

# Transition 303



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# Agenda

- Speaker Introductions
- Identified Barriers to Transition
- CDOS and Scans
- Research on Self Determination
- Research on Parental Involvement
- Research on Employment
- Research on Person Centered Planning

## **Barrier #1:**

There is a communication breakdown between families, schools and community based agencies

## Barrier # 2

There is inadequate preparation for transition planning in pre service education programs

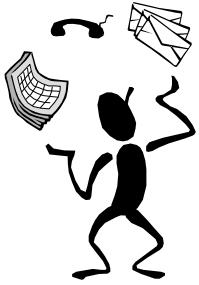
## Barrier # 3

School curriculum may not provide ample opportunities to practice self determination skills

## Barrier # 4

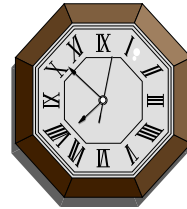
There is a lack of access to and full participation in Postsecondary Education and Employment

## Information



- Acquires/Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses computers to process

## Resources

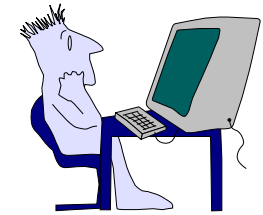


Understands how to use:

- Time
- Money
- Materials
- Facilities
- Human Resources

## Technology

- Selects and Applies Technology
- Maintains Equipment



## Interpersonal



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates
- Works as a Member of a Team
- Works with Diversity

# SCANS & CDOS SKILLS

## Systems



- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands Systems

## Basic Skills



- Can Read
- Can Write
- Can use Basic Math Skills
- Listens Effectively
- Speaks Clearly

## Thinking Skills



- Can Think Creatively
- Uses Decision Making Skills
- Uses Problem Solving Skills
- Can Visualize in One's Mind
- Knows How to Learn

## Personal Qualities

Demonstrates:

- Responsibility
- Positive self-esteem
- Self Management
- Social Skills
- Integrity/Honesty



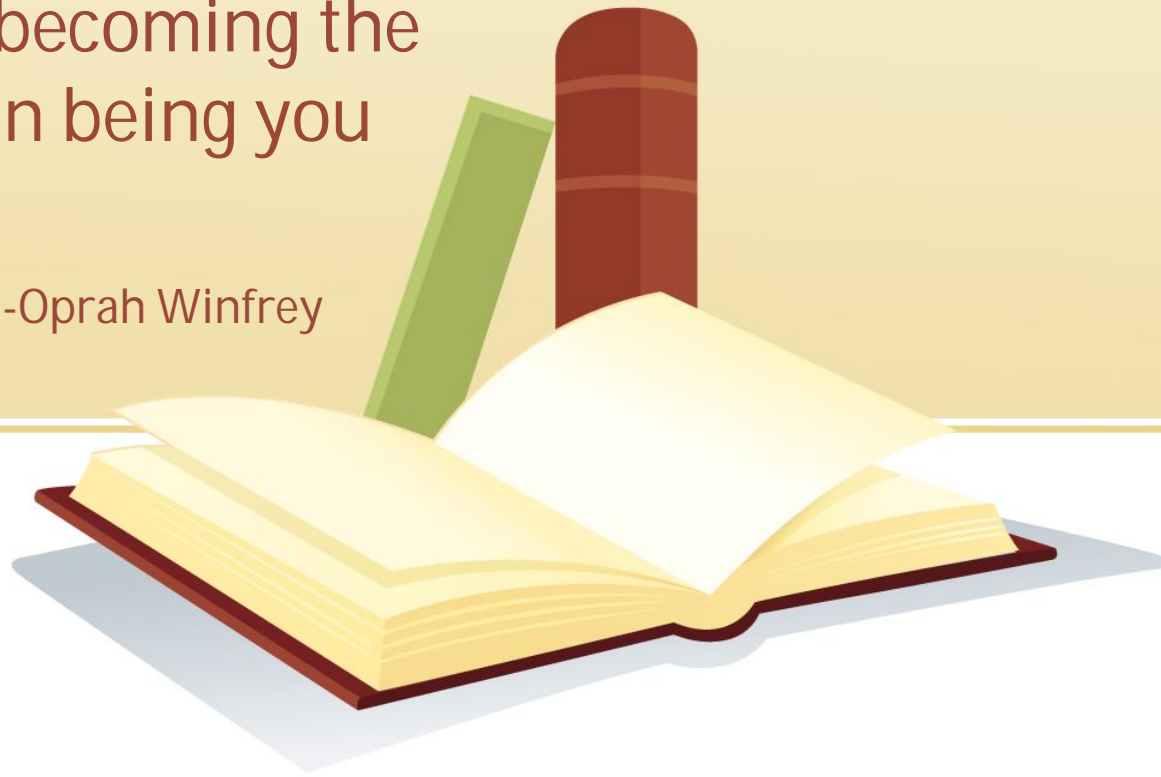
|                               |                                                                                   |                 |                                                                                          |                                                                                                                          |                                                                                  |                                                                                                                   |                                  |                           |
|-------------------------------|-----------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------|
| <b>NYS Learning Standards</b> | <b>CDOS</b><br>Career Development and Occupational Studies                        | <b>The Arts</b> | <b>LOTE</b><br>Languages other than English                                              | <b>MST</b><br>Math Science Technology                                                                                    | <b>ELA</b><br>English Language Arts                                              | <b>Social Studies</b>                                                                                             | <b>Health, PE, &amp; Home Ec</b> | <b>St w/ Severe Needs</b> |
| <b>Competencies</b>           | <b>Resources</b><br>Time & money<br>Materials<br>Human Resources                  |                 | <b>Information</b><br>Acquire/Evaluate<br>Organize/Maintain<br>Interpret<br>Communicates | <b>Systems</b><br>Understands sys<br>Monitors/Corrects<br>Improves systems<br>Designs systems                            | <b>Technology</b><br>Selects technology<br>Applies technology<br>Maintains equip | <b>Interpersonal</b><br>Teaches others<br>Serves clients<br>Leadership<br>Negotiates<br>Teamwork                  |                                  |                           |
| <b>Foundation Skills</b>      | <b>Basic skills</b><br>Reading<br>Writing<br>Mathematics<br>Listening<br>Speaking |                 |                                                                                          | <b>Thinking skills</b><br>Creative thinking<br>Decision making<br>Problem solving<br>Visualizing<br>Knowing how to learn |                                                                                  | <b>Personal Qualities</b><br>Responsibility<br>Self-esteem<br>Sociability<br>Self-management<br>Integrity/honesty |                                  |                           |

**Universal Foundation Skills (Secretary Commission on Achieving Necessary Skills, SCANS) and Standards**

# Self Determination

“Right now you are one choice away from a new beginning - one that leads you toward becoming the fullest human being you can be.”

-Oprah Winfrey



# Research on Self Determination

- Self determination is a **process**, not a product.
- Self determination is **person directed**.
- Self determination curriculum/modules are consistently implemented with **youth and young adults of varying disability**.
- Highly self determined individuals make **higher wagers** and are involved in more activities than individuals who have low self determination skills.

# What does it mean to be *self determined*?

- The individual acts **autonomously**
- Behaviors are **self regulated**
- Person initiates and responds to events in a “**psychologically empowered**” way
- Person acts in **self realizing** manner

Wehmeyer, M., Schwartz, M. (1997). Self determination and positive adult outcomes: a follow up study of youth with mental retardation or learning disabilities. *Exceptional Children*. 63(2). p. 245-255.

# Components of Self Determination

- *Choice making skills*
- Problem solving skills
- Goal setting and attainment skills
- Self observation, self evaluation and self reinforcement skills
- *Self advocacy* and leadership skills
- Internal locus of control
- Positive attributions of efficacy and outcome expectancy
- Self awareness
- Self knowledge

# Common Instructional Approaches to Self Determination

- Self awareness, goal setting and attainment through a training manual while infusing person centered practices
- Self determination taught from a family education curriculum and providing social situations, worksheets, videotapes and feedback.
- Teaching problem solving by using a functional task sequence and self instruction coupled with teacher directed social skills instruction.
- Teaching choice making, relationships and self advocacy through role playing, modeling, feedback, praise and using photo albums.

# What the Research is Telling Us

- School is where self determination work is happening. After school, there is limited work taking place to *teach* the skill.
- Single-subject studies showed more significant effects than group studies.
- *Choice making* and *self advocacy* are the most common themes in curriculums. Other self determination skills are hit and miss.

# Research Based Curriculums

## Whose Future is it Anyway?

Developed by Michael Wehmeyer, PhD.

- Prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.
- Curriculum can be retrieved at:  
<http://education.ou.edu/zarrow/?p=45&z=52>

# Research Based Curriculums

## Choice Maker Curriculum

Developed by James Martin, PhD.

- The curriculum is divided into three portions, self determination scale, assessment profiles and goals/objectives for the future.
- Curriculum can be retrieved at Sopris West Publishers.

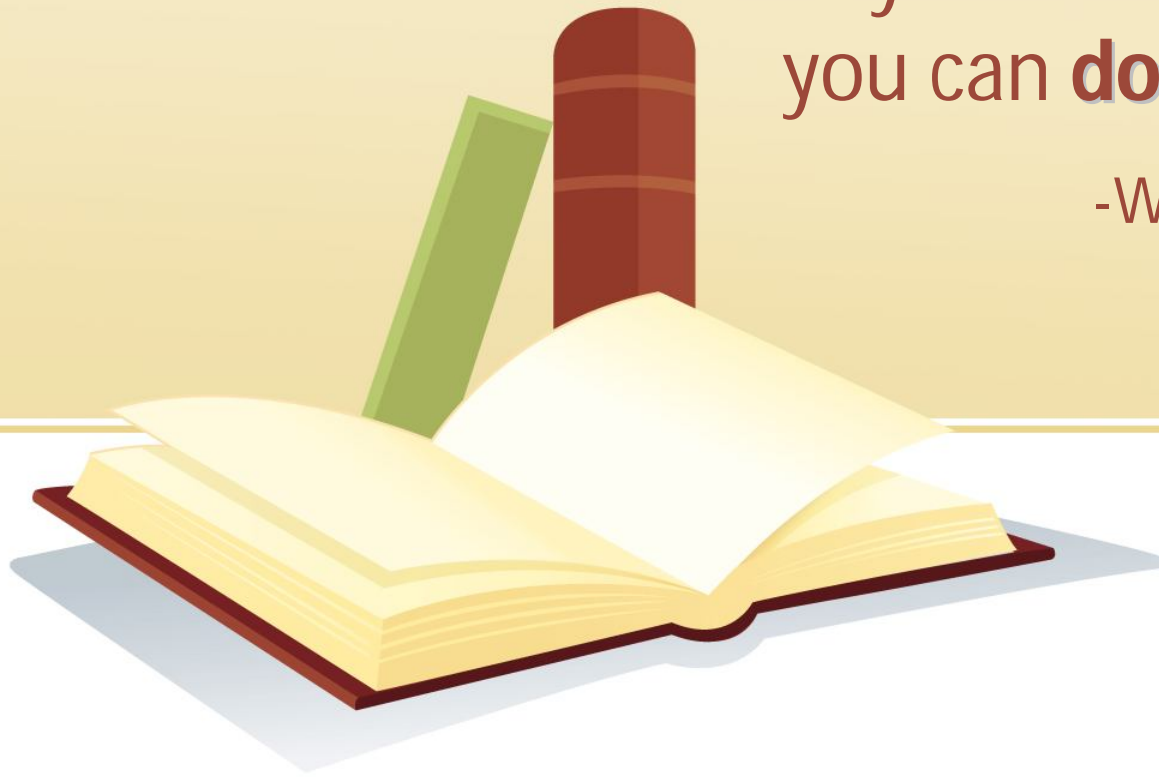
# Self Determination Scale

- ***The Arc's Self-Determination Scale*** is a student self-report measure of self-determination designed for use by adolescents with disabilities, particularly students with mild mental retardation and learning disabilities. Self Determination Scale retrieved from Beach Center,  
<http://www.beachcenter.org/Books/Chapters/PDF/SDProcGuideChapter1.pdf>
- Complete Booklet:
- <http://www.beachcenter.org/Books/FullPublications/PDF/TheArcsSelfDeterminationScale.pdf>

# Employment

"If you can **dream** it,  
you can **do** it."

-Walt Disney



# Statistics

- The U.S. Census determined that 49.7 million people (19% of the population) have a disability.
- Of those disabled between the ages of 21 and 64, 57% were employed.
- Full-time workers ages 16 to 64 with a disability earned on average \$33, 109.
- Non-disabled counterparts earned an average of \$43,269.
- Of the workers with disabilities in the ages 16 to 64 group, 72% had high school diplomas or higher education, and 11% had college diplomas.

Retrieved from: <http://www.getriil.org/statistics.html>

# Important Assumptions from the Literature About Employment

- Expectations matter, especially for youth with disabilities
- Equal opportunities need to exist, free from discrimination and exclusion regardless of disability
- Self-determination, informed choice, and participation in decision making happens in all settings
- Supports in place are appropriate and responsive
- Competitive employment and economic self-sufficiency is the goal
- Transition planning that is individualized, person-driven and culturally and linguistically appropriate.

### Intellectual and Developmental Disability (ID/DD) Agency Outcomes by Employment Settings

|                                                                    | 1988   | 1990   | 1993   | 1996   | 1999   | 2001   | 2004   | 2007   |
|--------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total number of persons served                                     | 43,696 | 42,010 | 43,665 | 53,009 | 53,104 | 50,479 | 56,135 | 55,420 |
| Number of persons served in integrated employment                  | 2,619  | 4,127  | 7,625  | 9,809  | 10,658 | 10,012 | 8,351  | 8,403  |
| Percentage of persons served in integrated employment              | 6%     | 10%    | 17%    | 19%    | 20%    | 20%    | 15%    | 15%    |
| Persons served in integrated employment per 100K state population  | 14.6   | 22.9   | 42.0   | 53.9   | 58.6   | 52.5   | 43.4   | 43.5   |
| Number of persons served in Facility-based work                    | 23091  | 20870  | 20536  | 19010  | 18219  | 18136  | 14882  | 15051  |
| Number of persons served in Facility-based non work                | 17,986 | 17,013 | 19,648 | 21,258 | 20,928 | 17,436 | 11,552 | 2,653  |
| Number of persons served in Community-based non work*              | .      | .      | .      | 9,780  | 12,210 | 18,521 | 20,683 | 37,178 |
| Number of persons served in Facility-based and non work settings** | 41,077 | 37,883 | 40,184 | 50,048 | 51,357 | 35,572 | 47,784 | .      |
| Number on waiting list for day and employment services             | .      | 5,182  | 11,099 | 18,604 | .      | 0      | 0      | 0      |

Source: *The ICI National Survey of Day and Employment Services for People with ID/DD.*

\*Was not formally collected until FY 1996.

\*\*May be used by agency if they do not have categorical breakdown for facility-based work and non work and community-based non work. Duplicated counts for individuals served in non work settings may result in figures that are not equal to the sum of all non work categories.

Retrieved from: [http://www.communityinclusion.org/pdf/statedatabook\\_F.pdf](http://www.communityinclusion.org/pdf/statedatabook_F.pdf)

# Careers are a Life Long Process

- Individuals who participate in postsecondary education opportunities have higher wages and better employment experiences
- Individuals earn 73% higher weekly income if they continue their learning after high school
- Individuals were 26% more likely to have paid employment after some type of postsecondary education

# 5 Guideposts for Employment from ODEP

- School-based Preparatory Experiences
- Career Preparation and Work-Based Learning Experiences
- Youth Development and Leadership
- Connecting Activities
- Family Involvement and Supports

# Overwhelming Barriers

- Employer reluctance that the individual will be consistent and reliable
- Unaware of accommodations to make the workplace environment more efficient for everyone
- Lack of preparation because of low expectations

# Meaningful Family Participation in Transition Planning

State Performance  
Plan: Indicator 8  
Compliance



# From the parent's perspective.....

- Stages of Grief
- School Practices
- Challenges
- Logistical
- Cultural

# Epstein's Model for Parent Participation

1. **Parenting:** Home environment to support children
2. **Communicating:** From school to home
3. **Volunteering:** Parent organizations and school events
4. **Learning at home:** Provide information and ideas related to assignments
5. **Decision Making:** Parents a part of the planning process
6. **Collaborating with Community:** Integrate resources to strengthen family and individual

# Epstein's Model for Parent Participation

- Visit your child's classroom
- Volunteer to help in the classroom as an assistant
- Support student events and performances by helping with them
- If your school has a Parents' Room/Lounge or Parent Center, drop in to meet other parents and teachers there, or to pick up information and materials
- Participate in workshops that are offered
- Take advantage of parent-teacher contracts
- Be part of decision-making committees about school issues and problems, such as a Parent Advisory Committee.

# Indicator 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

# Parental Involvement Statistics

- Kohler (1993) looked at the contributions of involvement and found that although it was noted as extremely important, multiple studies implied that little effort was occurring.
- Schalock et al. (1986) found that families who were moderately involved, students had better post school outcomes.
- Hudson et al. (1988) found that 25% of students post three years felt that parental involvement was important for employment.

# Parental Involvement Statistics

- Turnball and Turnball (1995) found that parents heavily shaped employment outcomes and career goals through networking and consistent daily support.
- Brame (1995) indicated that 54% of parents could not make meetings because of work, transportation and child care conflicts.

# Parent Involvement: Cultural Diversity

- Some parents are from places in the world where they were not allowed to question authority figures and so they may be reticent to assert their opinions with professionals
- Logistical problems arise because of extended family commitments
- Communication barriers:
  - Jargon, law related issues, program and placement options

(Smith, 2001) (Lareau, 2003)

# Did you know that....

According to McGill Smith (1997) the painful loss that a parent feels when faced with the birth or identification of a child's disability results in parents going through one or all of the 8 stages of grief and loss:

Denial

Anger

Fear

Guilt

Confusion

Powerlessness

Disappointment

Rejection

Every time a family faces another major change in their life, you may see them going through these stages again and again. What will you do to help them?

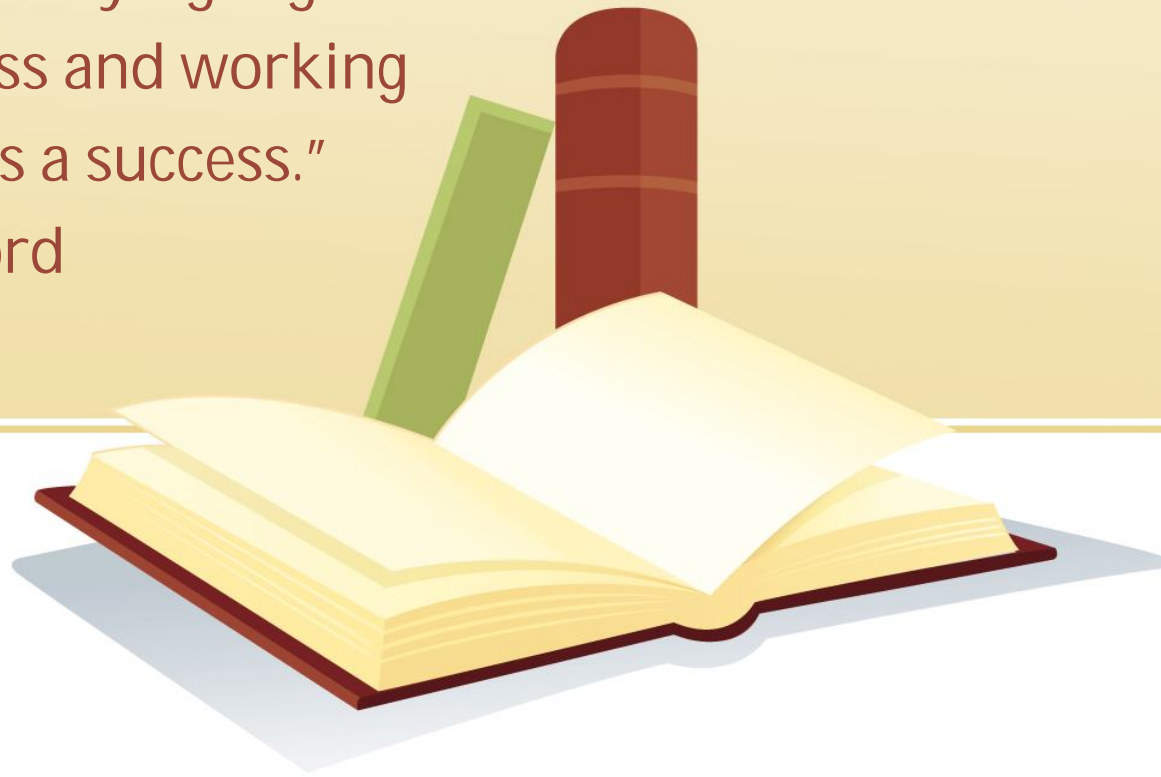
# Did you know that...

Most barriers to parent involvement are found within school practices, not within parents.

White, Clark and Decker (1996)

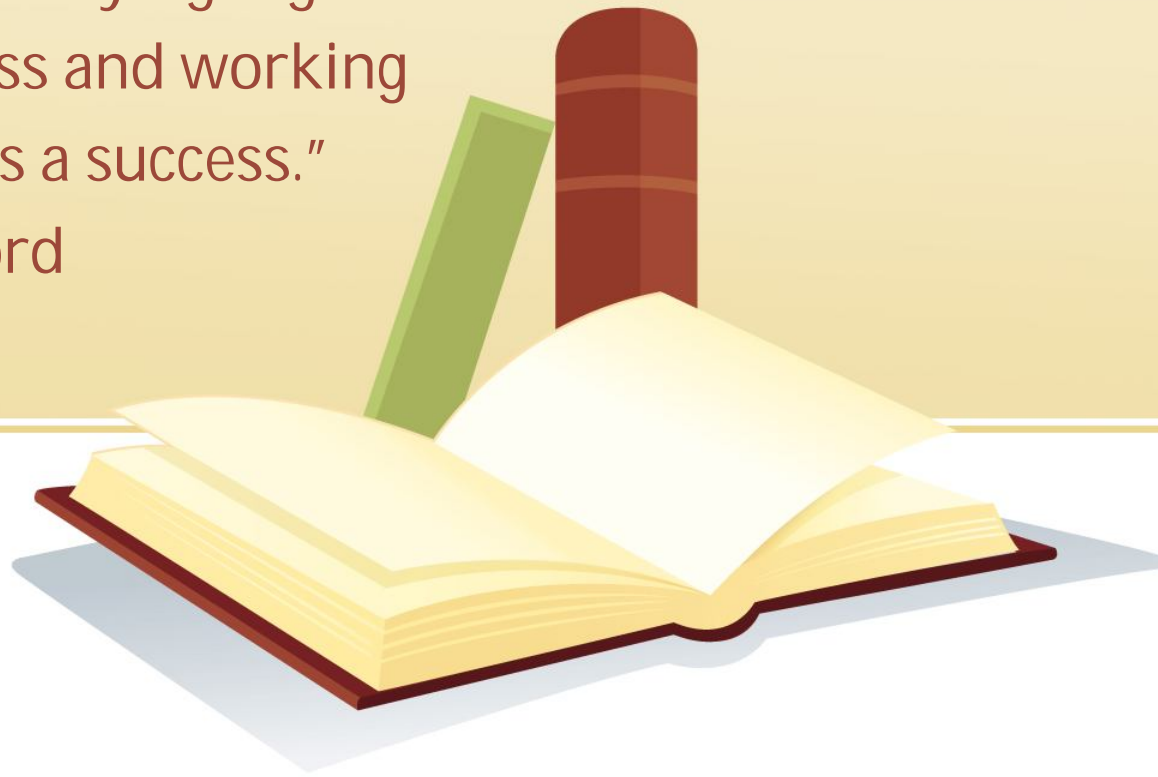
# Community Collaboration

“Coming together as a beginning, staying together is a process and working together is a success.”  
–Henry Ford



# Person Centered Planning

“Coming together as a beginning, staying together is a process and working together is a success.”  
–Henry Ford



# What is Community Collaboration?

A mutual beneficial and well defined relationship entered into by two or more organizations to achieve common goals

-Pacer Center

# Research for Community Collaboration

(McCarthy, Sitlington, & Asselin, 1991) To best meet the transition needs of young people with disabilities, professionals from different disciplines must share a common perception of their own and others' roles and expectations

# Origins of Person Centered Planning

- Early approaches to person centered planning functioned between 1973 and 1986 from people in North American who shared a philosophy of normalization.
- In 1979, Karen Green-McGowan and Mary Kovaks began a series of workshops involving 24-hour planning for individuals with severe disabilities. The workshops were intended to support graduates from a school in their transition to adult services.
- Variations have emerged since then that focus on a similar concept but from a different framework. Tools include; Family First, Personal Futures Planning, Essential Life Planning, Group Action Planning, MAPS, and PATH.

# Person Centered Planning

- Enhances the quality of assessment and planning activities for both high school transition services and adult service agencies serving youth with disabilities
- Fosters positive working relationships between families and professionals
- Provides a way for educators and case managers from other agencies to better coordinate their services

# What is Person Centered Planning?

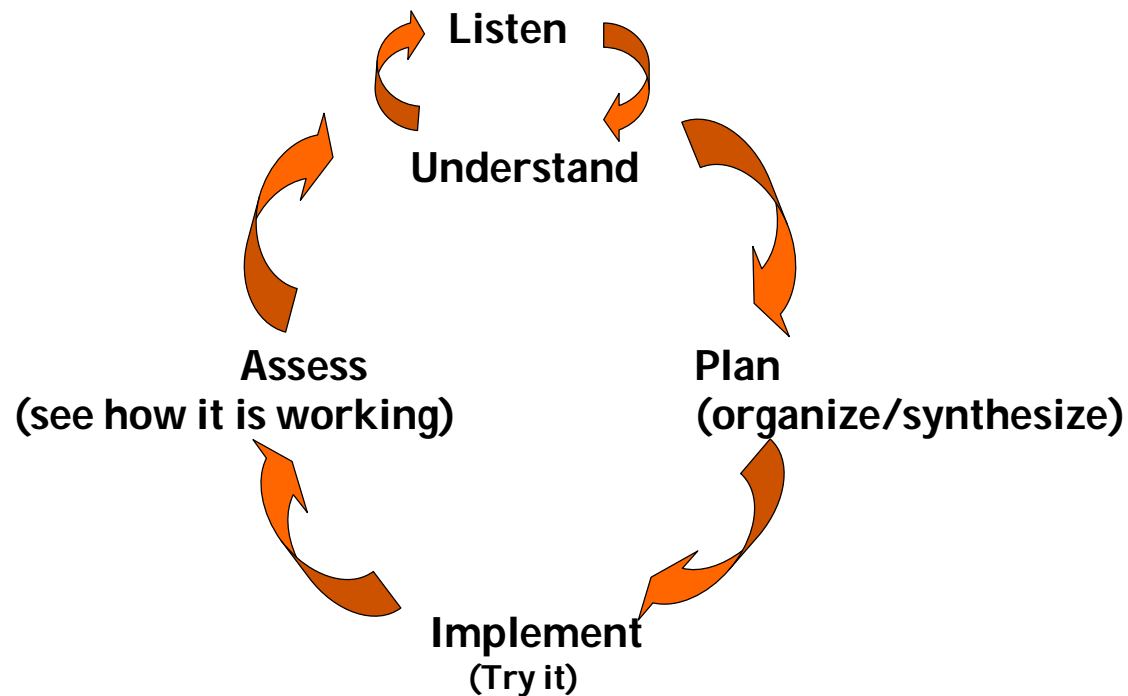
- Assists with the Connection for families to adult service agencies before a student leaves high school
- Helps ensure that services support the youth's goals and lead to successful outcomes
- Helps identify and cultivate natural supports in the community.

# Why use Person Centered Planning?

- Focus on the individual
- Capacity-driven, break down myths and barriers
- Include people who know and care
- Build community
- Use a facilitator
- Rely on on-going planning

# Person Centered Planning

## Person Centered Planning - Learning Wheel



What have we tried?

What have we learned?

What do we need to do next?

What do we need to try?

What do we need to learn?

# 8 Crucial Errors for Implementing Person Centered Planning

- Lack of mindful planning and reflection
- Mandated meeting attendance
- Planning by team members who have little experience with or knowledge about the person
- Omitting crucial participants such as family members
- Proceeding with the process at an unnatural tempo
- Absence of problem solving
- Planning within agencies that are committed to significant systemic changes
- Focusing on system oriented objectives instead of essential principals to guide the process

Holburn, S., Jacobson, J., Vietze, P., Schwarz, A., & Serson, E. (2000). Quantifying the process and outcomes of person centered planning. *American Journal of Mental Retardation*. 105(5). P.402-416.

# Tradition Planning versus Person Centered Planning

| TRADITIONAL PLANNING                                                                                                   | PERSON-CENTERED PLANNING                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>PERSON</b>                                                                                                          |                                                                                                                            |
| Focus on deficits                                                                                                      | Focus on strengths, capacities                                                                                             |
| Top-down planning                                                                                                      | Person and their family are the key informants                                                                             |
| Professionals opinions matter most                                                                                     | Balance of formal and informal viewpoints                                                                                  |
| Reliance on standardized assessments and disability labels                                                             | Focus is on the dreams and desires of the person                                                                           |
| <b>GOAL</b>                                                                                                            |                                                                                                                            |
| Working through a segregated system of support                                                                         | Equality                                                                                                                   |
| Ameliorization of deficits                                                                                             | Quality of life in the community                                                                                           |
| <b>FOCUS</b>                                                                                                           |                                                                                                                            |
| Needs of the service delivery system or support structure                                                              | Individual needs, preferences, strengths and capacities of the person                                                      |
| <b>TEAMS</b>                                                                                                           |                                                                                                                            |
| Person and family in a passive role                                                                                    | Person and family at the center                                                                                            |
| All support provided by paid professionals, what is available is dictated by professionals                             | Cooperative efforts among family, friends, community groups and support agencies to provide support for an inclusive life. |
| <b>NATURE OF SUPPORTS</b>                                                                                              |                                                                                                                            |
| Highly prescriptive education, support and work options based on disability label and "readiness for community living" | Highly individualized education, support and work options based on individual dreams, preferences and capacities.          |

Questions?

# Contact Information

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