Practical Strategies & Activities to Improve Transition Outcomes for Students with Disabilities

July 11, 2023

https://www.youtube.com/watch?v=v8xgecy_ivw

WE INTERRUPT THIS PROGRAM FOR A COMMERCIAL BREAK

NTACT
THE COLLABORATIVE

What is the National Technical Assistance Center on Transition: The Collaborative (NTACT:C)?

→ Jointly funded center: The US Department of Education - The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)

→ Helps state and local schools and agencies to better support students and youth in making successful transitions to adult life

→ Builds on history of:
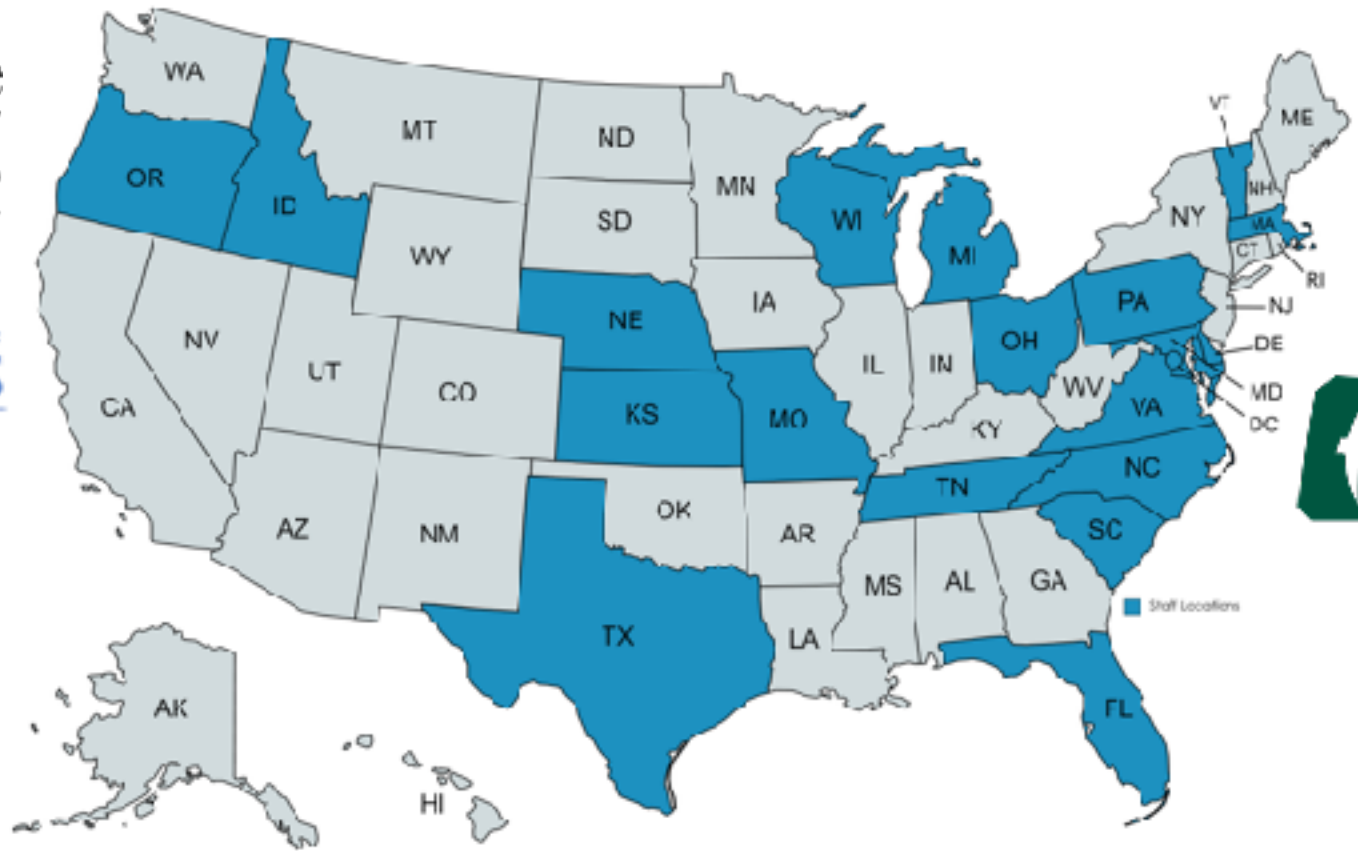- WINTAC (RSA)
- YTAC (RSA)
- NTACT (OSEP & RSA)

NTACT
THE **COLLABORATIVE**

NTACT:C Staff

Outcome of the NTACT:C

All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:

- enrollment in postsecondary education
- credential attainment
- competitive integrated employment
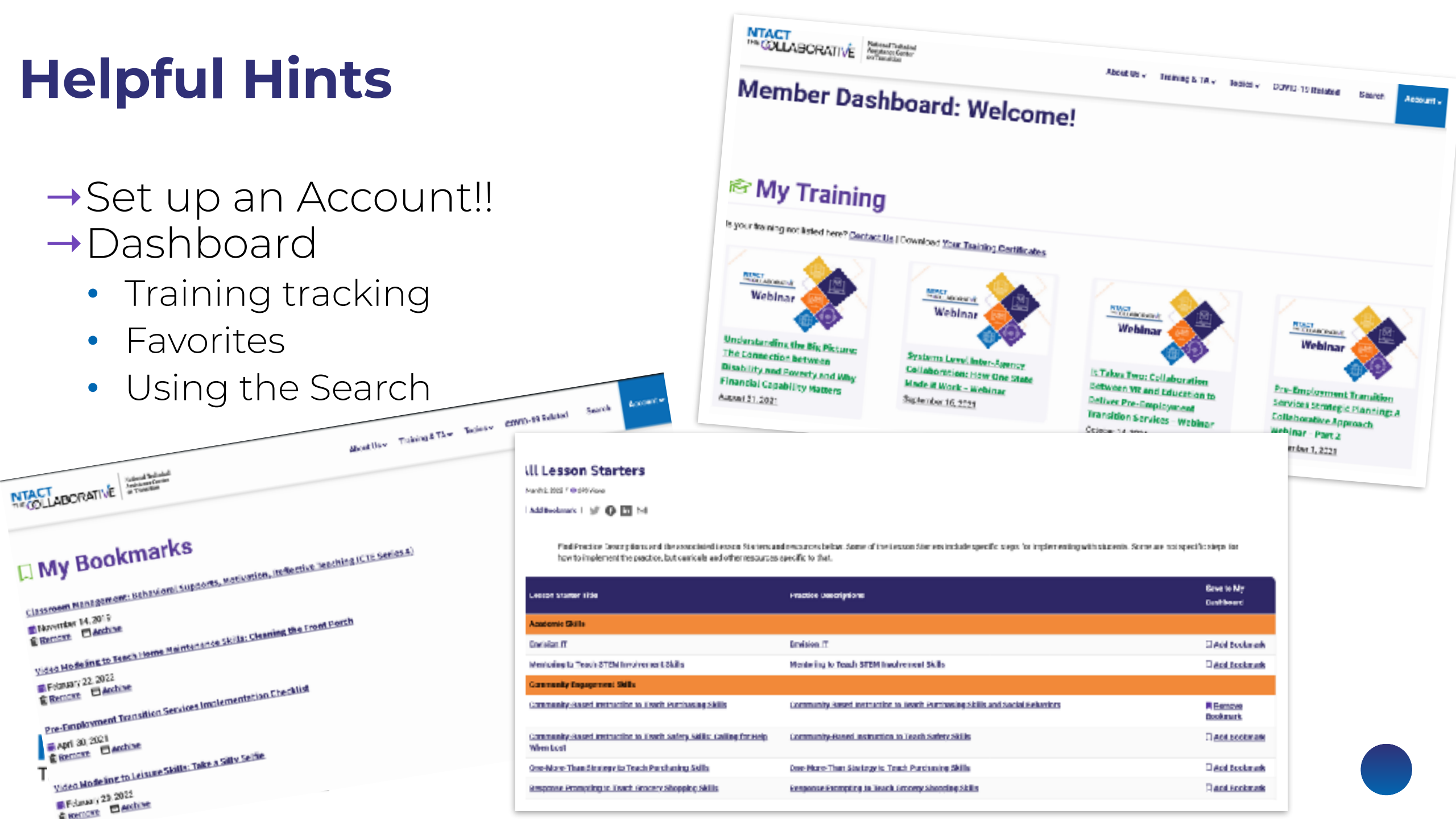- community engagement

NTACT:C Website – www.transitionta.org

→ **Live and Pre-recorded Webinars**

→ **Watch Parties**

→ **Transition Life Hacks (videos)**

→ **Online Modules & Mini-modules**

→ **FAQs**

→ **Presenter guides, videos, documents, toolkits, data resources, etc.**

Helpful Hints

→Set up an Account!!
→Dashboard
- Training tracking
- Favorites
- Using the Search

Ways to engage with NTACT:C...

- **Sign Up on our website for our weekly News Blast**

- **Communities of Practice**
  - Complex Support Needs
  - Pre-ETS/Blindness
  - K-12+ - Transition

- **Peer Networks**
  - SpeEd/VR/CTE

- **Training Modules and DIY How to Videos & Resources on the Transition Coalition website**

- **Capacity Building Institute**
- **Meeting facilitation**
- **Specific TTA**
  - Building capacity to deliver services
  - Resource mapping
  - Dropout Prevention
- →**Questions/More Information:**
  - **Email ntact-collab@uncc.edu**

NTACT
THE COLLABORATIVE
Improving Opportunities & Outcomes

Online Modules   https://transitioncoalition.org/online-modules/

Best Practices in Planning for Transition

Transition Assessment: The Big Picture

Engaging with Families

Interagency Collaboration: the Groundwork

The Essentials of Self-Determination

NTACT
THE COLLABORATIVE

**And now back to our regularly scheduled programming**

NTACT
THE COLLABORATIVE

This Session's Additional Take-Aways

→Gain awareness of validated and new predictors of post-school success

→Gain awareness of validated and new secondary Evidence Based Practices (EBPs) for secondary transition

→Gain increased knowledge of resources to support implementation of secondary transition Evidence Based Practices in working with yours students with disabilities.

EBPs & Predictors to Support Post-School Success
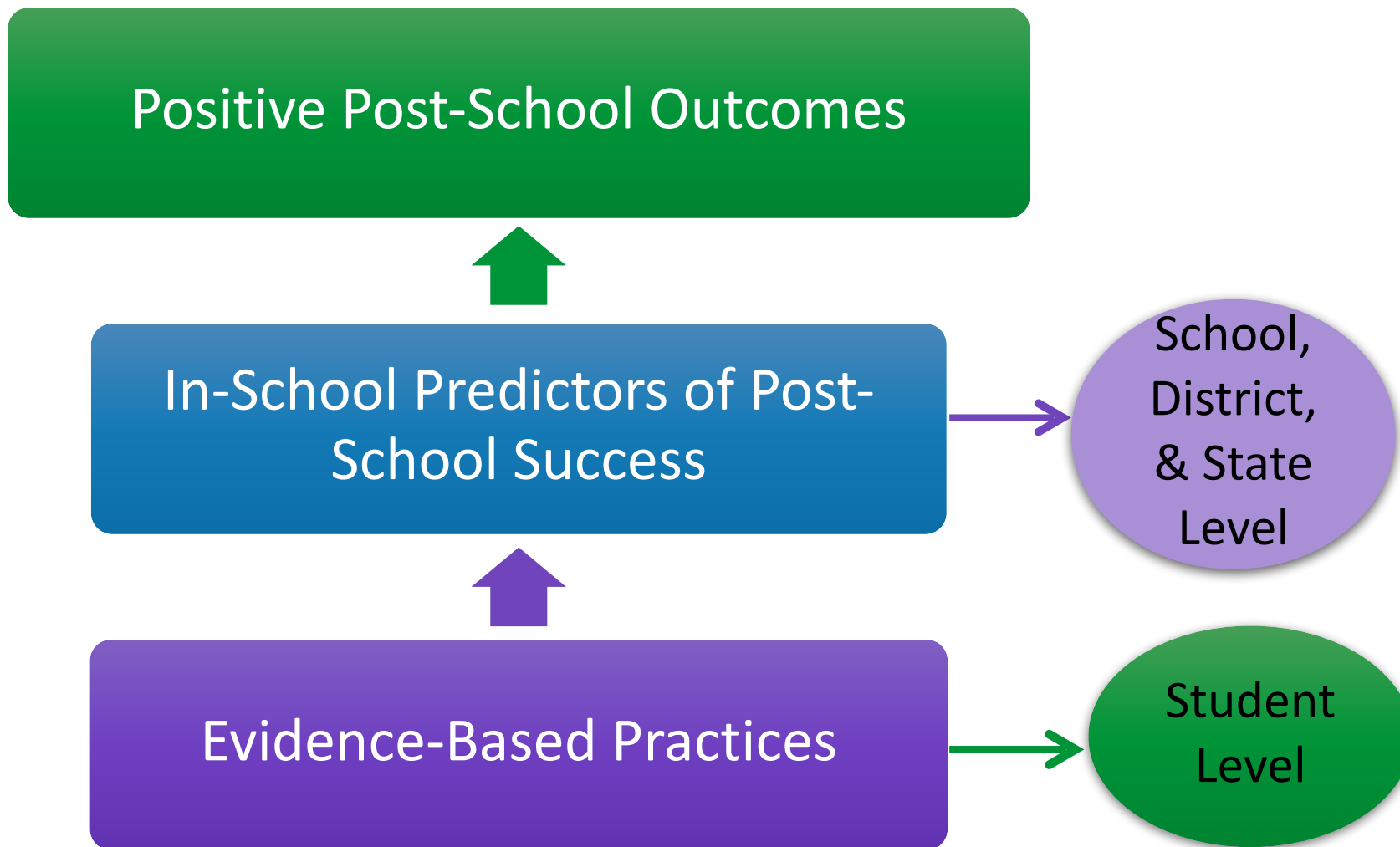
Why Do YOU Care About EBPs and Predictors?

→ ESSA (2015), WIOA (2014), and IDEA (2004) each note the expectation of the use of scientific and/or research-based, and/or evidence-based and promising practices

→ When school personnel use **practices that research has shown to be effective**, student's perform better (Cook et al., 2008)

→ School personnel need trustworthy resources that tell them what (transition) practices have the "best available evidence" or "best **level** of evidence"
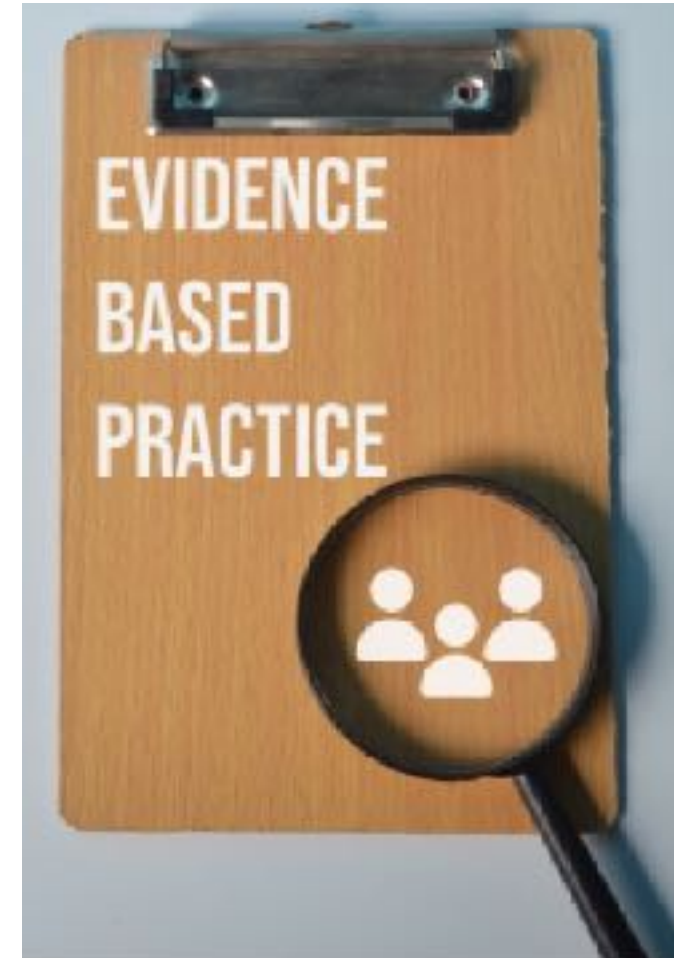
Predictors of Post-School Success

→A **predictor** is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.

NTACT
THE **COLLABORATIVE**

Predictor Findings to Date

→23 predictors

→Outcomes organized by relevant transition area
- Education
- Employment
- Independent Living

NTACT
THE COLLABORATIVE

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	

NTACT
THE COLLABORATIVE

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Career Technical Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Why Implement
Predictors of Post-School Success?

Predictors provide:

- Evidence-based information to inform what we do while youth are in high school

A framework to:

- Evaluate, develop, and improve secondary transition programs and practices
- Determine if transition programs are implementing effective practices to increase the likelihood youth with disabilities will achieve positive outcomes post-school

NTACT
THE COLLABORATIVE

What is an Evidence-Based Practice (EBP)?

→ demonstrates a strong record of success for improving outcomes

→ uses rigorous research designs

→ adheres to indicators of quality research

What is a Research-Based Practice?

→ demonstrates a sufficient record of success for improving outcomes

→ uses rigorous research designs

→ may adhere to indicators of quality research

Secondary Transition
Evidence-Based and Research-Based Practices

Practice	Evidence
Check and Connect	Evidence-based
EnvisionIT Curriculum	Evidence-based
Parent Training	Evidence-based
Project SEARCH	Evidence-based
Self-Advocacy Strategy	Evidence-based
Self-Determined Learning Model of Instruction	Evidence-based
Self-Directed IEP	Evidence-based
Take Charge Curriculum	Evidence-based
Video Modeling	Evidence-based

Secondary Transition
Evidence-Based & Research-Based Practices

Practice	Evidence
Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)	Research-based
Community-based instruction	Research-based
Mentoring	Research-based
Multimodal Anxiety and Social Skills Intervention	Research-based
One-More-Than strategy	Research-based
Peer Assisted instruction/support	Research-based
Person-centered planning	Research-based

Secondary Transition
Evidence-Based and Research-Based Practices

Practice	Evidence
Response prompting	Research-based
Self-management instruction	Research-based
Simulation	Research-based
Student-directed Transition Planning lesson package	Research-based
Whose Future Is It? Plus Rocket Reader	Research-based
Working at Gaining Employment Skills (WAGES)	Research-based

Lauren's Story

→ https://www.youtube.com/watch?v=vPMVIe629bk

The ASPIRE Program (Active Student Participation Inspires Student Engagement) is a Georgia Dept. of Ed program that takes social-emotional learning to another level by providing the student age-appropriate foundational skills that encourage self-awareness, self-determination and self-advocacy skills.

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/ASPIRE.aspx

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/2020-21/ASPIRE%20Resources/ASPIRE%20One-Pager.pdf

Predictor Implementation School/District Self-Assessment (PISA)

→ Predictor Implementation School/District Self-Assessment Instructions and Action Planning Guide (PDF)

→ Predictor Implementation School/District Self-Assessment (PISA) (PDF)

Predictor Implementation School/ District Self-Assessment

National Technical Assistance Center on Transition: the Collaborative
www.transitionta.org

August 2021

NTACT THE **COLLABORATIVE**
National Technical Assistance Center on Transition

Using/Scoring the PISA

Degree of Implementation Scale

1- **Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

2- **Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

3- **Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.

4- **Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

Evidence of Implementation Scale
(aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):
- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):
- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):
- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

NTACT
THE COLLABORATIVE

Let's Break Down Self-Determination: Degree and Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.	1	• No evidence
Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.	2	• Teacher lesson plans include activities in which students have choices.
Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. **As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.	4	• At the beginning of the school year, students write letters to their teachers describing accommodations needed. • All special education teachers are using the SDLMI to teach students to set goals and monitor progress toward goals. • All students are administered the AIR self-determination scale each year.

NTACT
THE COLLABORATIVE

Considerations for Selecting EBPs

1. Was the practice effective for supporting student skill development?

2. Does the practice or predictor have evidence to support its effectiveness (i.e., identified as evidence-based from reputable sources, results of research described in manual, or link to research support)?

3. Has the practice been effective for the population of students I am working with?

4. Can the practice be individualized and adapted to fit the unique needs of my students?

THEORY   PRACTICE

Practice Descriptions and Lesson Starters

→ On the NTACT:C website there are 28 practice descriptions and lesson starters
- https://transitionta.org/skills-and-practices/#EBP

→ The effective practices identified have been evaluated regarding the amount, type, and quality of the research conducted. These designations indicate the confidence in the likely effectiveness of the intervention when implemented as defined and recommended.

Additional Resources to Consider

→ Online based on the five required Pre-Employment Transition Services (Pre-ETS) Areas

Job Exploration Counseling

- The Career Index Plus (TCI+)

- https://www.careeronestop.org/ExploreCareers/explore-careers.aspx

- https://www.mynextmove.org

- Road Trip Nation - YouTube Channel

- Dr. Kit Career Videos

Work-Based Learning Experiences

- Explore-work.com

- NTACT School Based Enterprise Toolkit

- Nebraska Virtual Industry Tours

Exploration of Post-Secondary Education Programs

- School Beyond High School

- NTACT Postsecondary Education and Training Toolkit

- Career One-Stop – Find Training at a Glance

NTACT
THE COLLABORATIVE

Workplace Readiness Training

- Explore-work.com

- myFUTURE.com – Career

- Skills to Pay the Bills

34

Instruction in Self-Advocacy

- Explore-work.com

- University of Oklahoma - Zarrow Center

- The 411 on Disability Disclosure

- Project 10 - Student Engagement & Success

Katie's Story

→ https://www.youtube.com/watch?v=vPMVIe629bk

Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)

Project SEARCH

Now It's Your Turn….

→ Discuss with a partner or quiet reflection:

- What 1 or 2 Predictors of Post School Success will you implement during the 2023-24 School Year?

- What strategies and/or activities that will you implement to support your selected predictors?

Thank you!

Michael Stoehr
Knowledge Development and Technical Assistance Specialist
National Technical Assistance Center on Transition: the Collaborative (NTACT:C)
UNC Charlotte - Cato College of Education
mstoehr@charlotte.edu

Find us on:

Contact Us:

#transitionTA | transitionTA.org | ntact-collab@uncc.edu

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education