Transition Compliance to Quality

The Planning and Implementation Process for Students with Disabilities in High Incidence Populations

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Objectives

- Implementing a Results-Oriented Process
- What Do We Already Have?
- What Do We Need?
- Who Does This?
- Monitoring the Implementation
- Resources For You
IMPLEMENTING A RESULTS-ORIENTED PROCESS

TRANSITION SERVICES

State Performance Plan

- Indicators 1, 2, 13, and 14
- Graduation Rate & Dropout Rate
- SPP I-13 is the Paperwork
- SPP I-14 is the Results

IMPLEMENT THE PROCESS CORRECTLY, DOCUMENT IT ACCURATELY AND RESULTS WILL HAPPEN
SPP REPORT TO DOE – AUGUST 2017

INDICATOR 14: POST-SCHOOL OUTCOMES
Prepared by the National Post-School Outcomes Center (NPSO)

INTRODUCTION

Indicator 14 requires states to report the “percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school”. (20 U.S.C. 1416(a)(3)(B))

SPP INDICATOR 14 FOR TEXAS

U.S. SPP Indicator 14 BENCHMARK

<table>
<thead>
<tr>
<th>FFY</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target A</td>
<td>26.00%</td>
<td>26.00%</td>
<td>29.00%</td>
<td>26.00%</td>
<td>30.00%</td>
</tr>
<tr>
<td>Target B</td>
<td>61.00%</td>
<td>61.00%</td>
<td>62.00%</td>
<td>62.00%</td>
<td>63.00%</td>
</tr>
<tr>
<td>Target C</td>
<td>74.00%</td>
<td>76.00%</td>
<td>76.00%</td>
<td>76.00%</td>
<td>80.00%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Measurement</th>
<th>Description</th>
<th>State Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Enrolled in higher education within one year of leaving high school</td>
<td>26.00%</td>
</tr>
<tr>
<td>B</td>
<td>Enrolled in higher education or competitively employed within one year of leaving high school</td>
<td>57.00%</td>
</tr>
<tr>
<td>C</td>
<td>Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school</td>
<td>80.00%</td>
</tr>
</tbody>
</table>
UNCLE SAM NEEDS YOU!

- Texas cannot improve until each school district improves
- Uncle Sam Houston needs you to help your students and help Texas

What are the SPP I-14 Results?

- What are the Indicator 14 results for your school district?
- Who has them?
- How do you find them?
- Why do you need them?

Establishing Your Benchmark
Aim for 100%
Indicator 13 Checklist & Guidance

TEA Website
- https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_13/

<table>
<thead>
<tr>
<th>CHECK THE APPROPRIATE RESPONSE</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Discussion/Notes and Guiding Questions

A measurable postsecondary goal is a statement based on age appropriate transition assessments that articulates what the student would like to achieve after high school, taking into account the student’s strengths, preferences, and interests. Measurable means it is countable and is an outcome, not a process.

- Can the goals be counted?
- Will the goals occur after the student graduates from school?
- Based on the information available about this student, do the postsecondary goals seem appropriate for this student?
  - If yes to all three guiding questions, then check YES
  - If a postsecondary goal is not stated, check NO.
**Indicator 13 Checklist & Guidance**

<table>
<thead>
<tr>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interest inventories</td>
</tr>
<tr>
<td>• Transition assessments</td>
</tr>
<tr>
<td>• Other evaluation data</td>
</tr>
<tr>
<td>• ARDC documentation</td>
</tr>
<tr>
<td>• Student/parent information</td>
</tr>
</tbody>
</table>

**NOTICE ANYTHING?**

- Sources is plural
- Does not say the form on the Sped Software Program
- Includes student/parent information

**TRANSITION ASSESSMENTS**

**WHAT DO WE ALREADY HAVE?**
General Education: Employment

- Career & Technical Education Classes
  - Pre/Post Test in CTE Classes
- General Education Vocational Assessments
  - KUDER
  - ASVAB
  - Career Cruising
  - Naviance
  - Etc.

General Education: PS Education

- Academic
  - End of Course Exams (Strengths/Needs)
  - Course assignments: which grades and courses do they occur in (Career Report in Social Studies or Report on PS Ed institution choice for English III)
- Postsecondary Exams
  - SAT/ACT
  - Texas Success Initiative (TSI)
  - Accuplacer, etc.
**General Education: Independent Living**

- Driver’s Education Exam
- Time Management
- Learning Styles
- Health Issues (Self-Management)

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**How do I assess students in IA 40 or 41**

- The challenge is finding time to assessment students in full inclusion
- The goal is to add to the information database that helps the student make informed decisions
- The assessment(s) selected must match the questions that I have to gather information that helps the student plan for his/her future
Word of Advice

Do NOT and I repeat DO NOT.... reinvent the wheel and duplicate effort

SPED: Employment

- What did you learn from reviewing the general education assessment results?
- Does the student already know what he wants to do?
  - He wants to be a welder?
  - Is he is CTE? Why or why not?
  - If he IS, get information from the CTE teacher on aptitude, ability, preferences, and needs.
  - If he is NOT, why not? What information is needed?
**SPED: Employment**

- If he truly does not know what he wants to do, then the question is not what special ed can do.
- That is NOT your first question.
  - What about the Counseling Office?
  - Do you have a Career Center?

- If it is SPED:
  - O’Net
  - https://www.onetcenter.org/AP.html

**SPED: Employment**

- If it is SPED:
  - O’Net Ability Profiler
    - https://www.onetcenter.org/AP.html
  - SD – Self-Determination skills are needed to be successful in employment, postsecondary education, and life in general.
    - AIR Self-Determination Scale
    - Zarrow Center, University of Oklahoma
SPED: Employment

- ProEd Informal Assessments in Transition Planning
- Employment and Career Planning
- $35.70 ebook
- $47.00 book

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SPED: Employment

- Aligned with DOE CTE Clusters
- 15 to 30 minutes
- $124.95 for 50 electronic tests
**SPED: Employment - Middle/Junior HS**

- SDS (Self-Directed Search)
- 30 minutes to take
- Self-assessment
- $72 for 35 and teacher edition

**SPED: Employment - THE FVE?**

- Is there such a thing as “the need” for an FVE for a student who is in full inclusion or resource?
- FIRST – if you say “NO”, then you are making “blanket decisions” based upon disability and not decisions based upon “need”.
- What would that look like?
**SPED: Postsecondary Education**

- Online Pre-Test
  - TSI, ACCUPLACER, COMPASS
- Guide to Assessing College Readiness
  - Free and online
  - Works best in early high school years
  - https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/College-Readiness_Assessment.pdf

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**SPED: Postsecondary Education**

- ProEd: Postsecondary Education and Training.
- $47.00
- Big Picture
- Academic Needs
- Non-Academic Needs
**SPED: Independent Living**

- Casey Life Skills
  - Free and online
- Parent Transition Survey
  - Free, online, English & Spanish
  - All areas of assessment

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**Health Care Transition Tools & Resources**

- [www.gottransition.org](http://www.gottransition.org)
Sample Transition Readiness Assessment for Youth

Six Core Elements of Health Care Transition 2.0

Please fill out this form to help us see what you already know about your health and how to use health care and the areas that you need to learn more about. If you need help completing this form, please ask your parent/caregiver.

Date:

Name:

Date of Birth:

Transition Importance and Confidence

On a scale of 1 to 10, please circle the number that best describes how you feel right now.

How important is it to you to prepare for transition to an adult doctor before age 22?

1 2 3 4 5 6 7 8 9 10 (very)

How confident do you feel about your ability to prepare for transition to an adult doctor?

1 2 3 4 5 6 7 8 9 10 (very)

My Health

Please check the box that applies to you right now.

Yes I know this

I need to learn

Someone needs to do this for me

What?

- I know my medical needs.
- I can explain my medical needs to others.
- I know my symptoms including ones that I should need to see a doctor for.
- I know what to do in case I have a medical emergency.
- I know my own medicines, what they are for, and when I need to take them.
- I know my allergies to medicines and medicines I should not take.
- I can carry important health information with me every day (e.g., insurance card, allergies, medications, emergency contact information, medical summary).

Self-Care

- Becoming an Adult: Taking Responsibility for Your Medical Care
  - A video with helpful tips and examples of how to manage health care independently, prepared by Nrmusa.
- Moving into Adult Health Care: A Guide for Young Adults With and Without Disabilities (PDF)
  - A workbook with a list of frequently asked questions and answers about managing health care independently, prepared by Kids as Self Advocates (KASA).
- Moving into Adult Health Care: A Guide for Parents (PDF)
  - A workbook with tips for parents about helping children to transition to health care independence, prepared by Kids as Self Advocates (KASA).
- How to Advocate for Your Health and Health Care (PDF)
  - An activity guide to assist youth in preparing adult health care, prepared by the Boggs Center on Developmental Disabilities at Robert Wood Johnson Medical School.
- Communicating with Doctors and Other Health-Care Providers (PDF)
  - A list of tips for getting the most out of a doctor visit, prepared by the Institute for Community Inclusion at Boston Children’s Hospital.
- Talking with Your Doctor
  - A video with tips from youth and young adults on how to better communicate with health care professionals, prepared by the University of Florida’s Institute for Child Health Studies.

http://www.gottransition.org/resources/index.cfm#selfcaremanagement
Confidentiality

Texas Medical Records Privacy Act:
- Effective September 1, 2012
- Provides additional protections and is broader in scope than HIPAA
- Applies to any individual, business or organization that obtains, stores or possesses public health information
- Individual authorization to disclose public health information is required


Disclosure

https://www.dol.gov/odep/pubs/fact/ydw.htm
Autism Speaks

- Community-Based Living
- Divided into 8 areas including: Employment, SD, health, safety, relationships, community participation, transportation, etc.
- Free and online
- https://www.autismspeaks.org/family-services/community-based-skills-assessment

WHAT DO WE NEED?

TRANSITION SERVICES
Students with High Incidence Disabilities

- Gather existing data
- What else do you need?
  - Pull the assessment(s) based on the question(s)
- Meaningful Student & Parent Input/Involvement
  - Does not occur at the IEP Meeting
  - Send home
  - If you don’t get it back, then call
  - Send at the beginning of the year with other items
- Extra credit assignments – Student/Parent Interview

A Student-Led Parent Interview

- Extra Credit Tool
- Develops Parent Involvement
- Facilitates Parent Input
- Does not take up class time for students in inclusive settings
WHO DOES THIS?

It Depends

- Preferably … NOT the Diagnostician
  - Diagnosticians do not have time to create the relationship that can help students high school experiences with future goals
- Preferred … Teacher/Case Manager
  - Monitoring the IEP is their job!!!
- 3rd: Transition Specialist/VAC
NEXT STEPS

- What assessments are already given to all students?
- What other information do you need?
- What assessment tools do you already have?
- What are you missing that you need to order?
- Sit with the special education team and develop a more effective process for implementing Transition Assessment.

THANK YOU FOR COMING

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