

Next Steps NH Series

Course 3

Engaging Students and Families in Transition Assessment and Student Led IEP Process

Tips, Strategies and Tools



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Making the Most of a G2M

- Muting & unmuting
- Using chat function
- Group activities
- Webcams



Learning Objectives

- Identify reasons for lack of engagement
- Identify key strategies for increasing engagement with student and families in meetings
- Identify key strategies for piloting Student Led IEPs
- Learn about the “the Checklist” as a tool for reflection



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NSNH Essentials



Next Steps NH offers training and coaching on embedding evidence-informed **transition practices** in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

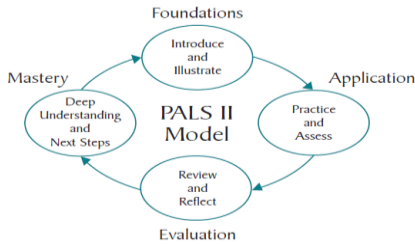


Training introduces and illustrates the practice.

Coaching supports putting the training to use.



Participatory Adult Learning Strategy



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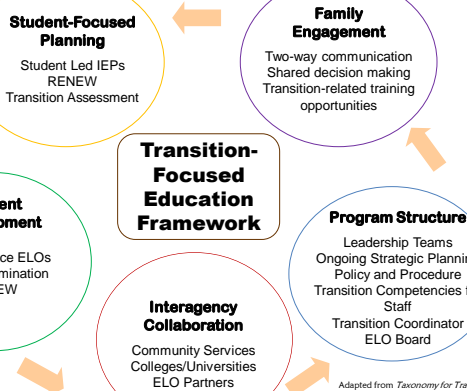
NSNH Essentials



Transition practices include:

- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.



Adapted from *Taxonomy for Transition Programming*, Kohler, P.D. (1996) & NH CoP Template for Secondary Transition & NH Standards for Family/School Partnerships

NSNH Essentials

Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

Not In Place	Partially In Place	In Place	Critical Component of Practice
	X		A4: Students are prepared to participate and do participate meaningfully in the development of their post school goals and plans to achieve those goals, and in any relevant meetings.
	X		A7: When a student has an IER, there is evidence of ongoing, age-appropriate transition assessment.



NSNH Essentials

Not In Place	Partially In Place	In Place	Critical Component of Practice
	X		Families and school staff engage in regular two-way meaningful communication throughout the transition process
	X		School staff support student success by actively engaging families in decision-making through student assessments (including age appropriate transition assessment, service delivery and program evaluation) to assist in successful transition planning.



When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.



Putting the Pieces Together

1. EXPLORATION

Introductory trainings and mapping current practices

2. INSTALLATION

- Developing action plan
- Piloting self-determination practices, like student-led IEP and/or new transition assessment methods.



4. FULL IMPLEMENTATION

- Ensuring processes & procedures in place
- Recalibrating systems to accommodate & support new initiatives

3. INITIAL IMPLEMENTATION

- Identifying & addressing challenges
- Scaling up

(Based on Dean Faxon et al. © 2007)

Agenda

- Why Engagement Matters
- Strategies for Engagement
- Quick Tips and Hints for Transition Assessment and Piloting Student-Led IEP Meetings
- High Quality Family and Student Engagement Implementation and Coaching Using the NSNH Checklist



Materials for Today

- Slides
- Course 3 Action Planning Worksheet
- Transition Assessment Tips & Hints
- Student Led IEP Tips & Hints
- DCDT Student Involvement in IEP
- Next Steps NH Checklist



Why does engagement matter?

When schools, families and community members work together to support learning, children do better in school, stay in school longer and like school more.

– NH Connections/Parent Information Center,
What's in it for Me? Tip Sheet



Getting Comfortable with the Discomfort

THEN WHY CAN IT SEEM SO HARD SOMETIMES?



For a seed to achieve its greatest expression, it must come completely undone. The shell cracks, its insides come out and everything changes. To someone who doesn't understand growth, it would look like complete destruction.

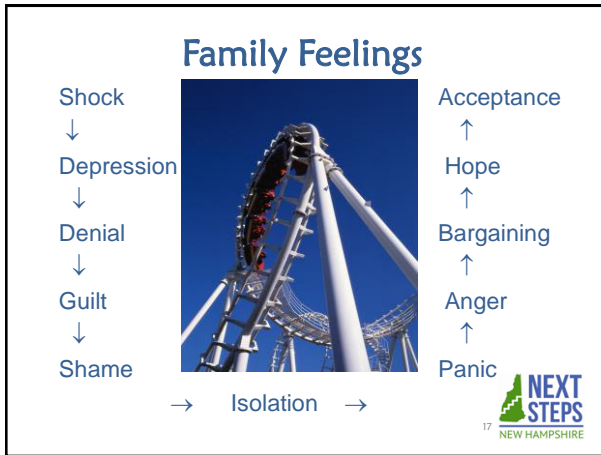
– Cynthia Ocelli



Family Factors:


- Real world implications of child with disability not reaching typical milestones
- Where and how are they going to live, work, play
- Fragmented service delivery system
- Changing role
 - Self-advocacy
 - Differences of opinion
- Their own frustrations with their education and/or employment past and present

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Understanding Family Challenges

- Family structure
- Stressors of juggling family/work life
- Conflicts due to missed work time
- Conflicts due to personal educational experiences
- Stresses from poverty, poor housing, nutrition
- Issues related to behavioral and medical concerns
- Diversity challenges




Student Factors:

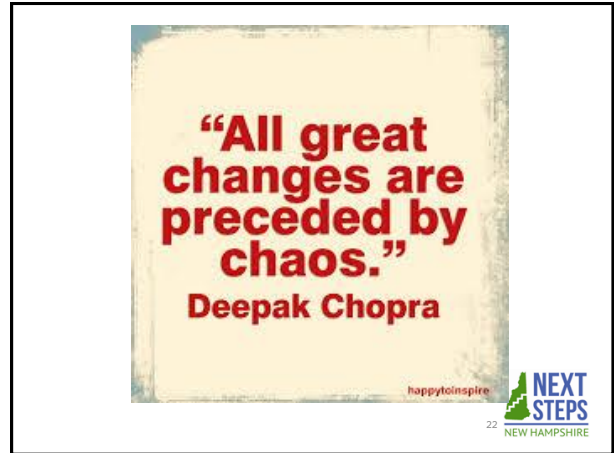
- The unknown “Real World”
- Asserting themselves as adults
- The everyday drama and trauma of high school
- Dramatic physical, emotional and hormonal changes
- Family challenges



School Factors:

What are your challenges to engaging students and families?





Strategies for Increasing Parent and Student Engagement

- Help them be prepared
- Effective communication
- Avoid jargon, lingo & acronyms



Helping Parents Be Prepared

- Middle to High School transition meetings
- Individual and group parent education and training
- Resources on Nextsteps-nh.org
 - [Everything Transition](#)
 - Communication Processes
 - [Tools for Family Involvement](#)



Helping Students Be Prepared

- Student Led IEP resources
 - Whose Future Is it
 - ME! Curriculum
- NSNH Student Trainings
- Integrating into planning processes



Excerpted from the book YES, AND by Kelly Leonard and Tom Yorton. Copyright © 2014 by Kelly Leonard and Tom Yorton.

EFFECTIVE COMMUNICATION: LISTENING SKILLS



Family/Professional Partnerships

- ❖ Communication
- ❖ Professional Competence
- ❖ Respect
- ❖ Commitment
- ❖ Equality
- ❖ Trust



Effective Communication Includes

- Good listening skills
- Observing body language
- Interpreting the message
- Controlling your emotions
- Considering your response
- Delivering the message
- Follow-up



Listening - The Most Important Part of Effective Communication

- ❖ Following the thoughts and feelings of others to understand what they are saying from their perspective, frame of reference, or point of view
- ❖ Focus on maintaining dignity & respect for all participants



Checking for Understand: Listening Skills Tips

- ❖ Paraphrase
- ❖ Repeat
- ❖ Probe
- ❖ Clarify
- ❖ Remember



Self determination
 ESY Interest Inventory
 Vocational Rehabilitation
 Related Services Transition Plan
 Area agency
 Measurable Post Secondary Goals
 Age
 Course of Study
 Adaptive Behavior
 Present Levels of Performance
 Functional Behavioral Assessment
 Assistive Technology
 Inclusion Appropriate Assessment
 Accommodations
 Manifestation Determination
 IEP

JARGON, LINGO AND ACRONYM ACTIVITY



- Reflect on the activities and group discussions from Courses 1&2, and your Next Steps NH Leadership Team discussions.
- What needs have been identified related to Parent and Student Preparation for meetings, Effective Communication by staff, Use of Acronyms, Lingo and Jargon by staff?
- What are your priorities? What's in process?

ACTIVITY



APPLYING WHAT WE'VE LEARNED

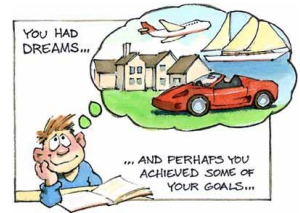
TRANSITION ASSESSMENT TIPS & HINTS



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Purpose of Transition Assessment

- ❖ Make informed choices
- ❖ Take charge of the transition process
- ❖ Understand the skills needed for post-school environments



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Getting Started with Transition Assessment

- What are your standard procedures for transition assessments?
- Examples:
 - career exploration
 - student vision
- Tiered and timeline approaches



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Getting Started with Transition Assessment

- Strategies, Tips and Hints for Keeping students and families engaged when:
 - *Gathering assessment data*
 - *Performing informal transition assessments:*
 - *Discussing needs for more assessments*



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Family Engagement and Transition Assessment

- Making sure parents have the information to have informed discussion
 - Differences between earlier IEP development and Transition IEP development
 - How do you make sure parents have information about:
 - Process
 - Options
- Shared Decision-making



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APPLYING WHAT WE'VE LEARNED

SELF-DETERMINATION & STUDENT LED IEPs



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Self-Determination Defined

A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.

An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.

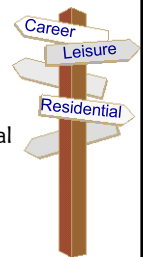
When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.



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Four Approaches for Promoting SD in Students

1. Use student-driven IEP and transition planning.
2. Directly teaching skills or enhancing knowledge
3. Embedding instruction into the general curriculum
4. Use Person-Centered Planning



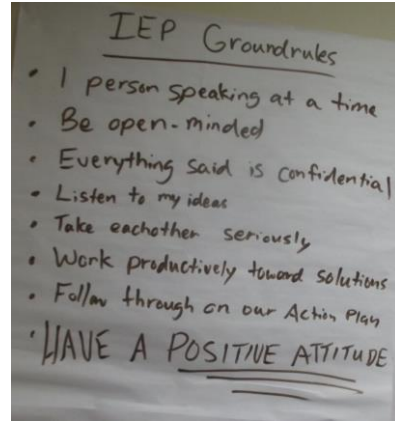
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Getting Started with Student-Led IEPs

- Standard procedures for Student-Led IEPs?
- Examples
- Quick Tips to Get Started



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Other Logistics:

- Meeting Environment
 - Privacy, space
- Length of meeting and time
 - avoid allowing people who need to leave early to interrupt the agenda.
- [One tool for team member orientation](#)



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Student Led IEP & Parent Engagement

- Prepare the parent; describe that you're doing this to promote self-determination
- If parents will hear very unexpected info (eg significant change in goals), prep them.
- Ask the parent to please try to:
 - Let the student speak first. Silence is ok.
 - Talk directly to the student.
 - Ask questions.
 - Talk about concerns.



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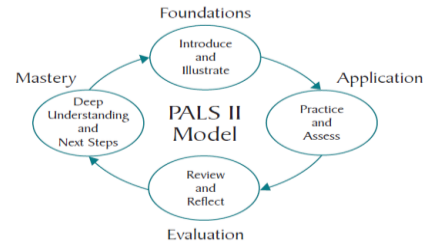
The Checklist

EVALUATING YOUR ENGAGEMENT SKILLS



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Participatory Adult Learning Strategy



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Next Steps Checklist

- Practice Topic: **Engagement Strategies**
- Recommendations for use:
 - Use as a PD tool (peer-to-peer)
 - Use as a reflection tool (individually)
 - Consider video or observation
 - Develop a “coaching plan” (for more info:
<http://www.tadnet.org/pages/789#>)



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NEXT STEPS WITH STUDENT LED IEP AND TRANSITION ASSESSMENT



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Ideas for Application

- Use Quick Tips and Hints sheets to get started
- Map transition assessments and develop procedures
- Discuss your districts needs with your RI. Is additional, individualized Next Steps coaching available?
- Use the Checklist to provide peer-to-peer support and develop a “coaching plan”



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Ideas for Application (cont.)

- Engage key administrators in discussions about Program Structure needs (procedures, resources, on going coaching)
- Offer training on being effective team members, communication skills and other resources on nextstep-nh.org
- Share information with parents about your transition procedures



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ACTIVITY: Action Planning

- What priorities did you identify in the previous activity?
- Are there tools, resources and recommendations you heard about today that address your priorities?
- What unmet needs do you have? What do you need for support/resources?
- What will you focus on? By when?



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Next Steps NH Transition Resource Portal

Today's training materials will be available at: www.nextsteps-nh.org



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Thank You!

The contents of this presentation were developed under a grant from the US Department of Education, H323A120003. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Corinne Weidenthal.

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