondary transition program?

Think About . . . .

The choices that are made at IEP meetings can affect the student's way of life tomorrow and/or his/her options for the future. IEP teams should always think carefully, gather input from others and consider long-term consequences for the student before making any big decisions.

TOUGH DECISIONS AHEAD!

Elements of Effective Transition Programs
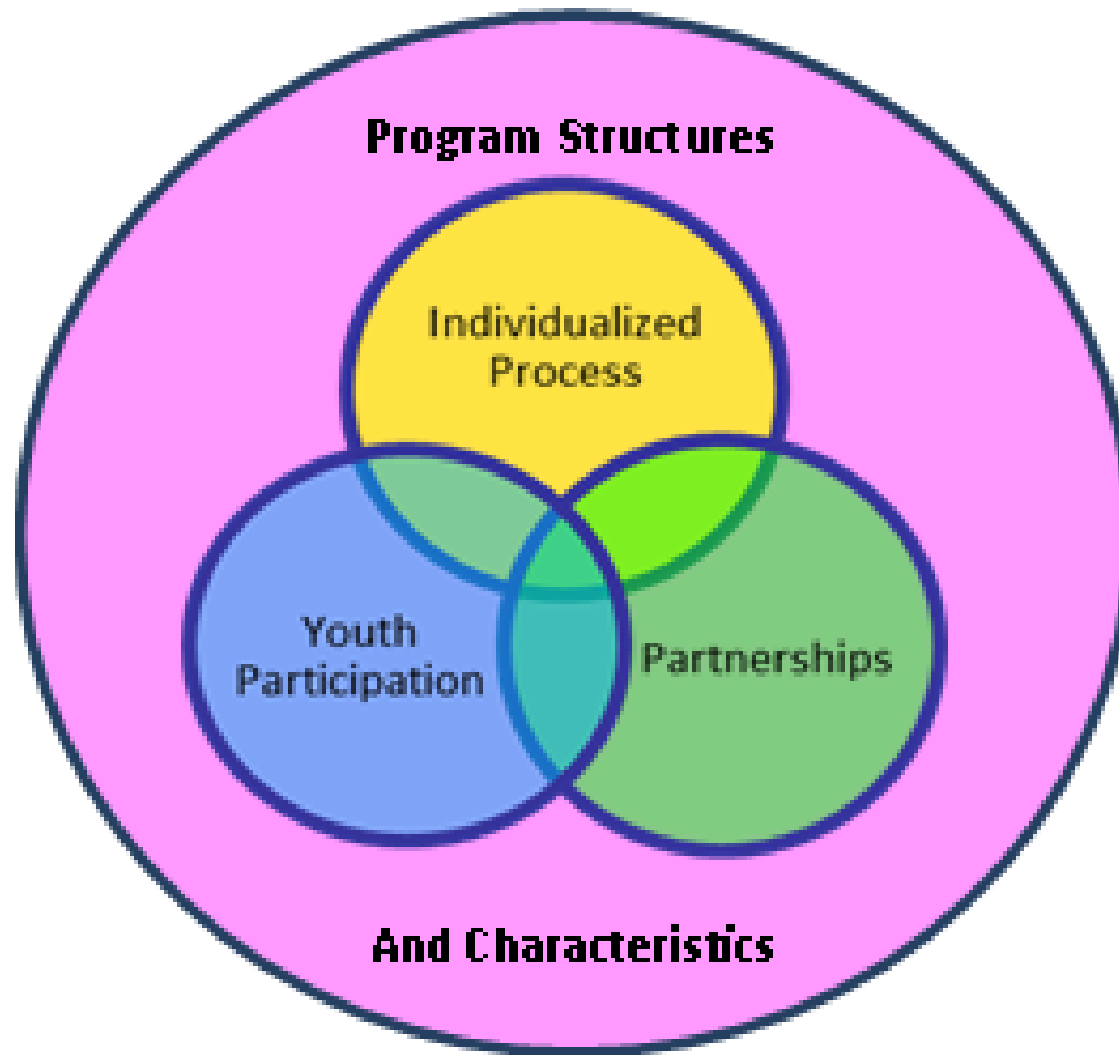
Student Invite and IEP Team

Student Invitation to IEP Meeting

Invitations must reflect that both the parent(s) and student are invited (for students of transition age)

A separate invitation for both student and parent is recommended

This information would be contained in the student file

Elementary IEP team student involvement?

Agency Involvement and the IEP Team

Agency Invitation to IEP Meeting

Invitations must include agencies when it is appropriate for them to be invited

If an agency is likely to provide or pay for services

With parent permission

Examples of Agencies

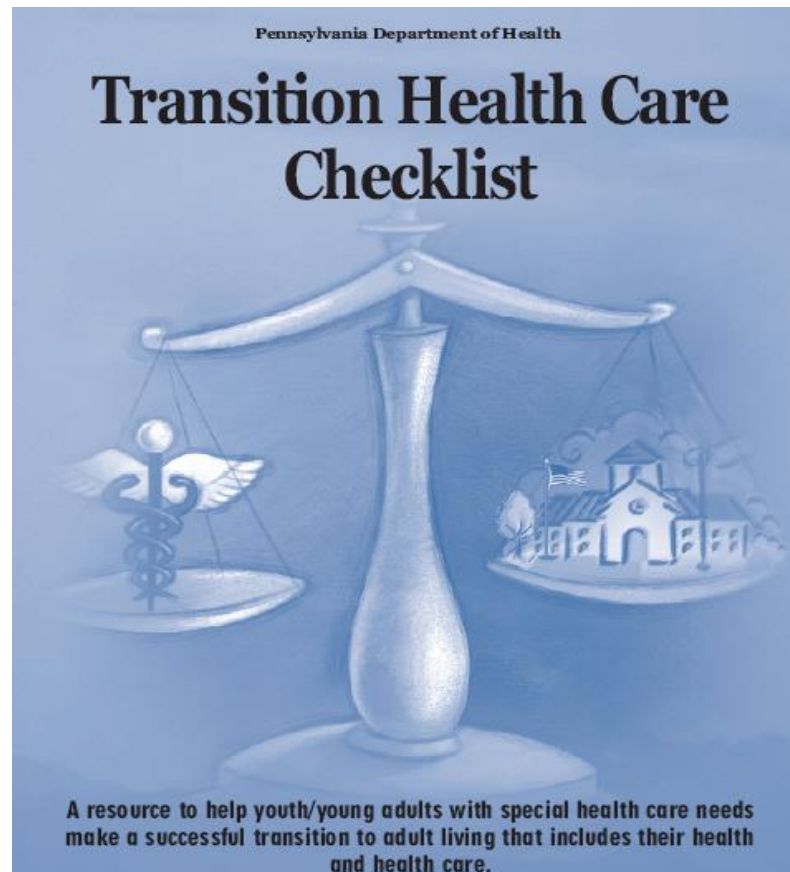- Office of Vocational Rehabilitation
- County Mental Health
- County Office of Developmental Programs /Intellectual Disabilities or Mental Retardation
- Department of Public Welfare
  - Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

Sample Agency Statements

- Bob and his family were provided with information regarding the supports provided through Allegheny River Intellectual Disability Services (ARID) and the Office of Vocational Rehabilitation (OVR). Bob met with a supports coordinator from ARID on May 3, 2014 and now has a current open case. Bob is scheduled for an intake with an OVR representative during the Fall of 2014. Both and OVR and ARID representatives were invited to his current IEP meeting.

- Sophia and her family were provided with information regarding agency supports offered through Liberty Bell County. However, due to Sophia's age (15) and disability (learning disability), there are not currently appropriate agency supports and services to support her post-secondary goals. Agency engagement will continue to be discussed as part of the secondary transition planning process.

Transition Health Care Checklist

www.health.state.pa.us/transitionchecklist

Pennsylvania Department of Health

Transition Health Care Checklist

A resource to help youth/young adults with special health care needs make a successful transition to adult living that includes their health and health care.

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PA's Secondary Transition Website

www.secondarytransition.org

HOME · RESOURCES · ABOUT · WHAT IS TRANSITION · INDEX · SEARCH:

Pennsylvania Secondary Transition Guide

Welcome!

The purpose of this website is to provide youth, young adults, parents, and professionals with knowledge of the secondary transition process to facilitate a young person's progress toward the attainment of his/her post-secondary goals related to education, employment, and community living

The Pennsylvania Secondary Transition Guide website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.
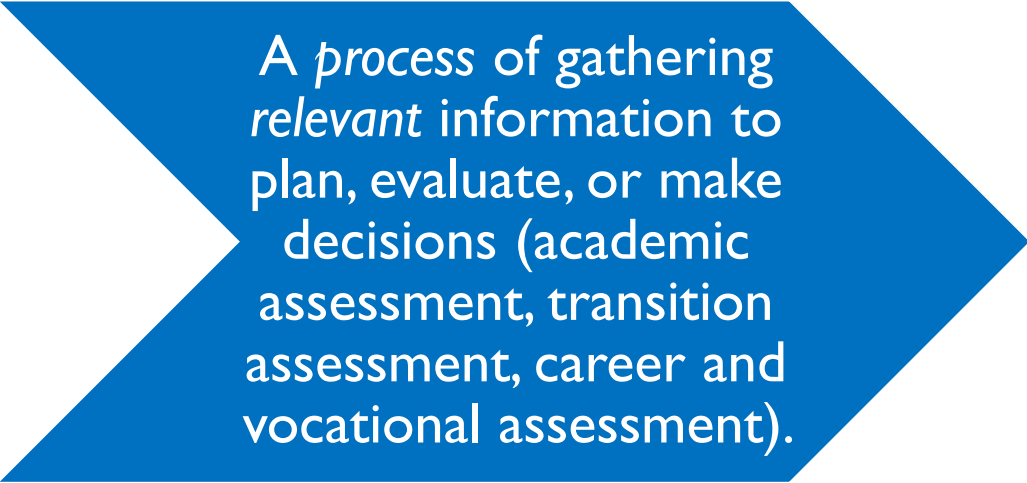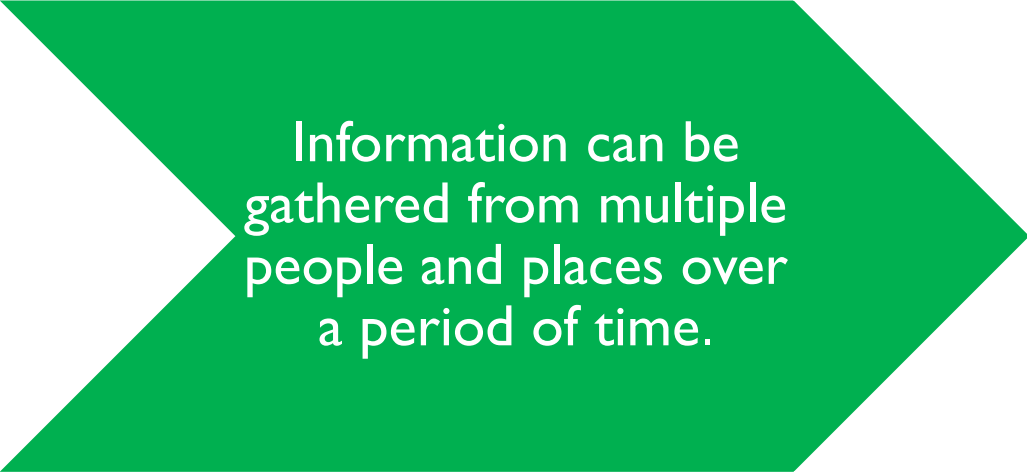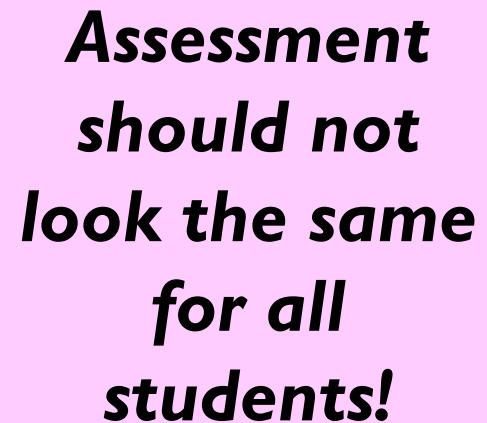
Age Appropriate Assessments

Assessment is…

A *process* of gathering *relevant* information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).

Information can be gathered from multiple people and places over a period of time.

Assessment should not look the same for all students!

Transition assessment is a process…

Identify Interests and Preferences

- **<u>Interests</u>**: a measure of opinions, attitudes, and preferences
- **<u>Preferences</u>**: what the student values and likes

Set Post-Secondary Goals

- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

Further Assess Abilities, Aptitudes, and Skills

- **<u>Abilities</u>**: talents or acquired skills
- **<u>Aptitudes</u>**: characteristics that inform us of a student's learning strengths or proficiency in a particular area

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Interests and Preferences

Information from students	Information from parents and team members	Information from job sites
Formal assessments	Surveys, interviews, rating scales	Situational assessments
Interviews	Person-centered planning; FBA	Ecological assessment
Surveys	Formal planning tools	Employer observations
Web-based assessments		Job shadowing
Questionnaires		Volunteering opportunities
Direct observations		
Transition checklists		

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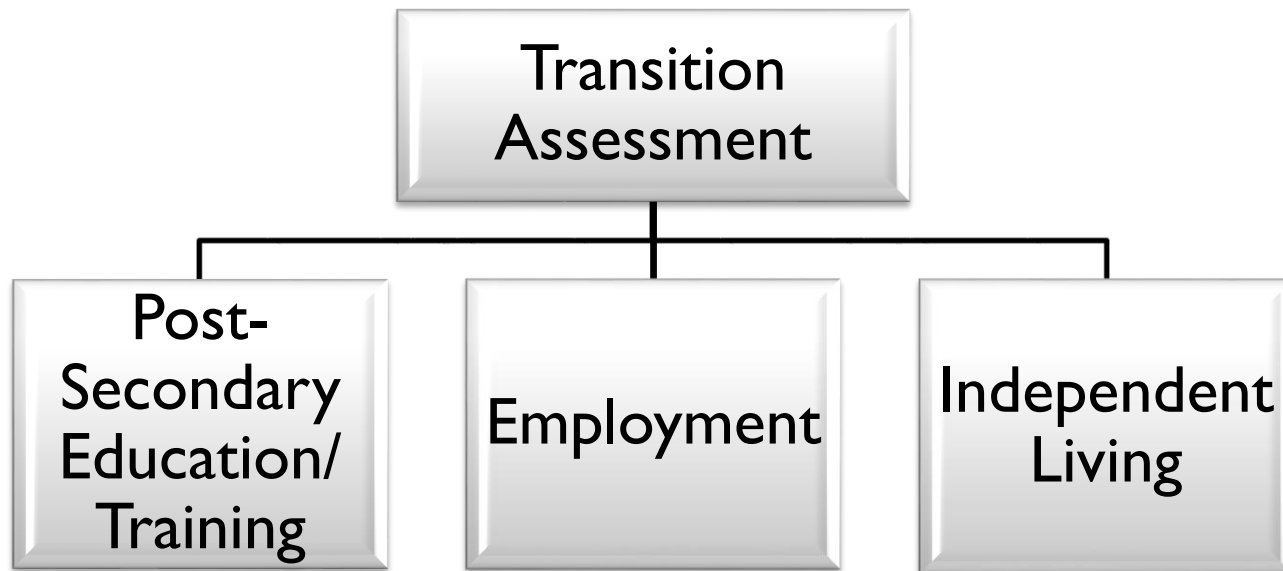
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What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests and preferences)

- Not the same as IEP measurable annual goals or events occurring in High School

- Statements that reflect what the student plans to do **AFTER** High School in each of the three areas:

```
              ┌─────────────────────┐
              │     Transition      │
              │     Assessment      │
              └─────────────────────┘
        ┌───────────────┼───────────────┐
  ┌───────────┐  ┌───────────┐  ┌───────────┐
  │   Post-   │  │           │  │Independent│
  │ Secondary │  │Employment │  │  Living   │
  │ Education/│  │           │  │           │
  │  Training │  │           │  │           │
  └───────────┘  └───────────┘  └───────────┘
```

Documenting Post-Secondary Goals in the IEP

IEP Team **must** address <u>each</u> post-secondary goal area and document in the IEP

Education/Training
Employment
Independent Living

Describe post-secondary goals in two places in the IEP:

Present Levels (Post-Secondary Transition bullet)

Transition Grid

If a post-secondary goal area is <u>not</u> selected:

Present education levels must use data to document <u>why</u>

Use a statement such as: *"The IEP team has documented that a goal and services for this area is not needed at this time."*

Do not write "N/A", "none", or leave the goal area blank

Post Secondary Education/Training Goals: Example Statements

☒ Bryan plans to attend a two year technical program.

☒ LeToyia's goal is to attend a four year college to pursue her interest in working with persons with hearing loss.

☒ Vicky's goal is to attend an employment training program for food service.

☒ Kris plans to attend a nursing school.

☒ Fred's goal is to attend an adult training facility.

☒ Ron plans to have on-the-job training.

☒ **Or, The IEP team has documented that a goal and related services/activities for this area are not needed at this time.**

Employment Goals: Example Statements

☒ Jessie has a goal of working in the travel industry.

☒ Steve plans to seek competitive employment possibly in the trucking industry.

☒ Andre plans to seek employment in Video Production after graduation from college.

☒ Cindy has a goal of supported employment, possibly in the area of food service.

☒ Lee plans to enlist in the Army after High School.

☒ Mark's goal is to work with computers after graduation.

☒ **Or, The IEP team has documented that, given her intense medical and cognitive challenges, a goal and related services/activities for employment are not appropriate for Diane at this time.**

Independent Living Goals: Example Statements

For students who are anticipated to need services:

- ❖ Caroline's goal is to live independently.
- ❖ Zack's goal is to live with his family. He will need supports to access community resources.
- ❖ Jill's goal is to live in an supported apartment, and to access community resources and programs with supports.

For students who are NOT anticipated to need services (based on data):

- ❖ Jeff's goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.

When students have "unrealistic" goals

- Use ongoing assessment, exploration, and experiences to work through "unrealistic" goals

- Help students learn about requirements needed for their goals

- Further exploration may indicate:
  - Student who wants to be a veterinarian may actually have interest in a "helping" role.
  - Student who wants to be a pilot may have an interest in settings near air transport.
  - Student interested in a professional sports career may actually be interested in working with sporting goods.

Summarizing Transition Data in the IEP

- Use IEP section entitled: "*Present levels related to current postsecondary transition goals*"
  - Include information about interests and preferences
  - Summarize various assessment data
  - Summarize all three post-secondary goal areas
  - If a goal area is not selected, be sure to provide data to document why
  - Include a statement regarding agency involvement

Transition assessment is a process…

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Assessing Academic Achievement

- Present education levels in academic achievement lead into *Needs* and *Measurable Annual Goals*

- Use classroom work samples, portfolios, curriculum-based assessments, quizzes, comprehension checks, essays, and checklists/rubrics

- Use a norm-referenced instrument to assess a student's performance in and across academic domains (reading, writing, math, language)
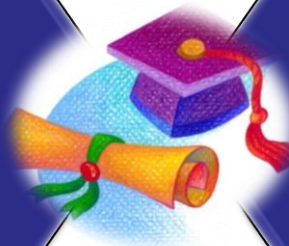
GRADUATION REGULATIONS AND SUMMARY OF PERFORMANCE

Graduation: The Regulations

Students with Disabilities may graduate in one of two ways:

Fulfillment of graduation requirements (academic standards and assessment)

22 PA CODE – Chapter 4

Completion of his/her individualized education program (IEP) goals.

IDEA – 300.102 (a) (3)

Regular Diploma

Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the school district of residence.

Remaining until Age 21

The **IEP team** determines if the student needs to stay beyond the typical graduation year with their non-exceptional peers, regardless of disability category.

Don't Forget to Document AND Discuss

INDIVIDUALIZED EDUCATION PROGRAM (IEP)   **School Age**

Student's Name:

IEP Team Meeting Date (mm/dd/yy):

IEP Implementation Date (Projected Date when Services and Programs Will Begin):

Anticipated Duration of Services and Programs:

Date of Birth:

Age:

Grade:

Anticipated Year of Graduation:

Local Education Agency (LEA):

County of Residence:

Name and Address of Parent/Guardian/Surrogate: Phone (Home):

Phone (Work):

Other Information:

Upon Graduation

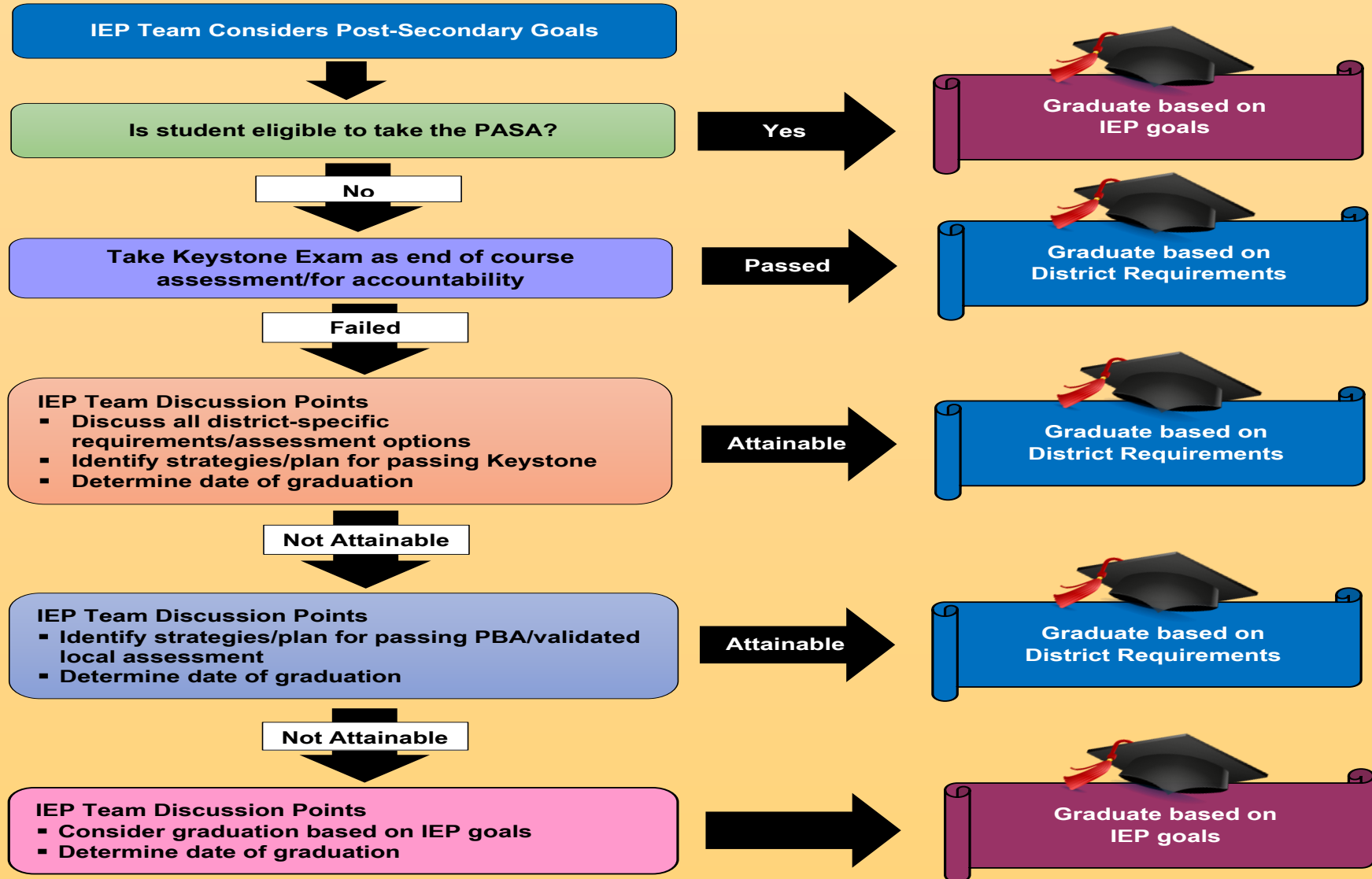Parents can agree or disagree with the change of placement (graduation).

If they disagree – Due Process must be filed in order for pendency to apply.

Issue the NOREP

This should not be a surprise near the end of 12th grade. Rather, teams should discuss and document tentative plans annually at the IEP meeting

Secondary Considerations for Graduation

IEP Team Considers Post-Secondary Goals

↓

Is student eligible to take the PASA? — **Yes** → **Graduate based on IEP goals**

No

↓

Take Keystone Exam as end of course assessment/for accountability — **Passed** → **Graduate based on District Requirements**

Failed

↓

IEP Team Discussion Points
- Discuss all district-specific requirements/assessment options
- Identify strategies/plan for passing Keystone
- Determine date of graduation

— **Attainable** → **Graduate based on District Requirements**

Not Attainable

↓

IEP Team Discussion Points
- Identify strategies/plan for passing PBA/validated local assessment
- Determine date of graduation

— **Attainable** → **Graduate based on District Requirements**

Not Attainable

↓

IEP Team Discussion Points
- Consider graduation based on IEP goals
- Determine date of graduation

→ **Graduate based on IEP goals**

IDEA 2004 Requirement:
Summary of Academic Achievement and Functional Performance

"For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals."

300.305 (e)(2)(3)

Summary of Performance Resources

- Do You Know About the SAAFP? (Summary of Academic Achievement and Functional Performance)

http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4fc67d808b0332f6650000a2

What are the Current Projects, Activities and Resources in Pennsylvania?
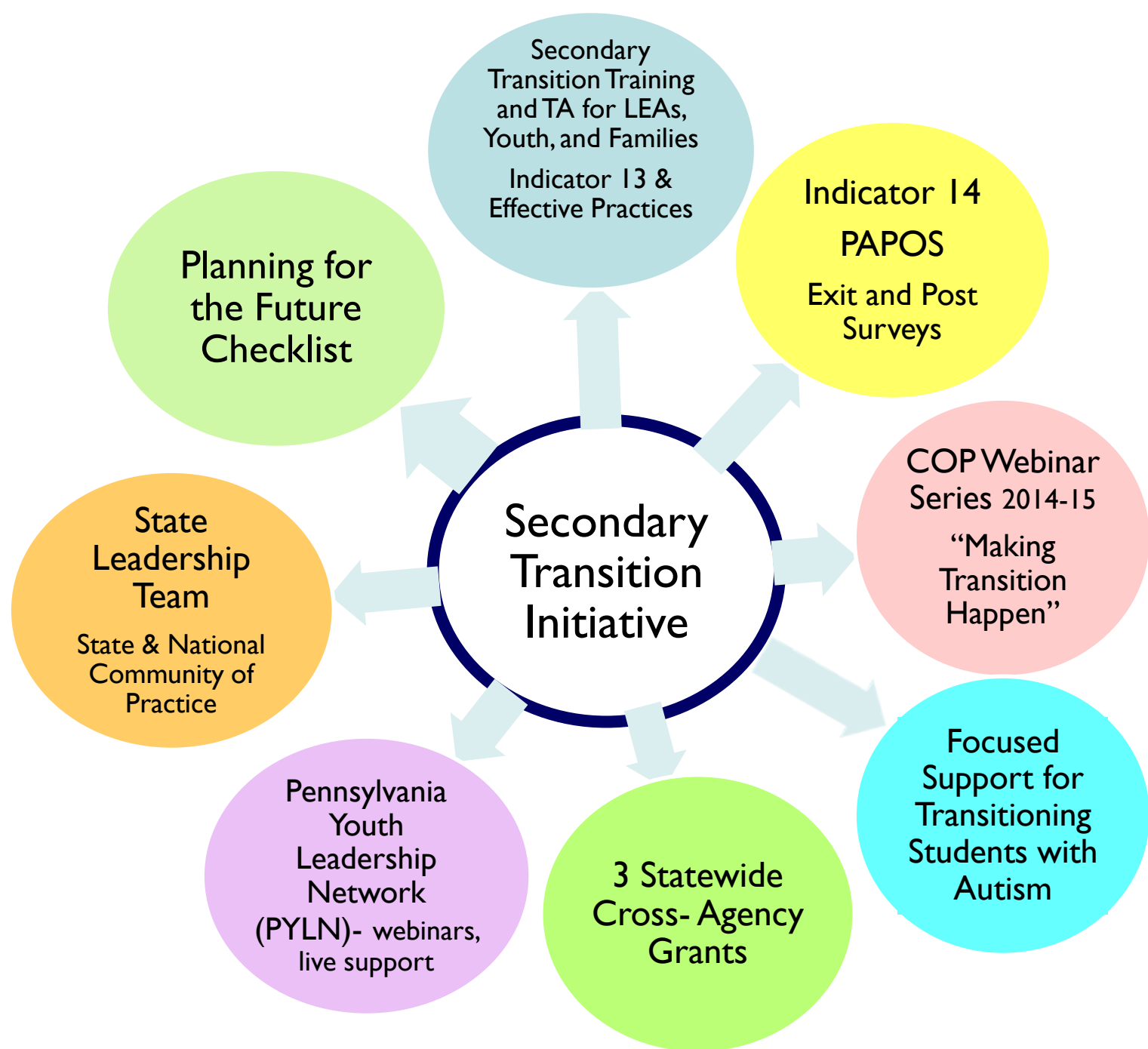
Planning for the Future Checklist

The Planning for the Future Checklist

- The checklist addresses the top considerations that parents and youth, who have exited secondary schools, believe are critical issues in preparing students with disabilities for their secondary transition.

- The considerations span the following areas: education after high school, employment, and community living.

- http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary_Trasntion_Checklist_Pilot_Project_.html

Planning for the Future Checklist

Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future.

Name: _____ **Date:** _____

Every Year
1. Meet with your agency and school supporters.
2. Take time to talk about information learned from any assessments about your abilities and interests.
3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
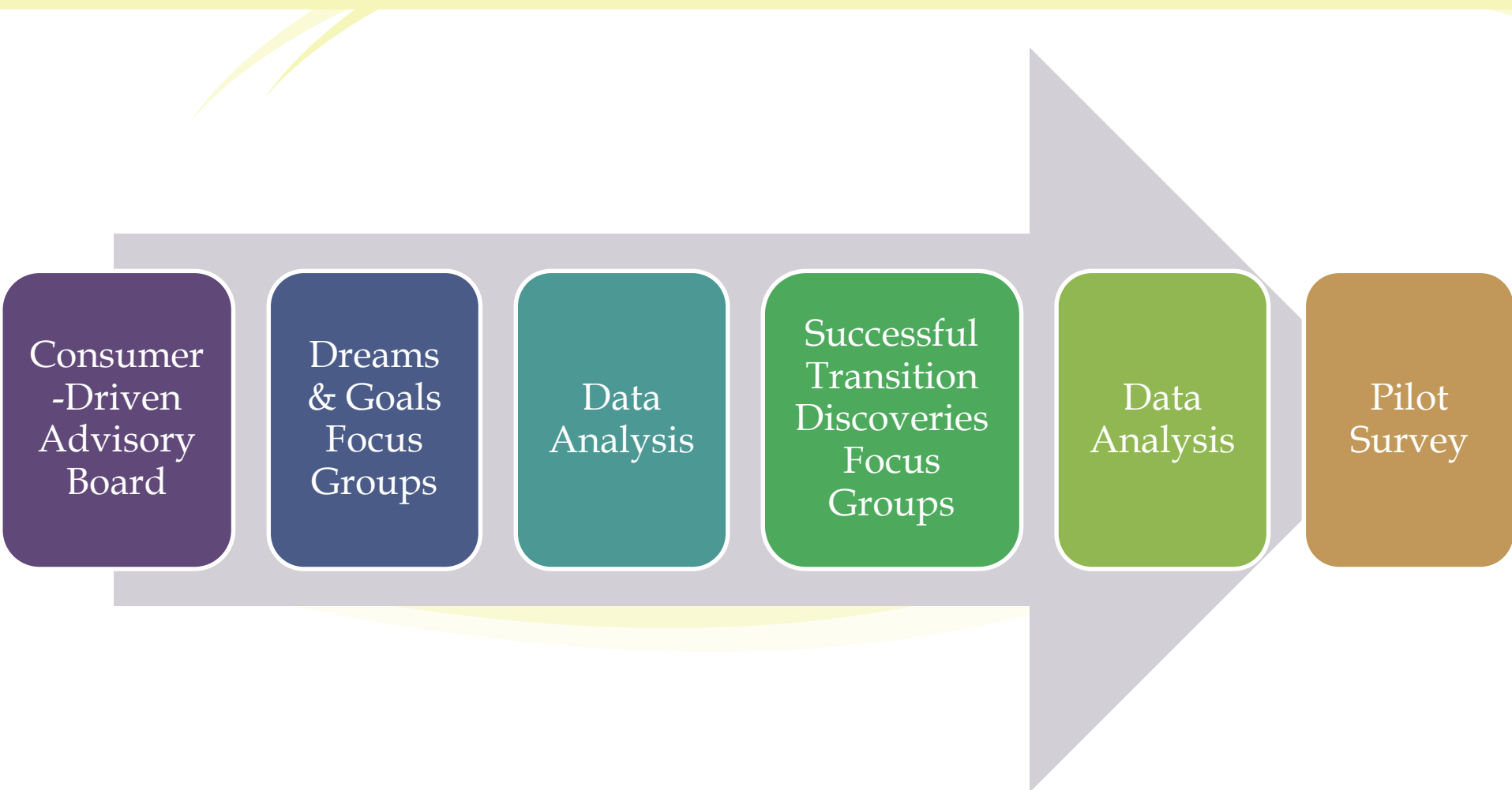5. Build on what you started the year before.

14-15 Year Olds

Education/Training After High School

- ☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
- ☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.
- ☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.
- ☐ Understand your disability. Ask for your own accommodations.

Employment

- ☐ Sign up to volunteer and job shadow during school and/or summer months.
- ☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.
- ☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.

Community Living

- ☐ Join an activity at your school, community, or place of worship.
- ☐ Practice asking for what you need during your IEP and other meetings.
- ☐ Ask about certified transportation training at your IEP meeting.
- ☐ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.
- ☐ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.
- ☐ If needed, create an Individual Health Plan with your doctor and school nurse.

15-16 Year Olds

Education/Training After High School

- ☐ Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.
- ☐ If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
- ☐ Visit technical schools or certificate programs you may be interested in.

Employment

- ☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
- ☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.
- ☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.

Community Living

- ☐ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
- ☐ Keep a list of your medical conditions and physicians. Be able to describe your health needs.
- ☐ If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.
- ☐ Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.
- ☐ Keep copies of your medical, education, and government papers in a file to have ready when you need them.
- ☐ Learn how to manage money.

Three State-Wide Grants

Transition Discoveries: Empowered Voices Expressing Authentic Dreams and Goals

2014 PDE Conference

February 6, 2015

Institute on Disabilities
TEMPLE UNIVERSITY®
College of Education

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

PYLN
Pennsylvania Youth Leadership Network

Flowchart of Project

Consumer-Driven Advisory Board → Dreams & Goals Focus Groups → Data Analysis → Successful Transition Discoveries Focus Groups → Data Analysis → Pilot Survey

Website (www.imaleader.org)

The I'm a Leader! website houses PA Core Standards aligned leadership education resources. The website includes lesson plans, worksheets, videos and other educational resources so that teachers can better implement leadership activities into their classroom. The resources include the following leadership skill areas:

Acceptance, Advocacy, Character, Communication, Critical Thinking, Drive, Knowledge, Organization

Teachers can find and share lesson plans via an online submission form.
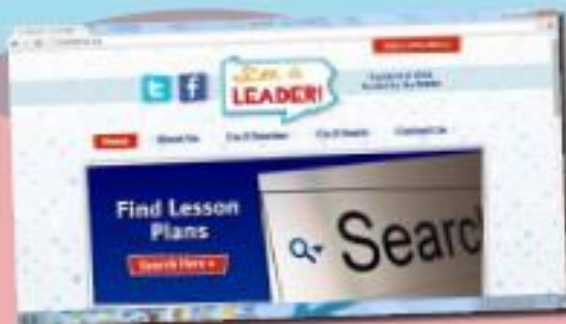
School & IU Partners

· Pittsburgh Public Schools · Carbon-Lehigh IU #21 ·

· Berks Co. IU #14 · Eastern Lancaster School District ·

· Montgomery Co. IU #23 ·

I'm a LEADER!

· Leadership education resource

· Interactive website with lesson plans, worksheets, videos & more!

· Statewide leadership contest for all students

· Youth-led, youth-driven leadership campaign

· In-school assembly program available

Supported by:
PA Department of Education · PaTTAN
Pennsylvania Youth Leadership Network

A project funded by:
PA Developmental Disabilitites Council

A project of LVCiL

I'm a Leader Contest

We have asked youth from across Pennsylvania to make a video, write an essay or poem, create a visual art piece (photograph, painting, collage, etc.) or write a song based on one of the question: *What does leadership mean to you?*

Fort Cherry Junior-Senior H.S. McDonald, PA

Fairfield Middle School
Gettysburg, PA

HAVE YOUR STUDENTS ENTER TODAY!

Penn-Delco School District
Aston, PA

Who Can Enter?

Any student in grades 7-12 can enter the contest. Individuals or groups of students are eligible. Prizes include:

· Assembly to recognize winning student(s)

· Name and recognition in local newspaper

· Cash prize

For More Information?

- Visit imaleaderpa.org

- Contact: Everett Deibler-LVCIL
  everettdeibler@lvcil.org
  610-770-9781 ext. 137

- Contact: Michael Stoehr-PDE
  mstoehr@pattan.net
  412-826-6864

Special Education Performance Grant 2014-15
School to Community-Based Competitive Employment Grant

Pennsylvania Training and Technical Assistance Network

The Purpose of the Transition from School to Community-Based Competitive Employment Grant is to:

- Improve competitive employment outcomes for youth with disabilities through the implementation of effective, school-based career development programming;

- Utilize a person-centered planning process as an integral component of career development;

- Provide unpaid and paid work experiences, with job coaching as appropriate, for youth with disabilities with preference for students at-risk of dropping out and/or youth who have difficulty obtaining employment, independently;

- Establish sites that can serve as models for transition from school to community-based competitive employment for youth with disabilities; and

- Actively involve OVR and county/community-based organizations such as Behavioral Health Managed Care Organizations, Intellectual Disabilities Administrative Entities, Centers for Independent Living and other disability-specific support organizations during the implementation of the grant-related activities.

Focused Support for Transitioning Students with Autism

Focus Groups

- Series of focus groups were held during the summer and fall of 2014 for youth, families, and professionals to provide input on resources and supports for transitioning youth and young adults with ASD

Presentations and resources regarding this topic will be held at 2015 Secondary Transition and Autism Conferences

Survey of Current Practices

- Currently assessing the use of interventions and strategies to support students with Autism Spectrum Disorders at the middle and high-school levels (ages 14-21 years).

- Bureau of Special Education (BSE) conducted a survey that was completed by all direct service staff who serve students with autism in general and/or special education settings and are involved in providing transition services (February 2015)

What resources and supports are available in Pennsylvania for Secondary Transition?

PA's Secondary Transition Website

www.secondarytransition.org

2015-16 COP Webinar Series

- **October 14, 2015 –** Navigating Financial Considerations for Secondary Transition #1

- **November 18, 2015 –** Navigating Financial Considerations for Secondary Transition #2

- **December 9, 2015** - Overview of the Workforce Innovation and Opportunity Act

- **January 28, 2016 –** Overview of Labor Laws and Employment Related Issues

- **March 9, 2016**- Making the Connections with Local Transition Coordinating Councils

- **March 23, 2016 –** Integrated Youth Development and Youth Leadership

- **April 13, 2016 –**Assistive Technology for Youth with Complex Needs

http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition

2015-16 Regional Trainings

• **Community of Practice Regional Face to Face Sessions – Year Theme: "Navigating the Road to Success"**

• • **March 2, 2016** (9:00 AM – 3:00 PM) – Grove City, PA

• • **March 3, 2016** (9:00 AM – 3:00 PM) – PaTTAN Pittsburgh

• • **March 14, 2016** (9:00 AM – 3:00 PM) – State College, PA

• • **March 15, 2016** (9:00 AM – 3:00 PM) – PaTTAN Harrisburg

• • **April 1, 2016** (9:00 AM – 3:00 PM) – Lehigh Valley, PA

• • **April 4, 2016** (9:00 AM – 3:00 PM) – PaTTAN King of Prussia

• • **April 5, 2016** (9:00 AM – 3:00 PM) – Philadelphia, PA

2016 PA Community on Transition Conference

July 20-22, 2016
Penn State Conference Center and Hotel

http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition

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pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania

Tom Wolf, Governor