Autism and Transition- Making it Work to Ensure our Student's Success

2014 National Autism Conference

Roni Russell

Kathryn Poggi

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.

Purpose of Today's Session

Understand, develop, or support

effective transition practices

from the lens of

students with autism spectrum

disorders.

What is Secondary Transition?

- "**a coordinated set of activities** for a child with a disability that is designed within a **result-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." (IDEA 2004)

Individuals with Disabilities Education Act
IDEA 2004

Primary Purpose

- 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* H.R.1350 (IDEA 2004)

Age Requirement in PA

- Transition services must be addressed in the IEP of the student **in the year in which the student turns 14 years of age**

- The IEP team does not have to wait until the student's approaching 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008

Bridging the concepts of transition planning to our learners with ASD

To best make a fit we have to **REALLY** know our Students

Success grows when we build on their **Strengths**

- Special talents (savant like skill areas)
- Excellent rote memory in certain areas
- Odd skill can be life's accomplishment!
- Individual person's attributes that make them special

Things to keep in mind and common challenges- Social Skills

Difficulties interpreting…

- Gestures, facial cues, body language
- Correlation between what one simultaneously sees and hears
- Perspectives of others
- Figures of speech, similes, parodies, humor and sarcasm

Social Communication Difficulties

- Inflexibility issues
  - Rule oriented
  - Resistance to change
  - Difficulty with transition
  - Resist new and different things
  - Perseveration or persistence on an idea, experience, or response (i.e. difficulty shifting attention)
- Detail-oriented and may apply same level of detail to every situation whether appropriate or not

Social Deficits Result In…

- **Odd responses…**

  - Laughs at something sad
  - Gets angry when someone happy cries
  - Awkward social positioning
    - Stands too close to others
    - Doesn't match intent
  - Makes odd responses to simple questions; unusual content
  - Gets easily distracted by the environment (smells, sounds, sights, textures, noises, etc.)

Social Deficits Result In…

- **Odd responses…**
  - Makes inappropriate and/or unreasonable requests

  - Gives too much or not enough information

  - Problems expressing self (semantic/syntax)

  - Makes over literal/under literal comments
 - Makes frank, but often inappropriate comments

Social Difficulties Result In…

- Difficulty
  - Understanding and building relationships
  - Working in groups
  - Expressing problems
  - Seeking solutions

- Unregulated fears; difficulty judging situations that create a fear

- Anxiety

- Depression

- Safety issues
  - 65% bully rate

http://www.youtube.com/watch?v=mtyEbAgNJsQ&list=PLD47F84FE79AF8CA7

Does this look like a behavior that could be misconstrued?

Does this person need instruction in the hidden curriculum?
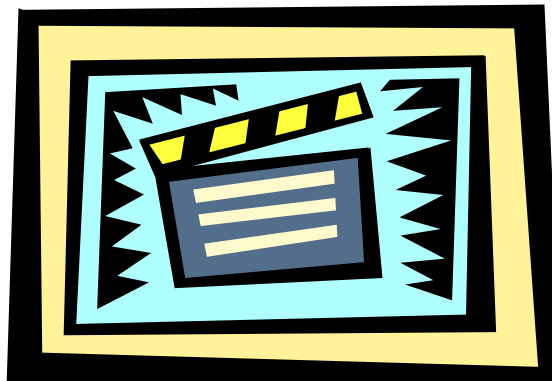
Other Considerations

Challenges with…

- Large motor and fine motor skills
- Visual-motor coordination
- Handwriting
- Problem-solving, organization and planning
- Reasoning
- Reading comprehension
- Splinter skills

Overarching Challenges in Education

- Academic
- Emotional
- Behavioral
- Safety
- **Social**

Points to consider- Youth Perspective Video

Personal perspective on social challenges video
http://abcnews.go.com/Nightline/video?id=3010139

- Observe and share: What did students say and do that you found interesting?

- How can we apply these concepts as we transition plan?

19

Supporting Students with Autism and Approaching the Next Chapter in their Lives

_____

Where to Start

Supporting Students with ASD

- Collaboration and Networking

- Educate everyone

- Know the student

- Arrange the environment

Set them up for success!

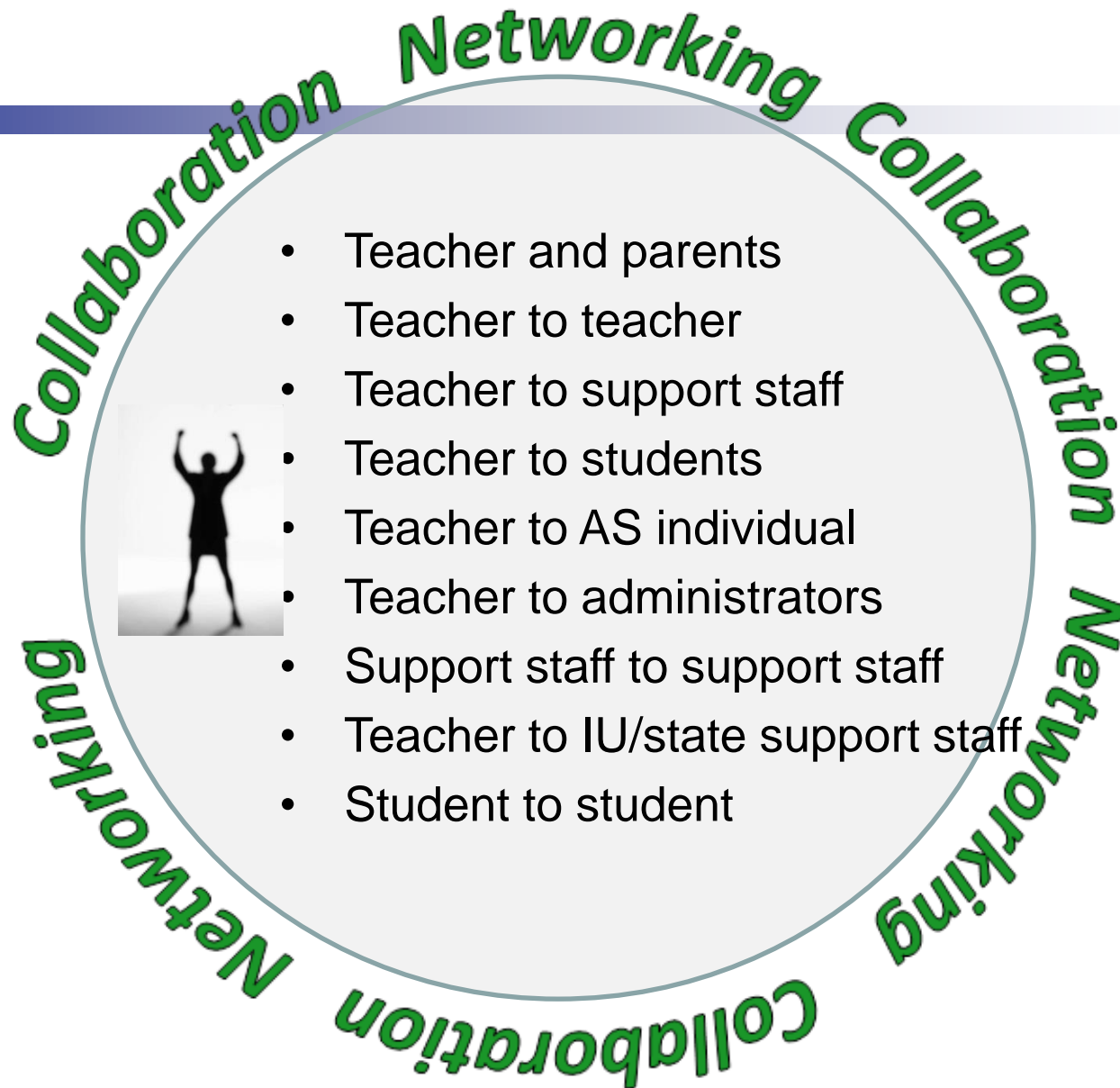# Transition Planning- should start early and be a **continual** teaming activity

The 14th Birthday doesn't need to be the beginning of next step planning

Collaboration and Networking

Provides opportunities for:

- Consistent support across environments
- Sharing of knowledge, skills and resources
- A system for alerting others to changes that may signal depression, academic challenges, emotional upsets, etc.
- Sharing student successes

Networking Collaboration Networking Collaboration Networking Collaboration Networking Collaboration

- Teacher and parents
- Teacher to teacher
- Teacher to support staff
- Teacher to students
- Teacher to AS individual
- Teacher to administrators
- Support staff to support staff
- Teacher to IU/state support staff
- Student to student

Educate Everyone

- Teachers

- Support staff

- School-wide personnel (bus drivers, lunch staff, etc.)

- Students (discuss with parents)

Know the Student

Know the student's learning history

- Review the student's educational history to determine the student's instructional level

- Review data and determine what has been successful in the past

- Collaborate with the student's team including parents

Know the Student- Work with their strengths and use them to maximize their instructional SUCCESS

Build on Interests- To establish reinforcement types and schedules

- – Promotes and sustains motivation when used strategically
- – Strengthens appropriate behaviors and select skills related to those behaviors
- – Pairs and conditions teaching environment as reinforcing

How

- – Direct interview with student and others that know him/her well
- – Observations
- – Planned time with student (especially initially)

Know the Student

Know the student's behavior history

Are there behavioral concerns?
- Triggers
- Signals

Are there currently established behavior supports?

a. Is there a behavior plan?

      a. Have you been trained on implementation of the plan?

      b. Have you been trained on data collection specific to the plan?

Are there specific reinforcers that work best for this student?

Are there strategies to maintain engagement with instruction?

Instructional Practices

Build a solid foundation with Instructional Practices

Use instructional practices that are…

- Researched-based
- Individualized
- Comprehensive and well planned
- Consistently implemented across staff (collaboration)
- Assessed
- Practical

Active Student Engagement

Promotes…

- Higher rates of acquisition
- Lower rates of problem behavior
- More opportunities to provide corrective and <u>positive feedback</u>

Active engagement strategies include: (examples to follow)

- Explicit instruction
- Choral responding
- Response cards
- Guided notes
- Peer tutoring

Explicit Instruction

- Skills oriented approach where skills are broken down into small units and intentionally sequenced, and taught explicitly

- Instruction is organized into clear objectives, tied to previous learning, and accompanied by modeling and monitoring by the teacher

Instructional Practices

- Explicit instruction may be necessary
  - Break things down into small units and teach explicitly and check for understanding

- Don't make the assumption that learning has occurred and/or that generalizations will occur
  - Student demonstrates understanding
  - plan for generalization

Instructional Practices

Importance of building rapport

- Building rapport consists of having frequent positive interactions with the student.

- Over time, building rapport will associate the environment, activities, and other peers as an opportunity for good things to occur.

- Catch the student being good to increase those behaviors. (i.e. socially appropriate behavior)
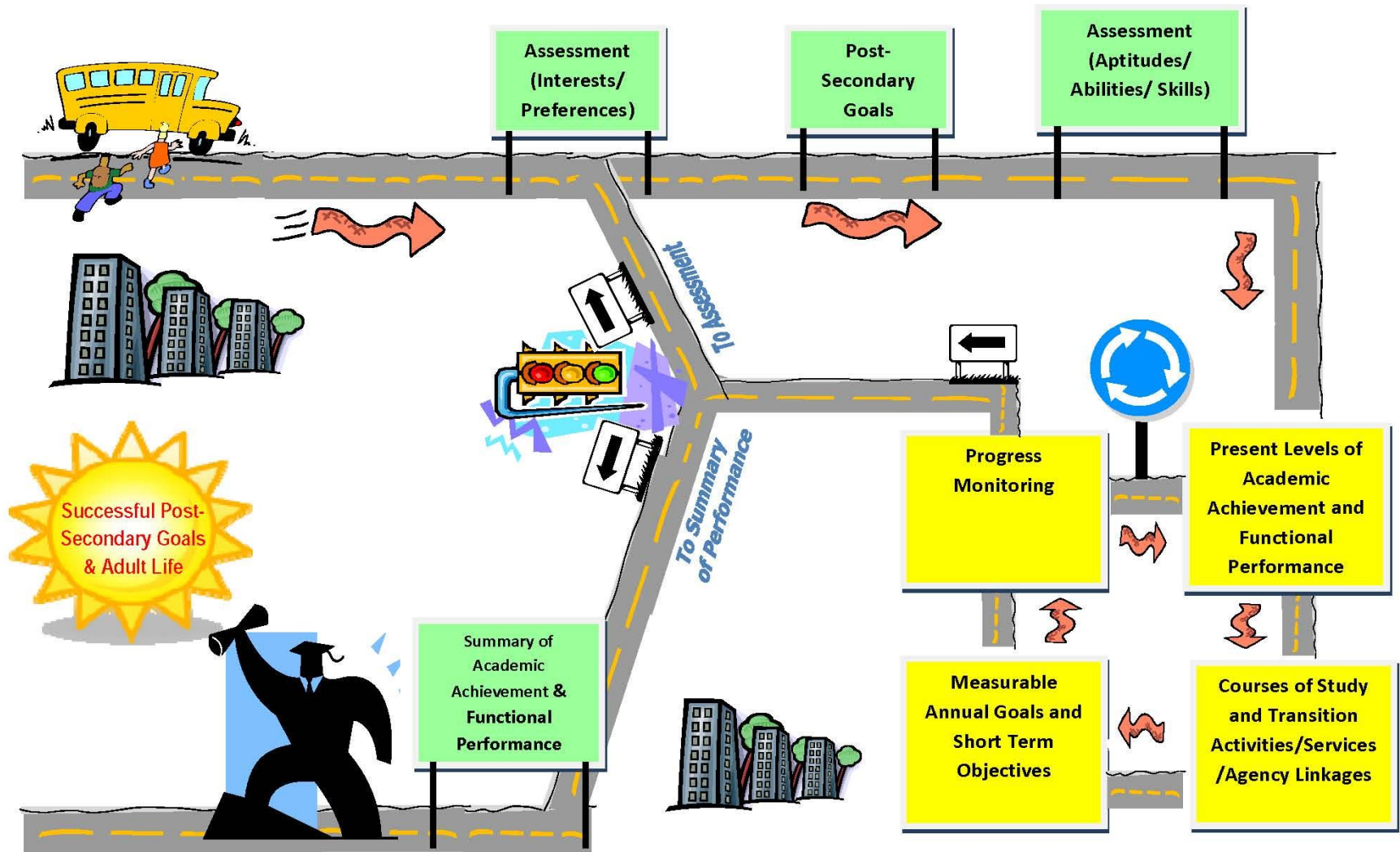
Let's link these ideas to Transition Planning

The PA Protocol

Secondary Transition in a Standards Aligned System: Roadmap

Assessment (Interests/ Preferences)

Post-Secondary Goals

Assessment (Aptitudes/ Abilities/ Skills)

To Assessment

To Summary of Performance

Successful Post-Secondary Goals & Adult Life

Summary of Academic Achievement & Functional Performance

Progress Monitoring

Present Levels of Academic Achievement and Functional Performance

Measurable Annual Goals and Short Term Objectives

Courses of Study and Transition Activities/Services /Agency Linkages

PA Process for Addressing Transition

Step One: Use assessment to identify the student's post-secondary desired goals or vision.

Step Two: Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding Assessment data

Step Three: Establish Transition Team partnerships

Step Four: Design a Transition Plan that includes courses of study and Services/Activities (transition grid)

Step Five: Determine Measurable Annual Goals that address skill deficits and lead to post-secondary goals

Step Six: Monitor progress and adjust instruction based on data

What are the steps we need to take??

I. Transition and Assessment

II. Assessing Interests and Preferences

- Information from Student

- Information from Parents and Team Members

III. Setting Post-Secondary Goals

IV. Assessing Aptitudes and Skills

V. Assessment Considerations and Additional Resources

Always remember the **<u>Strengths</u>** of Young People with ASD

- While it is necessary to understand the implications that the characteristics of individuals with ASD will have on their transition to life after high school….

- It is more important for us to acknowledge and build on each person's *strengths, talents, and gifts.*

- *Effective transition planning builds upon these!*

Let's apply it….

1. Think of a student you know with autism. Write his/her name /age /grade.

Let's apply it….

2. What would YOU consider to be a successful adult life for this student with ASD?

Let's apply it…..

3. What are some characteristics of your student which could impact his/her success in life after high school?

Keith's Transition Process

- Nearly 18
- Will graduate at age 21
- Receives Autistic Support Services with inclusion and community based instruction for part of the day
- Likes computers and iPod
- Reads at second grade level
- Some sensory and self regulation needs
- Wants to work after graduation

Fictitious example for training purposes only

Keith would also want you to know…

Important TO Keith:

- Mom, sister Christy, and dog Sport
- Watching weather news & Weather Channel
- Watching favorite movies or drawing
- Being clean and neat
- Proud of using good manners

Important FOR Keith:

- Needs personal space – please don't get in his face
- May not speak up for himself
- Can't always read your facial expression or body language
- Please use a calm voice when redirecting
- Please **show** him what you want him to do
- May need assistance handling noisy or confusing situations

45

The Soft Skills and Environmental Set-Up Make **ALL** the Difference

Let's apply it….

4. What are some strengths of YOUR student?

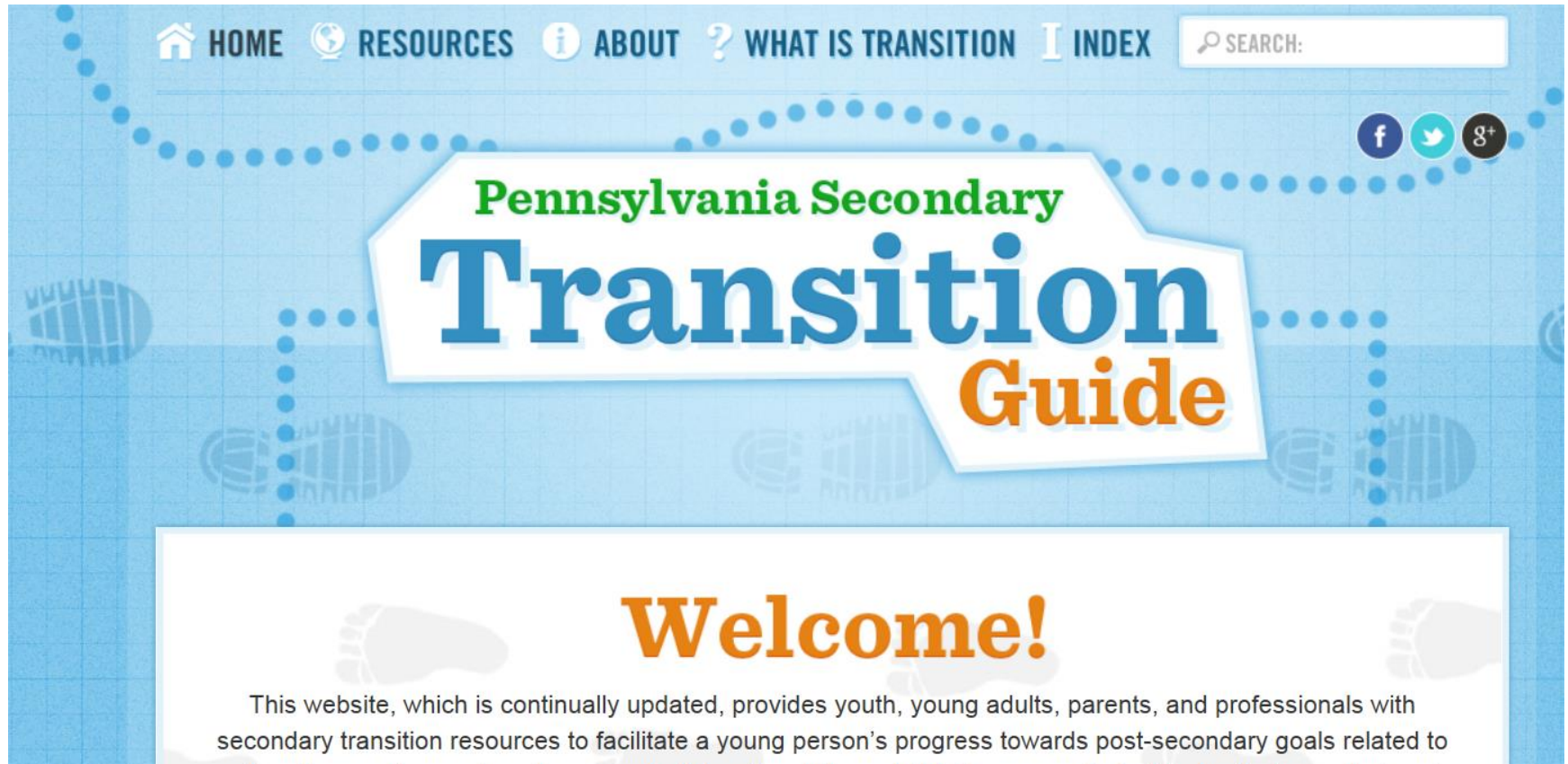**Step One:** Use assessment to identify the student's post-secondary desired goals or vision.

Clear Standards

Interventions

Fair Assessments

Student Achievement

Materials & Resources

Curriculum Framework

Instruction

MORE SCHOOL

TRAVEL

CAREER

What is "Transition Assessment"?

"**Transition assessment** is an ongoing process of collecting information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning and working environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP."

All stakeholders participate in the process of information-gathering and decision-making

2007 Corwin Press. Assess for Success: A Practitioner's Handbook on Transition Assessment, 2nd ed., by Stillingtion, Neubert, Begun, Lombard, and Leconte

49

Building your tool-kit with vetted Resources

http://www.secondarytransition.org/

Looking at the Whole Student:

Assessing within Different Environments and Social Contexts

Assessment is an integral part of the career development and transition processes.

It is ongoing and can happen **<u>anytime</u> and <u>anywhere</u>.**

Multiple sources of assessment data are recommended.

Three Basic Questions

- Transition assessment should answer three basic questions:

    1. Where is the student presently?

    2. Where is the student going?

    3. How does the student get there?

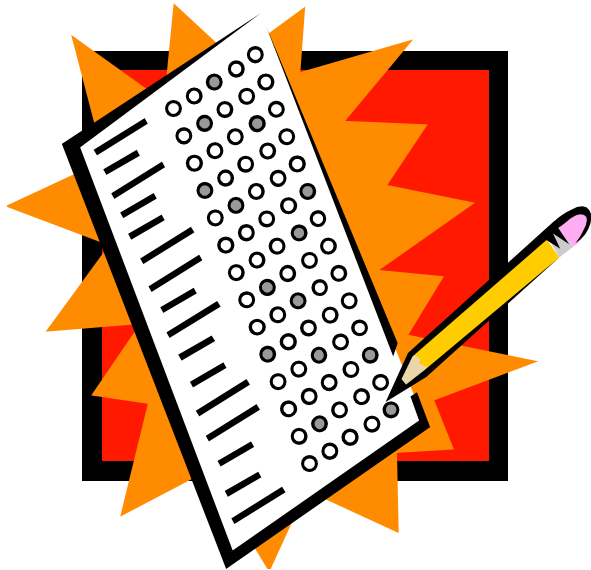*Questions 1 & 2 are answered in the present levels of the IEP*

II. Assessing Interests and Preferences

Assessment ≠ test
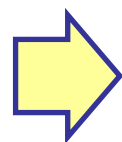
Assessment = gathering information

Assessments can be formal or informal or a combination of both.

Age appropriate transition assessment is needed to:

A.

Identify interests and preferences

→

B.

Set post-secondary goals

→

C.

Further assess aptitudes, abilities, skills

Interests – a measure of opinions, attitudes and preferences

Preferences – what the student values and likes

HOW does the team gather information on interests and preferences?

Formal Assessments

Interviews Surveys Questionnaires

Situational assessments

Information from volunteer placements, training situations, job shadowing, jobs

Learning About Interests and Preferences

- Observations (Home/School/Community)
- Student Survey or Interview
- Parent Survey/Interview
- Functional Behavioral Assessment (FBA)
- *Person-Centered Planning (PATH)
- Ecological Assessment
- Situational Assessment
- Portfolio
- Electronic or web-based assessments
- Information from student and family members
- Information from employers

Ecological Assessment

- Authentic

- Dynamic

• Important considerations for our learners with Autism
• Think about soft skills and pre-requisites

- Looks at the areas in the environment that the student will use, analyzes the demands by listing the sub-environments, activities, and skills that will need to be learned.

- Must be completed before Situational Assessment can be completed.

Assessing Interests and Preferences
PARENT AND TEAM INFORMATION

- *Parent or team surveys*

- *Personal Preferences Indicator*

- *Person-Centered Planning (PATH)

- Comprehensive Autism Assessment Tool

- Functional Behavioral Assessment

Person-Centered Planning

- Especially helpful for students with significant needs
- Bringing people together to discuss the visions and goals of the students:
  - PATH: Planning Alternative Tomorrows with Hope
  - MAPS: Making Action Plans
  - Essential Lifestyle Planning
- Enhances quality of assessment and planning activities for both HS transition services and adult services
- Fosters working relationships between families and professionals
- Helps to educators and agencies to coordinate services
- Helps ensure that services support student goals
- Helps identify & cultivate natural supports in the community.

VISION BUILDING

Get Started
Consider participants
Organize a group meeting
Gather information

▶

Articulate the Expected Future
Decide what is expected to happen.
(Use this when finished writing the vision to be sure that it is different than what was expected)
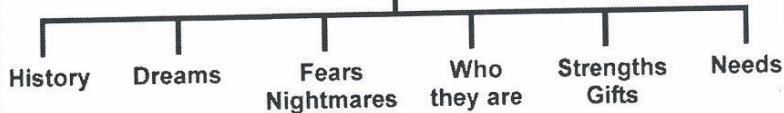
▶

Choose a method
Use a method you/your group are comfortable with, brainstorming, person centered planning, circle of friends, MAPS, PATH, or others methods
or
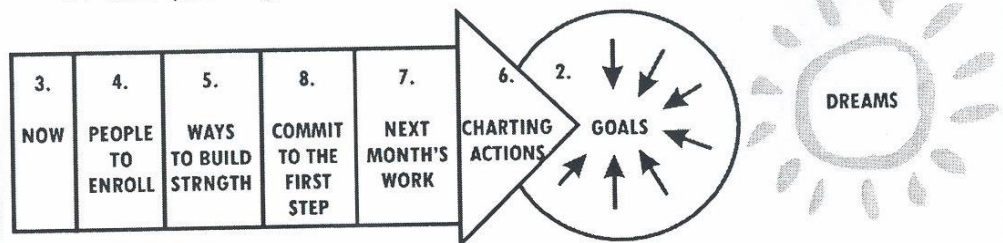**go directly to writing the basic elements**

EXAMPLE METHODS

Maps Process
Share & write down thoughts about your child

History | Dreams | Fears Nightmares | Who they are | Strengths Gifts | Needs

MAPS & PATH are tools designed by Marsha Forest, John O'Brien & Jack Pearpoint
http://www.inclusion.com

PATH (Planning Alternative Tomorrows with Hope)

1. THE NORTH STAR

| 3. NOW | 4. PEOPLE TO ENROLL | 5. WAYS TO BUILD STRNGTH | 8. COMMIT TO THE FIRST STEP | 7. NEXT MONTH'S WORK | 6. CHARTING ACTIONS | 2. GOALS |

DREAMS

Write Basic Elements

What would you "*like*" to happen in each area of your child's life?

▶ Home Environment
▶ Work Environment
▶ Community Environment
▶ Relationships Friendships
▶ Other

▶

Apply Quality of Life Needs

Principles that produce quality of life results, include fulfillment in the four fundamental human needs

▶ **Physical**
Food, Water, Shelter, Etc.
▶ **Social**
Sense of belonging, acceptance, friendships, love & relationships
▶ **Mental**
Intellectual growth & stimulation
▶ **Spiritual**
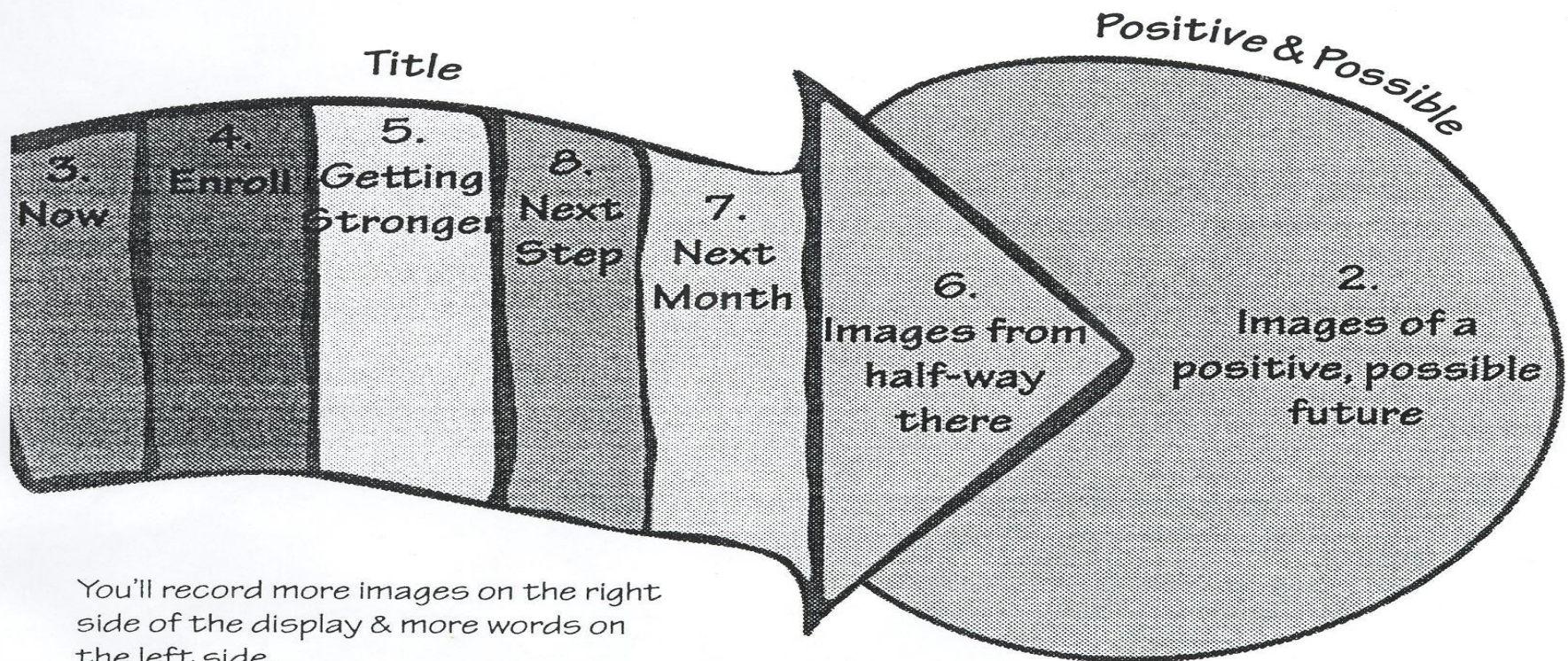Sense of meaning & purpose

▶ **DRAFT VISION** ▶

Clarify & Refine

▶ Compare your vision to the future you expected and make sure they are two different things.
▶ Write to change the future that is likely to occur, and not simply changing what exists now
▶ Use creativity; find <u>new</u> solutions; takes steps to make change happen
▶ Be clear about what you desire for your child and what you do not
▶ Reflect on what is the deepest and best within your child
▶ Express your child's unique capacity to contribute
▶ Focus on having a balance of personal, family, work, community, and all the significant roles of your child's life
▶ Reflect what your child wants to be & to do in life Make the vision inspiring to your child!

▶

THE VISION

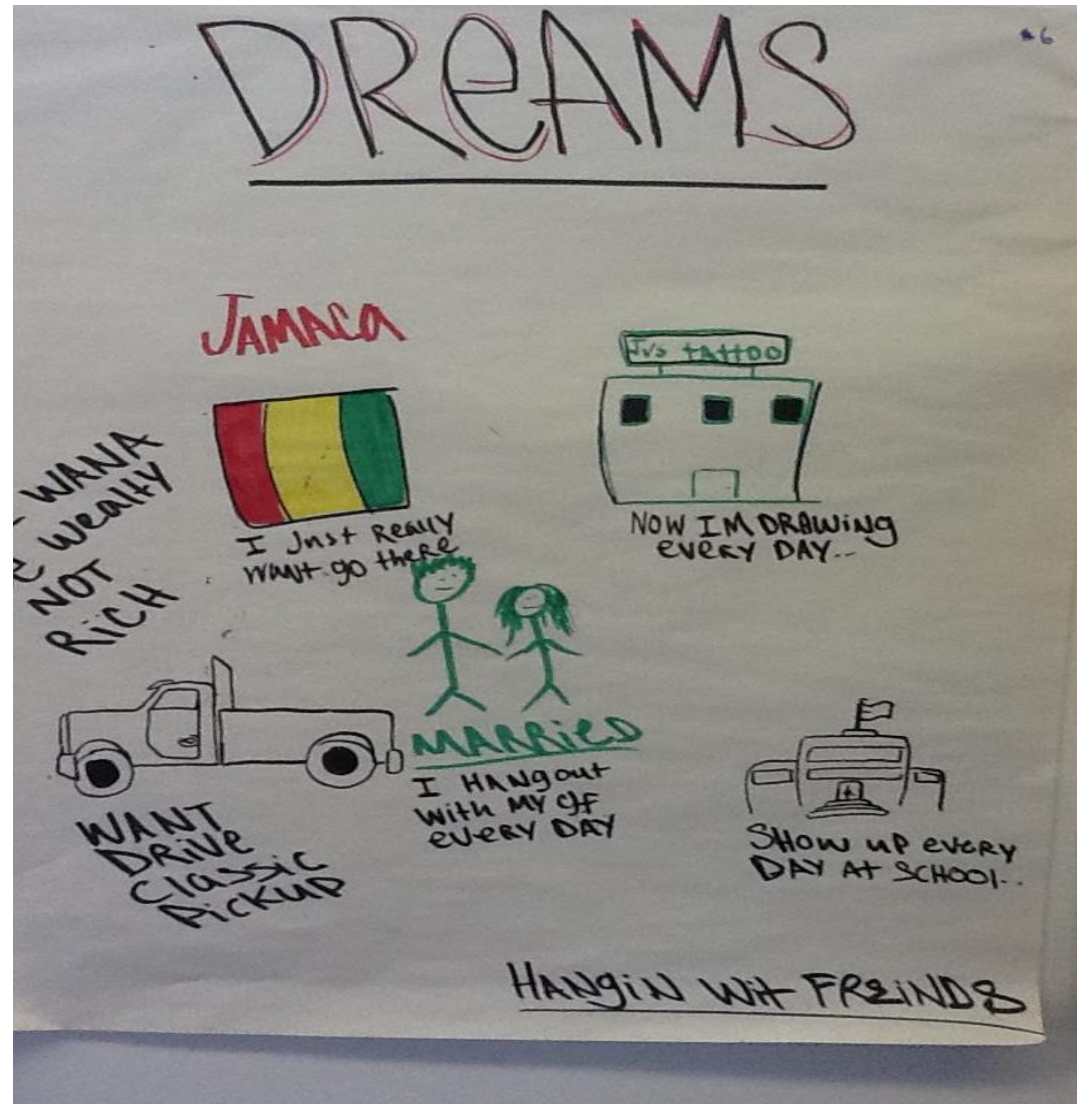▼

Take Action Support the Vision!

PATH Format

PATH Format

Title

3. Now

4. Enroll

5. Getting Stronger

8. Next Step

7. Next Month

6. Images from half-way there

2. Images of a positive, possible future

Positive & Possible

You'll record more images on the right side of the display & more words on the left side.

What person-centered planning tools have you used????

History

Who You Are Today

Strengths & Accomplishments

People

What Works & Doesn't Work

Dreams

Fears, Concerns, and Barriers

The Goals

Next Steps

Essential Next Steps and Follow Up

- Use graphics and words
- Use flip chart paper
- Engaging for participants

Dreams Map

The RENEW model

Goals Map

Options specific to ASD

Comprehensive Autism Assessment

Comprehensive Autism Assessment (CAA) Planning Tool

	In relation to the individual, has the team considered:	Yes No	List Needs:	List Priorities:	Is further assessment needed? Yes No	Tools and environments to be considered:	Who will complete the process?
Family Needs & Priorities	Family needs and priorities						
	School and other service agency needs and priorities						
	Neighborhood, community and friendship						

	In relation to the individual, has the team considered:	Yes No			Is further assessment needed? Yes No	Tools and environments to be considered:	Who will complete the process?
Preferences & Motivators	Individual's preferences/interests		List some of the individual's preferences:				
	Potential motivators (people, items, activities)		List items/events that the individual may be willing to work to obtain:				
	If there are sufficient motivators available to establish cooperative interactions?						
	Any known activities, people		List				

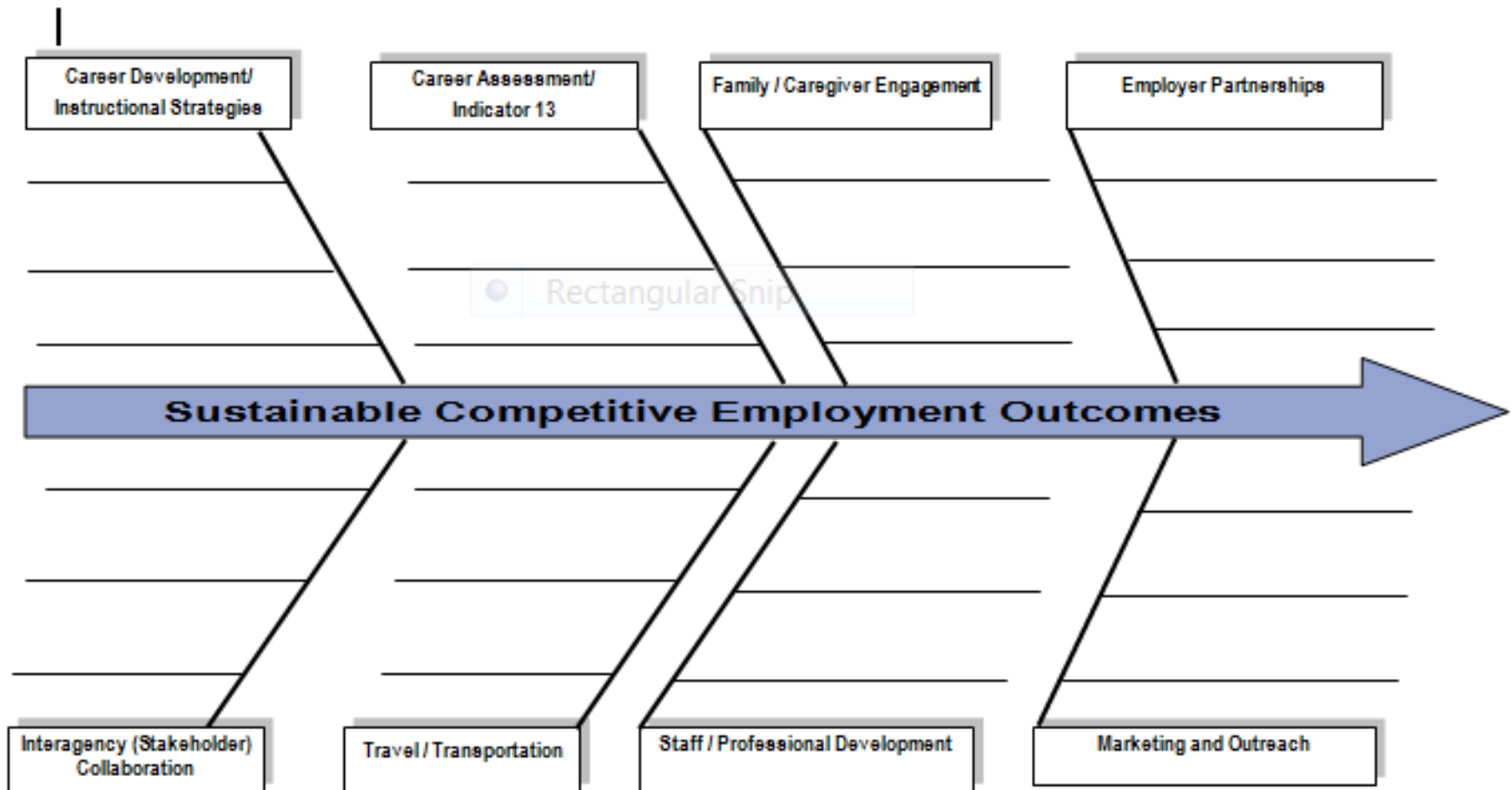# Comprehensive Autism Assessment (CAA) Planning Tool

Looks at the "whole student"

- Family needs and priorities
- Preferences and motivators
- Interests and strengths
- Communication and communication mode
- Social competence
- Neurocognitive
- Sensory processing
- Emotional Regulation
- Challenging Behaviors

Fishbone- career planning tool

Building a Strong, Sustainable, Systematic, Career Development Program

Career Development/ Instructional Strategies

Career Assessment/ Indicator 13

Family / Caregiver Engagement

Employer Partnerships

Sustainable Competitive Employment Outcomes

Interagency (Stakeholder) Collaboration

Travel / Transportation

Staff / Professional Development

Marketing and Outreach

What Team Learned About Keith's Interests and Preferences

- Prefers indoor to outdoor work and not to get di[...]

- Enjoys food preparation, computers, clerical

- Very interested in the weather

- Dislikes working with money or food service

- Likes quiet, predictable settings

- Dislikes noisy or crowded settings

- Likes working around people but prefers adults

- Enjoys limited physical activity, especially bowling (but tires easily)

- Very quiet; few friends, but brother's friends try to include him

- Interested in job training program

- Joined church youth group but resists attending events

- Loves to watch favorite movies on DVD

**Must consider sensory factors and areas of possible over-stimulation.

Assessing Keith's Interests and Preferences

Over last two years, team has used:

- Comprehensive Autism Assessment
- Choose and Take Action online assessment
- PATH person-centered planning
- Student and parent surveys
- Face to face student and parent interviews
- Observations in various settings including work experience placements
- Keith has created an electronic portfolio of his experiences

Example for training purposes only

Electronic Portfolio's – let them do the talking and convey your student's Successes and Dreams

III. Setting Post-Secondary Goals

Knowing where we want to go……

"Keeping it Real" resource

The Elizabeth M. Boggs Center on Developmental Disabilities/UMDNJ

http://rwjms.umdnj.edu/boggscenter/projects/keep_real_more.html

Big Points to consider…...

- Identifying what the student wants to do

- Knowing what kind of help the student needs to do it

- Being able to effectively communicate this to other people

Team interview questions for student:

- What do I like?

- • What don't I like?

- • What am I good at?

- • What do I need help with?

Staying true to your heart and dreams as you plan the goals….

Goals are the successes you decide to work towards in your life. Choosing goals that are exciting and realistic (that means they really can happen!)

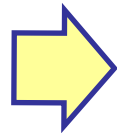The Elizabeth M. Boggs Center on Developmental Disabilities/UMDNJ

Secondary Transition in a Standards Aligned System: Roadmap
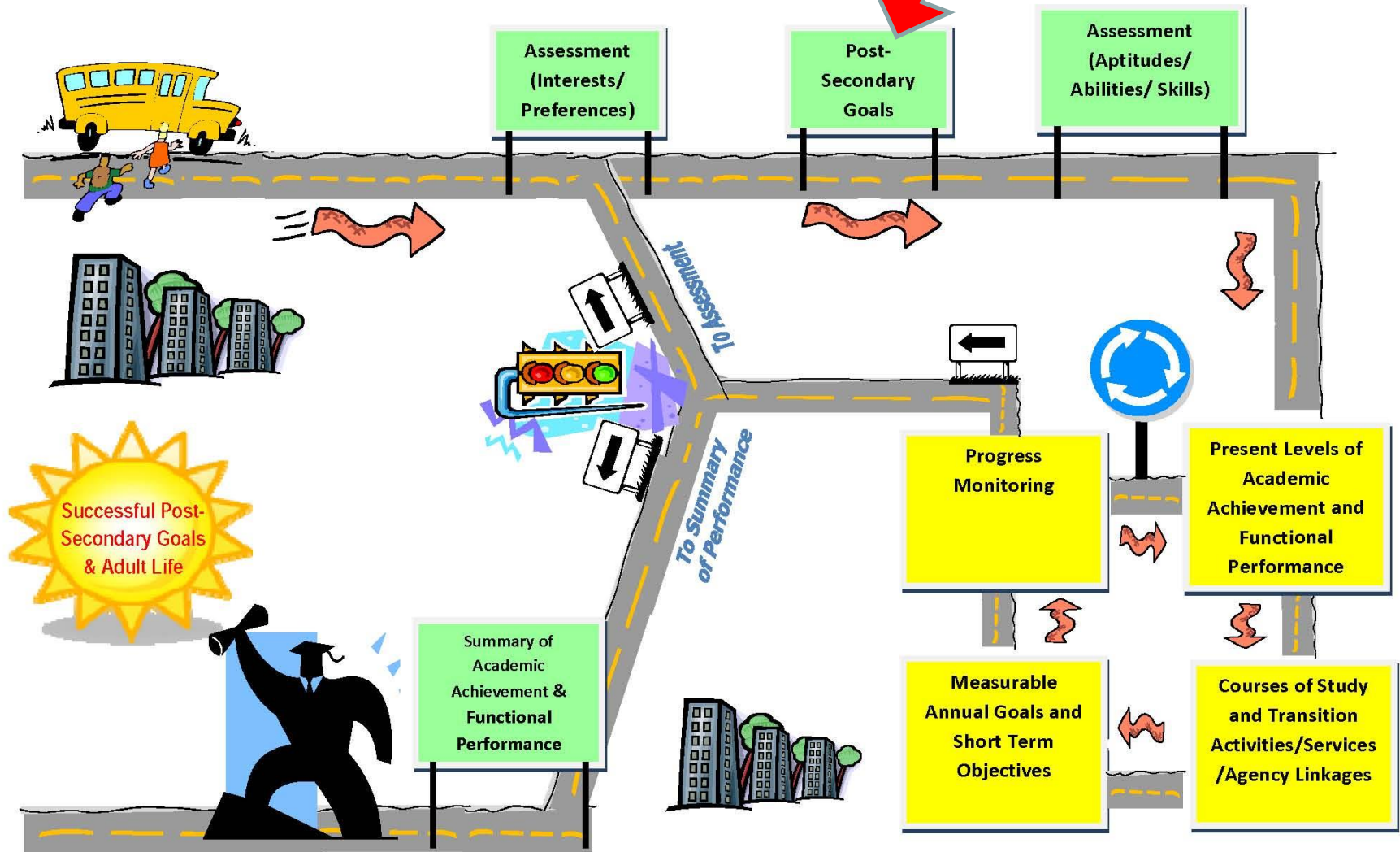
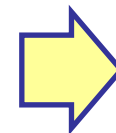# Age appropriate transition assessment is needed to:

A.

Identify interests and preferences

→

B.

Set post-secondary goals

→

C.

Further assess aptitudes, abilities, skills

Post-Secondary Education/Training
Employment
Independent Living

Post -Secondary Goals

- Identify what student will do AFTER high school
- Based on information gathered on interests and preferences
- Address each area:
  - Post-Secondary Education/Training
  - Employment
  - Independent Living
- NOT the same as events that occur IN high school
- NOT the same thing as IEP Measurable Annual Goals
- **Must be updated annually.**

Matching assessments to goals…

Gathering information to help us know if/how the student can reach his/her goals- **Big Points to Consider**

- Will Keith be able to travel independently to work?

- What supports will Keith need on the job?

- Are the reading skills in place for a highly technical postsecondary program?

- Are adequate communication skills mastered to allow successful participation in the student's dream job?

- Are self-care and independent skills in place to allow the student plan and manage their own meals?

Domains of Assessment that Inform Transition

Assessment is individualized to include as appropriate:
- Academic Skills
- Organizational skills
- Social Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills

Types of Assessments that Inform Transition

- Work Samples
- Information from employers
- *Situational Assessment
- *Environmental Job Assessment
- Teacher Questionnaires
- Parent Survey/Interview

- Assessments of Academic and Functional Skills (Ex: *Brigance)
- Student Survey or Interview
- Observations (Home/School/Community)
- *Portfolio

***Making a plan for the best fit

E-portfolios – getting the right information into the right hands….

Retrieved from web 7/1/2013
https://sites.google.com/a/g.thomas.edu/starterguid
e2010/samples

Keith's Post Secondary Goals

- Postsecondary Education and Training Goal:
  - *Keith has a goal of attending an employment training program.*

- Employment Goal:
  - *Keith has a goal of employment in a computer-related or food service field.*

- Independent Living Goal:
  - *Keith's long term goal is to live in an apartment in the community and access community resources and programs with appropriate supports.*

Example for training purposes only

Independent Living: Residential Options

- Living at home with parents or relatives
- Independent living with no supports
- Independent living w/ occasional supports
- Independent living w/ daily supports
- Supported apartment or community living arrangement
- Group home – 24-hour supervision and training
- Group home – skilled nursing care
- Facility-based – personal care home, nursing home, etc.
- Other _____

Independent Living: Recreation/Leisure

**Degrees of support for community participation

- Independent – will participate in community programs w/o support
- Family support – will participate in community programs w/ family supports
- Special support – will participate in community programs w/ agency or outside supports

Finding the match between Dreams and Goals:

What happens when students have "unrealistic" goals?

- Use ongoing assessment and data to work through "unrealistic" goals

- Further assesssment may indicate, for example:
  – Student who wants to be a veterinarian may actually have interest in a "helping" role
  – Student who wants to be a pilot may enjoy settings near the airport
  – Student interested in professional sports career may thrive in a sporting goods store

- Ongoing analysis of skills needed vs. current skills >

Matching assessments to goals…

Gathering information to help us know if/how the student can reach his/her goals:

- Will Keith be able to travel independently to work?

- What supports will Keith need on the job?

- Does Keith have reading skills needed for a highly technical postsecondary program?

Or

- Does Eddie have adequate communication skills to meet his dream of working at a golf course?

- Will Shawna be able to plan and manage meals?

IV. Assessing Aptitudes and Skills

Current Skills vs. Future Needs…GAP analysis

We gather information from various domains, to identify where the student is now and what is needed to reach his/her goals:

- What are Keith's current travel skills- will he be able to travel independently to work?

- Do Keith's current work habits suggest that he is prepared for supported –or competitive --- employment?

Assessing Aptitudes: Domains

Assessing aptitudes may include areas such as:
- Academic Skills
- Organizational skills
- Social Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills
- Other areas based on individual need

93

Assessing Keith's Aptitudes

- Speaks clearly in complete sentences
- Literal comprehension- struggles with complex language
- Decodes and comprehends material at second grade level
- Reads100 functional sight words with 100% accuracy
- Prints or uses word processor to write short sentences
- Fills out forms with assistance
- Can follow one-step directions independently
- Reads and describes simple written directions -needs visual cues to execute more than one step
- Needs new tasks modeled 3-4 times
- Enjoys helping his teacher with clerical tasks
- May rock or cover ears when in noisy or confusing situation
- Needs reminders to use self regulation strategies

94

Keith's Aptitudes- More Information

- Tells time to closest 15 minutes on analogue clock
- States correct time on digital clock or watch
- Does not estimate or plan ahead for transitions during day
- Counts on fingers to calculate elapsed time in hours
- Counts combinations of up to ten coins and bills under $20 with prompting to sort coins by amount
- 50% accuracy with providing adequate cash for purchases under $20
- Does not anticipate or count change from purchase
- Can dial using touch tone or cell phone
- Can retrieve messages from his cell phone
- Makes simple calls to home or to brother; does not text
- Needs occasional reminders with grooming and dress
- Makes own bed and clears table after dinner (some reminders)
- Navigates the school independently
- Needs assistance to use public transportation
- Tires after @ 25 minutes of physical activity (volleyball, PE)

Example for training purposes only

Lessons Learned: Assessment

- Assessment informs the transition process!
- Use a variety of assessments to address academic, functional, career related areas
- Relate assessments to post-secondary goals
- Assessment is ongoing!

Let's apply it….

6. What kinds of assessments were used to discover the interests, preferences, and aptitudes of YOUR student?

Let's apply it….

7. What are your student's goals for each area:

- Post-Secondary Education/Training?

- Employment?

- Independent Living/Community Participation?

# V. Assessment Considerations and Additional Resources

How do we select appropriate assessments?

** Consider academic, work experiences and community exposures

- Transition assessments can be selected based on the student's reading level, general level of functioning, etc.

- Transition assessments may be based on the student's post-secondary goals(e.g., employment vs. post-secondary training, independent living)

- Transition assessments may also be selected based on community opportunities (e.g., local training options, employers, and adult service providers)

What Assessment Data Do You Have Already?

Focus on what you already have…. Don't recreate the wheel
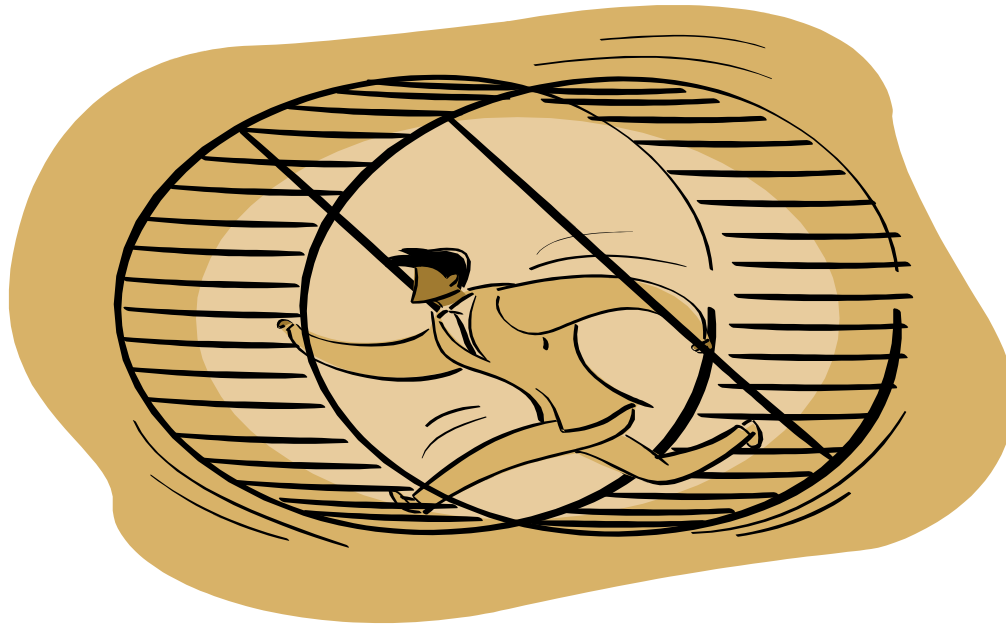
Additional Team Resources

- These resources also combine assessment and team planning:
  - PA Transition Health Care Checklist
  - Autism Speaks Transition Tool Kit
  - The Life Journey Autism Resource Guide

The Life Journey Autism Resource Guide

Life Journey Through Autism:
A Guide for Transition to Adulthood

by

DANYA INTERNATIONAL, INC.
SHAPING HEALTHY FUTURES

8737 Colesville Road, Suite 1100
Silver Spring, MD 20910
(301) 565-2142
www.danya.com

http://www.researchautism.org/resources/reading/documents/transitionguide.pdf

Domains of Assessment that Inform Transition

Assessment is individualized to include as appropriate:
- Academic Skills
- Organizational skills
- Social Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills

Types of Assessments that Inform Transition

- Work Samples
- Information from employers
- *Situational Assessment
- *Environmental Job Assessment
- Teacher Questionnaires
- Parent Survey/Interview
- Ex: Casey's Life Skills Inventory or Personal Preference Indicator

- Assessments of Academic and Functional Skills (Ex: *Brigance)
- Student Survey or Interview
- Observations (Home/School/Community)
- *Portfolio

Assessing Keith's Aptitudes

- Speaks clearly in complete sentences
- Literal comprehension- struggles with complex language
- Decodes and comprehends material at second grade level
- Reads100 functional sight words with 100% accuracy
- Prints or uses word processor to write short sentences
- Fills out forms with assistance
- Can follow one-step directions independently
- Reads and describes simple written directions -needs visual cues to execute more than one step
- Needs new tasks modeled 3-4 times
- Enjoys helping his teacher with clerical tasks
- May rock or cover ears when in noisy or confusing situation
- Needs reminders to use self regulation strategies

Keith's Aptitudes- More Information

- Tells time to closest 15 minutes on analogue clock
- States correct time on digital clock or watch
- Does not estimate or plan ahead for transitions during day
- Counts on fingers to calculate elapsed time in hours
- Counts combinations of up to ten coins and bills under $20 with prompting to sort coins by amount
- 50% accuracy with providing adequate cash for purchases under $20
- Does not anticipate or count change from purchase
- Can dial using touch tone or cell phone
- Can retrieve messages from his cell phone
- Makes simple calls to home or to brother; does not text
- Needs occasional reminders with grooming and dress
- Makes own bed and clears table after dinner (some reminders)
- Navigates the school independently
- Needs assistance to use public transportation
- Tires after @ 25 minutes of physical activity (volleyball, PE)

Example for training purposes only

Lessons Learned: Assessment

- Assessment informs the transition process!
- Use a variety of assessments to address academic, functional, career related areas
- Relate assessments to post-secondary goals
- Assessment is ongoing!

Let's apply it….

6. What kinds of assessments were used to discover the interests, preferences, and aptitudes of YOUR student?

Let's talk about it…

7. What are your student's goals for each area:
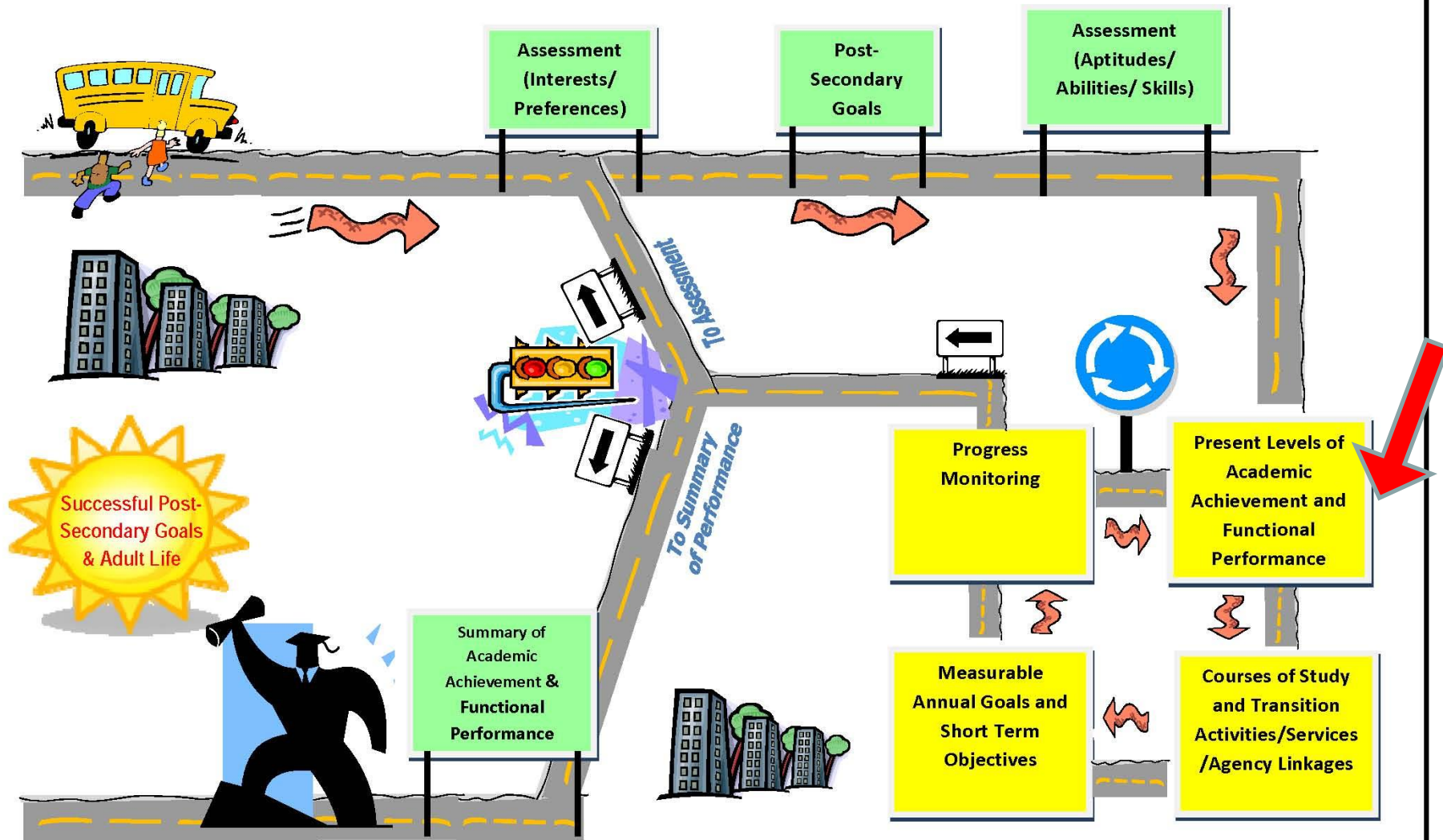
1. Post Secondary Goals

2. Employment?

3. Independent Living/Community Participation?

Step Two:

Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP) (incorporating Assessment data)

Secondary Transition in a Standards Aligned System: Roadmap

Assessment (Interests/ Preferences)

Post-Secondary Goals

Assessment (Aptitudes/ Abilities/ Skills)

To Assessment

To Summary of Performance

Successful Post-Secondary Goals & Adult Life

Summary of Academic Achievement & Functional Performance

Progress Monitoring

Present Levels of Academic Achievement and Functional Performance

Measurable Annual Goals and Short Term Objectives

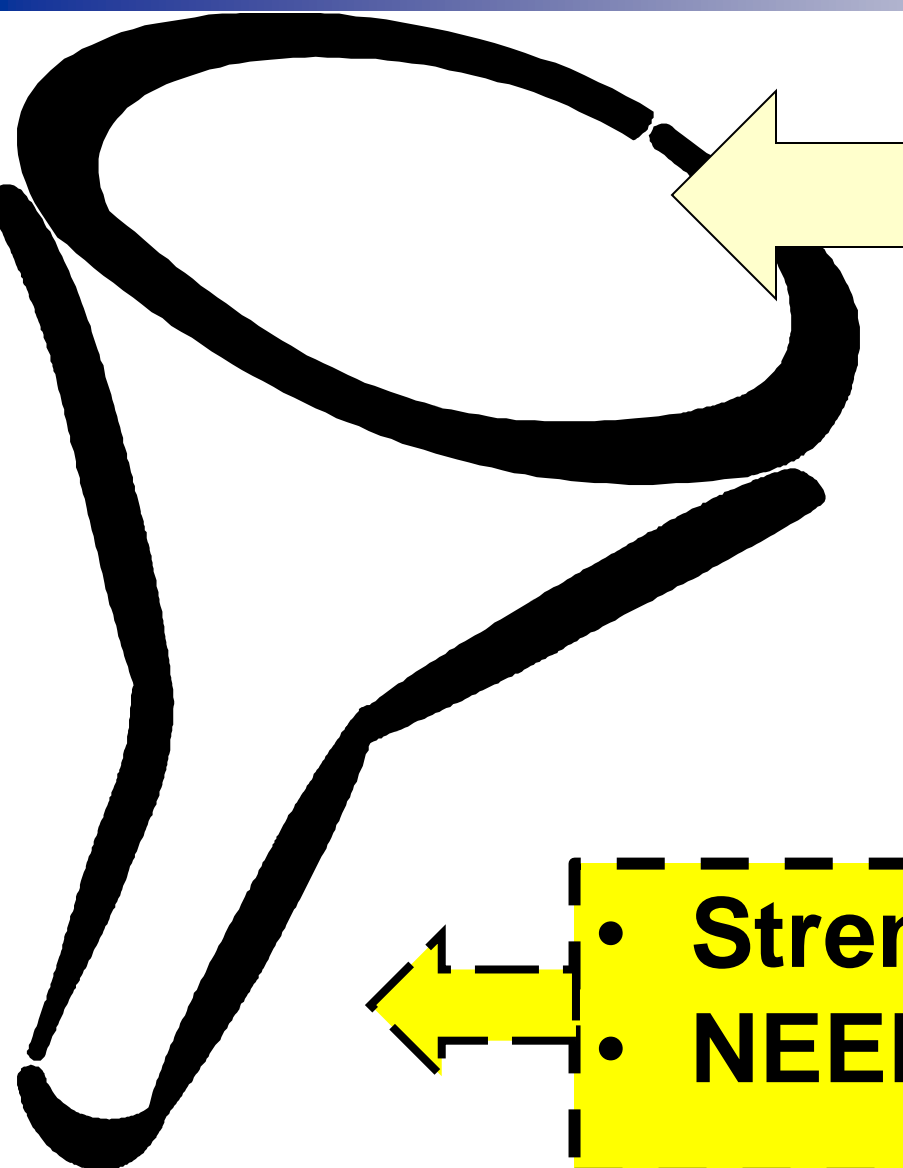Courses of Study and Transition Activities/Services /Agency Linkages

Present Levels Must…

- Be data driven –precise, measurable and observable.

- Provide a starting point (baseline) for development of measurable annual goals.

- **Address each post-secondary transition goal area**

- Be **relevant**, **useful** and **understandable**.

- Incorporate information from all team members.

- Describe effect of disability on performance.

- Identify **strengths** and prioritize **needs**.

** Be sure to lean on the expertise of family and support members!!

Present Levels

- Academic skills
- Functional skills
- Skills related to post-secondary transition
- Parent Input
- How disability impacts involvement in general education curriculum

- **Strengths**
- **NEEDS**

Present Levels of the IEP: Priorities to consider for the next year….

Keith needs to:

- Self regulate behavior when in noisy or confusing settings, including articulating support needs

- Improve pragmatic language especially in social and work situations

- Summarize important points after reading

- Independently follow 2 and 3 step written and verbal directions in various settings

- Use computer to write brief letters and emails

- Provide adequate amount when making purchases and check change

- Use phone or clock to prepare for transitions during day

Reminder

- *All Needs listed must be met through:*

  - *Measurable Annual Goals, OR*

  - *Transition services and activities, OR*

  - *Specially designed instruction*

Step Three:

Establish Transition Team Partnerships
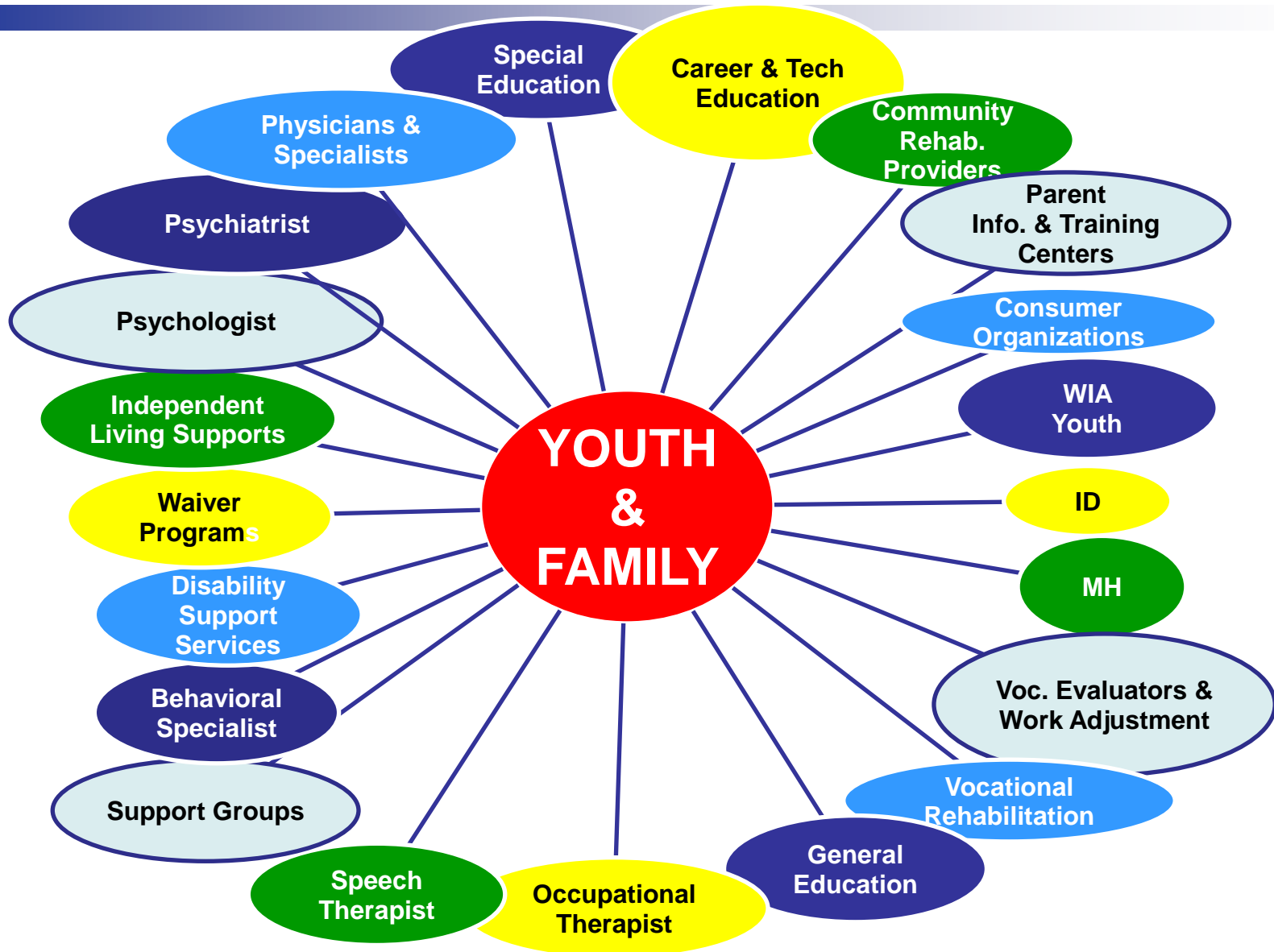
IEP Team Participants for Transition Planning

Required Members

- **Student**
- parents/guardians
- local education agency representative (LEA)
- general education teacher
- special education teacher
- career-technical education representative
(if being considered)

Other Members

- SD transition coordinator
- psychologist
- guidance counselor
- instructional support staff
- job coach (if considered)
- employer representative
- **community/agency representatives with parent permission**
- relatives/friends/advocate

Transition Team Partners

YOUTH & FAMILY

- Special Education
- Career & Tech Education
- Community Rehab. Providers
- Parent Info. & Training Centers
- Consumer Organizations
- WIA Youth
- ID
- MH
- Voc. Evaluators & Work Adjustment
- Vocational Rehabilitation
- General Education
- Occupational Therapist
- Speech Therapist
- Support Groups
- Behavioral Specialist
- Disability Support Services
- Waiver Programs
- Independent Living Supports
- Psychologist
- Psychiatrist
- Physicians & Specialists

Partnerships with Parents

Parents…

- Are a vital force in their child's life.

- Are experts on their child.

- Have provided long-term support.

- Deal with multiple issues.

- Are vital members of the team.

- Are advocates for services and benefits.

- Vary in their capacity to support their child.

- Will be more likely to participate if they feel that their participation is valued.

Parents Are Essential to the Team

- Parents will be with their son/daughter long after educators and providers are gone.

- Parents may need support for their engagement in the transition process.

- Educators and agency staff need to try to give them the skills to help their sons and daughters become productive and contributing members of our communities.

Helping Parents Manage Transition

- Introduce concept of transition planning *early*

- Offer parent trainings around transition

- Help parents promote
  - Independence
  - Self advocacy

- Share information among team members

- Build *trust* and foster *ongoing communication*

Agency Involvement in Transition

- Parents may bring agency at any time
- For schools, agency invitation is based on *individual* needs and only with parent permission
  - Younger students may be limited unless have MH-MR supports or foster care, disability-related need (e.g., autism services, epilepsy).
  - OVR may not be involved till 11th or 12th grade.
  - Agency involvement may vary by region.
- Parent understanding leads to parent consent.
- Schools document agency invitation on IEP Invite.

Examples of Agencies

- Office of Vocational Rehabilitation
- Mental Health
- 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

Other Agencies Supporting Youth and Adults with Disabilities

- accessAbilities, Inc
- Office of Medical Assistance
- Office for the Deaf & Hard of Hearing (L & I)
- Children Youth and Families
- Drug and Alcohol programs
- United Cerebral Palsy Association
- Mental Health Association
- Epilepsy Foundation
- Special Olympics
- Career TRACK

Keith's Team

- Brad, his mom, & older brother Jeff
- School Team: Principal, Special Education Teacher, General Education Teacher, Transition Coordinator, Job Coach, Guidance Counselor
- Supports coordinator and behavior specialist (coordinate with school staff)
- Brad and his mom are aware of OVR services
- Mom has placed Brad's name on list for Autism Waiver

Example for training purposes only

126

Transition Health Care Checklist

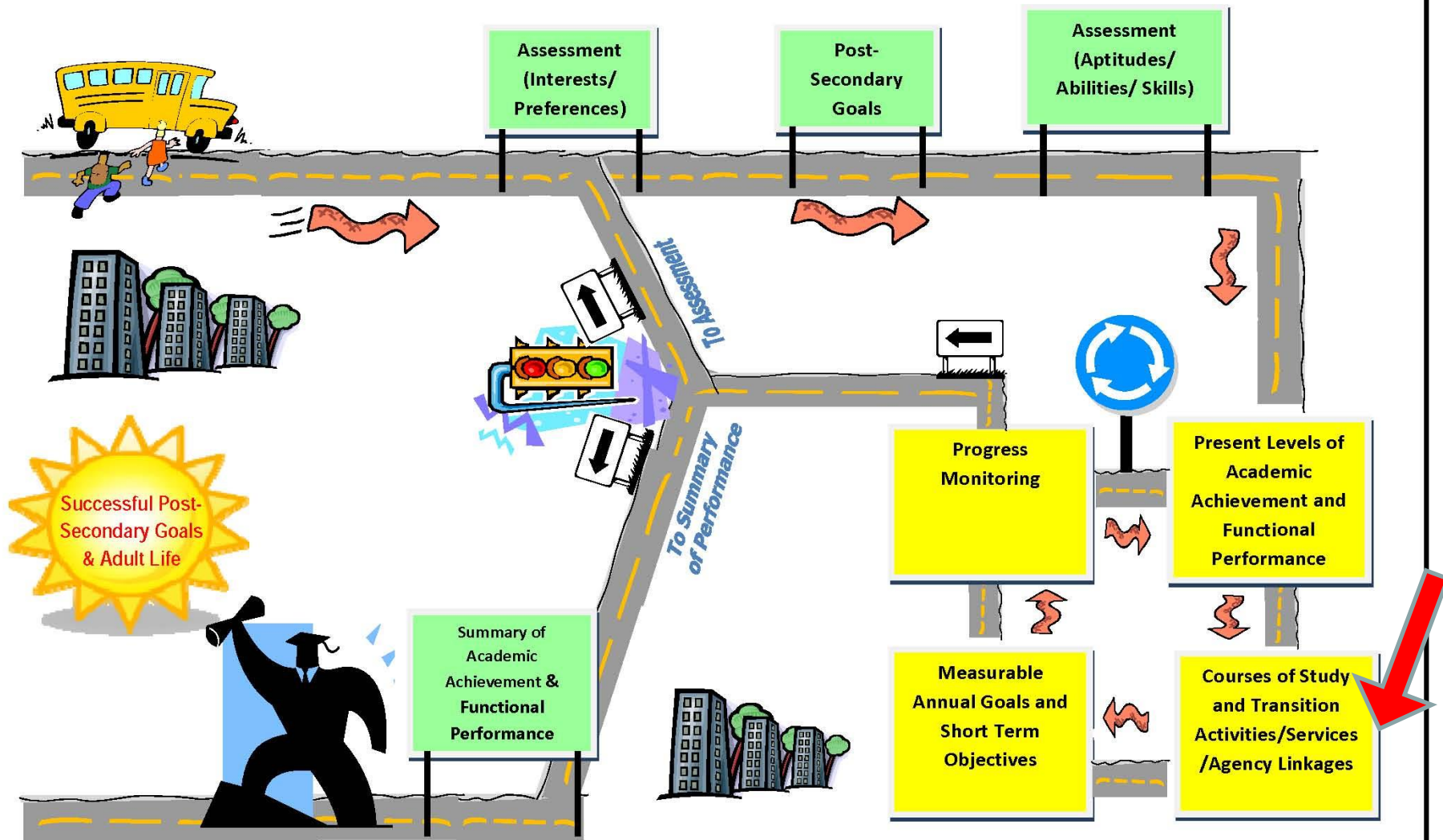www.health.state.pa.us/transitionchecklist
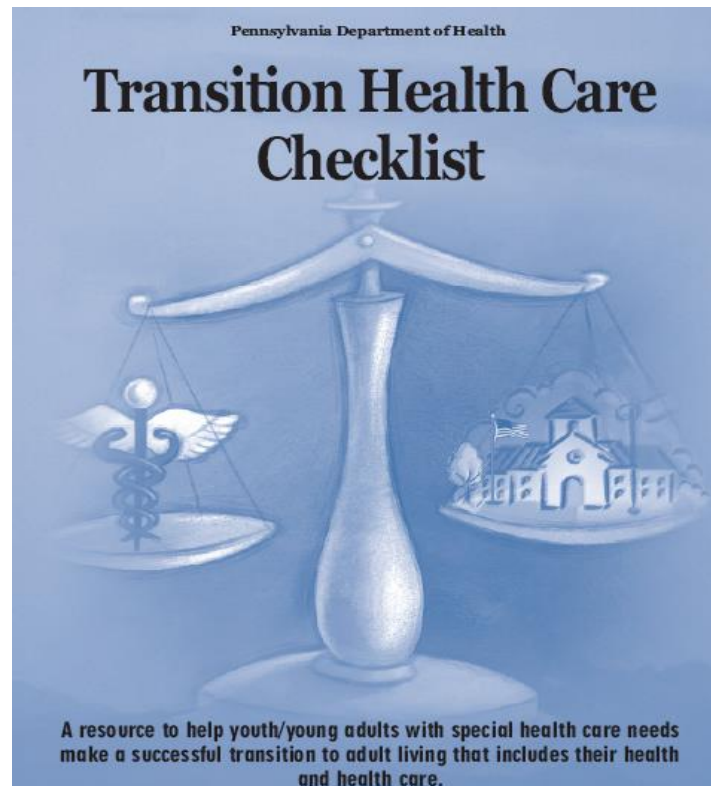
Let's apply it….

8. Who are the team members for YOUR student?

Are there others who may need to be added to his/her team?

# Secondary Transition in a Standards Aligned System: Roadmap

Assessment (Interests/ Preferences)

Post- Secondary Goals

Assessment (Aptitudes/ Abilities/ Skills)

To Assessment

To Summary of Performance

Successful Post- Secondary Goals & Adult Life

Progress Monitoring

Present Levels of Academic Achievement and Functional Performance

Summary of Academic Achievement & Functional Performance

Measurable Annual Goals and Short Term Objectives

Courses of Study and Transition Activities/Services /Agency Linkages

Step Four:

Design an Individualized Transition Plan that includes

Courses of Study and Services/Activities

Listed in
Section III of the IEP
"The Transition Grid"

Employment Goal:					Measurable Annual Goal <u>Yes</u>/No (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Transition Service / Activity

- Action steps – both activities and services

- Services include **instructional services to address skill deficits** (e.g., reading, writing, behavior, organization, etc.), supported by Measurable Annual Goals

- Slated to occur during current IEP

- Lead to achievement of post-secondary goal

- Put all together from 1st year to final year of transition planning = coordinated set of activities
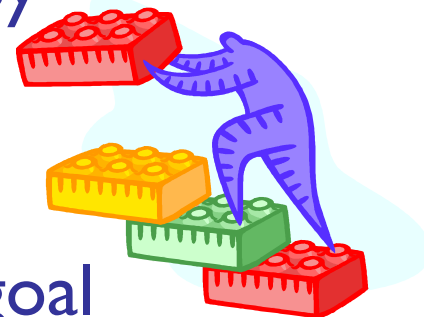
Sample Services…	Sample Activities…

…THAT ADDRESS SKILL DEFICITS AND LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING

- Developing reading comprehension
- Travel training
- Language therapy to improve oral communication
- Community based instruction
- Social skills training
- Improving functional math skills: budgeting, measuring to the inch, etc.

…DO NOT NEED A MEASURABLE ANNUAL GOAL

- Visit a college fair
- Complete a virtual tour
- Compile list of pros & cons of working right after HS
- Meet with guidance counselor to determine schedule
- Group meeting with OVR counselor

Building experiences to help our students plan….

- College fairs
- Visit or learn about schools/facilities of interest
- Learn about or set up:
  - PSAT/SAT entry test accommodations
  - Application
  - Financial Aid
- Build skills in:
  - Academic areas
  - Note taking
  - Organization or time management
- Learn to self-disclose disability (entitlement vs. eligibility)
- Request accommodations

Activities to consider to boost Daily Living Skills...

- Community-based instruction- shopping/money skills, social skills, communication)

- Meal or snack preparation

- Personal Care
  - Dressing
  - Clothing selection
  - Personal grooming and hygiene (shaving, showering, etc.)

- Maintaining clothing: Laundry, dry-cleaning

- Making medical and dental appointments, etc.

- Following through with prescriptions or medical care

Postsecondary Education and Training Goal: Brad has a goal of attending an employment training program.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Work Experience, Functional reading, consumer math, travel training, self advocacy skills, Horticulture, Family & Consumer Science, Physical Education					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
* Summarize reading assignments	School and community	During the school day	9/20/2014	9/19/2015	LEA/ Special Education teacher
*Write business letters and emails	School	biweekly	9/20/2014	9/19/201	LEA/ Special Education teacher
Explore training programs.	School and community programs	monthly	9/20/20	2015	LEA/ Trans. Coordinator
Keep a transition portfolio	School and community		9/20/2014	9/19/2015	LEA/ Trans. Coordinator

Sample for training only.
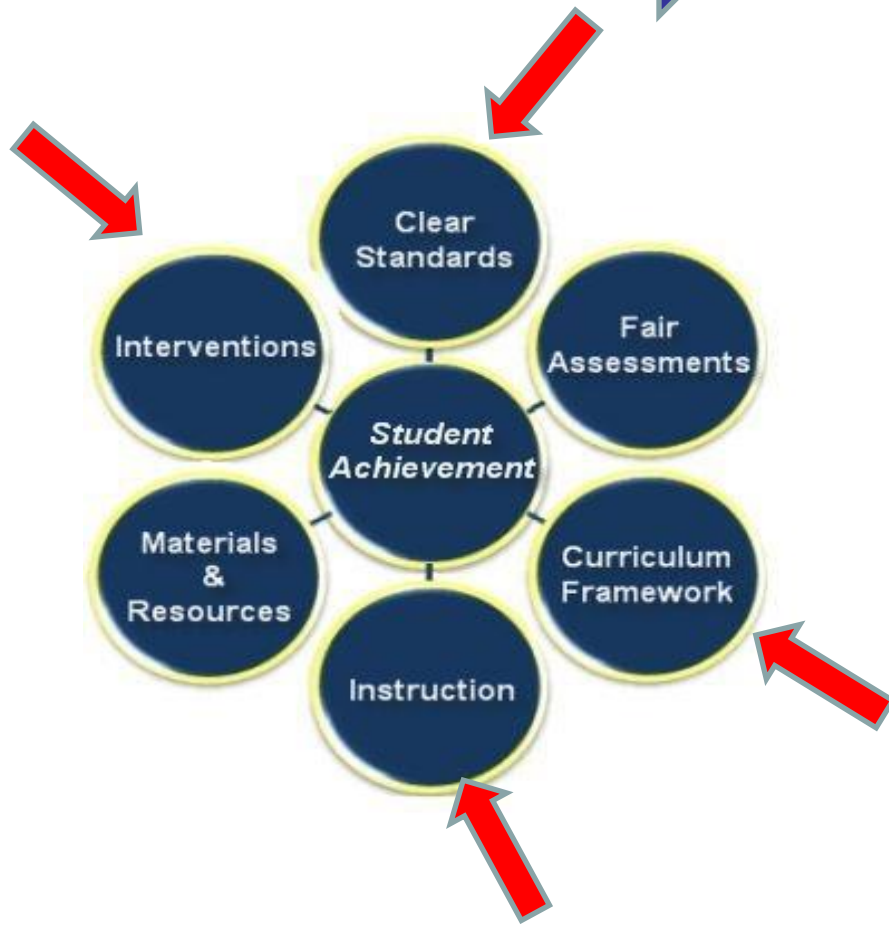* Denotes measurable annual goal

Let's apply it….

9. What are some transition activities that might be appropriate for YOUR student for this year?
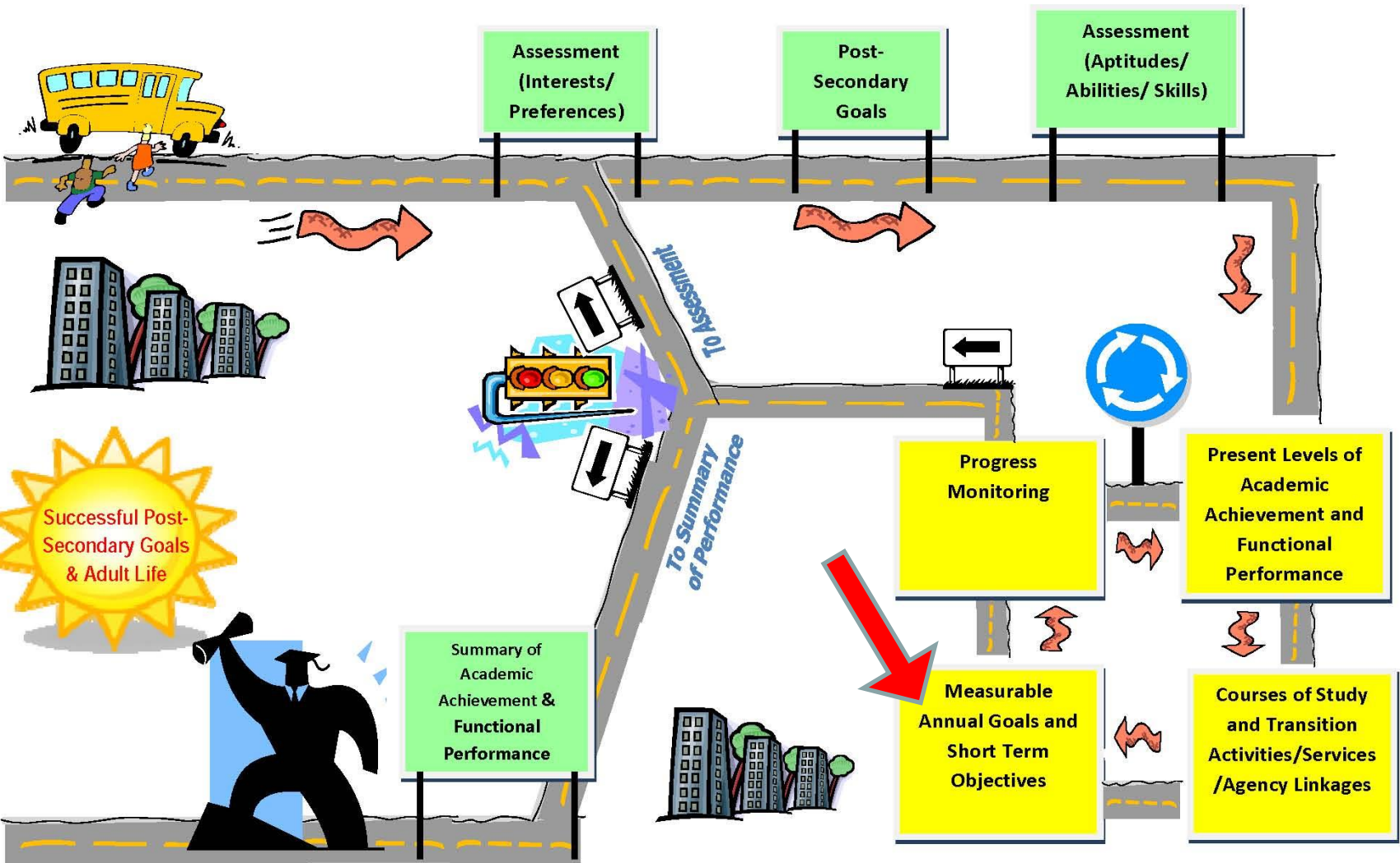
For future years?

Step Five:

Develop Measurable Annual Goals that address skill deficits and lead to post-secondary goals

Secondary Transition in a Standards Aligned System: Roadmap

Assessment (Interests/ Preferences)

Post- Secondary Goals

Assessment (Aptitudes/ Abilities/ Skills)

To Assessment

To Summary of Performance

Successful Post-Secondary Goals & Adult Life

Progress Monitoring

Present Levels of Academic Achievement and Functional Performance

Summary of Academic Achievement & Functional Performance

Measurable Annual Goals and Short Term Objectives

Courses of Study and Transition Activities/Services /Agency Linkages

# Measurable Annual Goals Must Be Skill-Building

**We are working to boost their skills to get them to their targeted post-secondary goals.

In order that the student is able to

- Access, participate, and make progress in the general curriculum and the life of the school/community,
- AND progress towards his/her post-secondary goals…
- A measurable annual goal (and short term objectives) must build **skills.**

- Goals must **focus** on an **area of need** that will make the **biggest difference** to the student.

SKILLS that might be needed for Secondary Students

- Organizational skills
- Social Skills
- Time Management Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills
- *Academic Skills*
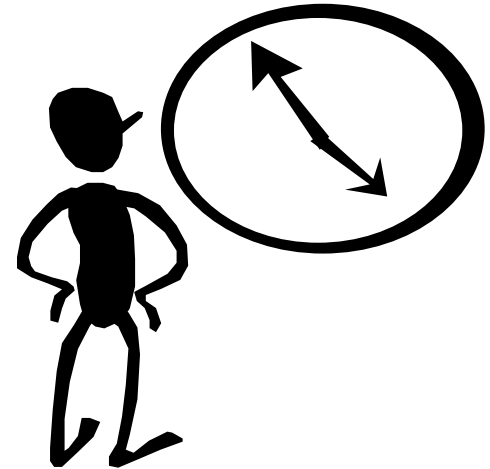
Services and Goals

- Occupational Therapy

- Counseling,

- Speech Therapy

- Physical Therapy

- Vision or Hearing Services

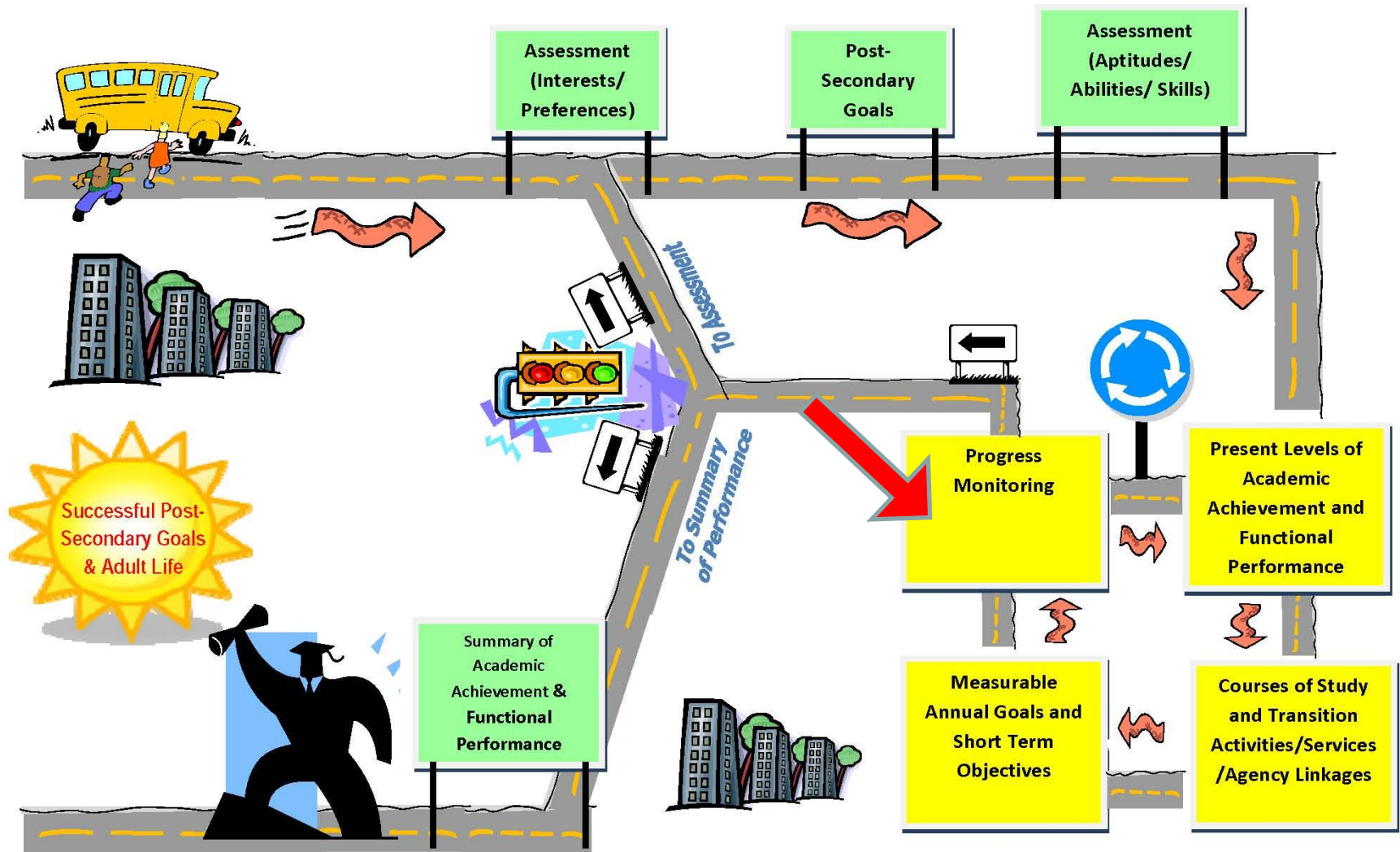- Reminder: Goals are written to reflect a skill---what the student will **do** ---- not what service is provided.
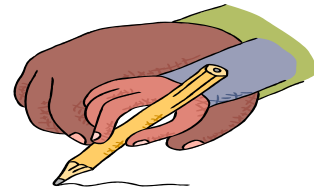
141

Step Six: Monitor Progress and Adjust Instruction Based on Data

142

Secondary Transition in a Standards Aligned System: Roadmap

Assessment (Interests/ Preferences)

Post-Secondary Goals

Assessment (Aptitudes/ Abilities/ Skills)

To Assessment

To Summary of Performance

Successful Post-Secondary Goals & Adult Life

Summary of Academic Achievement & Functional Performance

Progress Monitoring

Present Levels of Academic Achievement and Functional Performance

Measurable Annual Goals and Short Term Objectives

Courses of Study and Transition Activities/Services /Agency Linkages

Individualized Education Program

All of the Pieces Must Fit Together

Closing thoughts to consider……

Ask yourself:

- – "What is it that we are actually doing to support this student?

- – Is it meaningful?

- – Will it really help the student to achieve his/her post-secondary goals?

- – And to enjoy quality of life?

Let's apply it…..

12. What are three things that you learned today that will help you to be an effective team member in the transition planning of your student, or other students, with autism?

Contact Information   www.pattan.net

Roni Russell

PaTTAN Harrisburg

rrussell@pattan.net

Kathryn Poggi

PaTTAN Pittsburgh

kpoggi@pattan.net