Related Service providers in Transition

A Webinar by the:
National Secondary Transition Technical Assistance Center
NSTTAC

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Presenters

Moderator: Laurie Ray, MPT, PhD  >laurie_ray@med.unc.edu (NC)
Physical Therapy Consultant, NC DPI & Associate Professor, UNC-Chapel Hill

Speakers:
- Toni Doty, PT, PhD, PCS  >akdoty@kent.edu (OH)
  Physical Therapist for Kent City Schools & Adjunct Professor, Walsh University
- Perry F. Flynn, CCC/SLP  >pfflynn@unCG.edu (NC)
  Speech/Language Pathology Consultant, NC Dept. of Public Instruction &
  Associate Professor, UNC-Greensboro
- Emily Kertcher, PhD, OTR/L >emily.kertcher@cidd.unc.edu (NC)
  Assistant Professor, UNC-Chapel Hill
- Linda Q. Rudd, M.Ed., OTR/L >LRudd@peoriaud.k12.az.us (AZ)
  Transition Services Coordinator, Peoria Unified School District

Special Thanks to Catherine Fowler & David Test, NSTTAC

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Course Objectives

I CAN. . . .

- Provide data regarding postsecondary outcomes for people with disabilities
- Explain the legislative requirements in IDEIA regarding transition planning and services
- Identify theoretical considerations for therapist involvement in transition
- Explain the value of my participation in Transition to help students achieve their self-determined plans for the future
- Utilize additional resources to expand my knowledge of Transition services.

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Transition Overview

- Employment
- Post-Secondary Education
- Independent Living
- Self-Determination and Advocacy
- Community Engagement
The Value of Work

It is well understood that employment has a positive impact on quality of life

- Income
- Feeling of productivity and value
- Social network
- Personal identity
- Development of skills
- Self-esteem, self-reliance, self-determination

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Despite substantial financial investment in public education for students with disabilities, this population . . .

- Is grossly under or unemployed
- Is more likely to live below the poverty level
- Is more often dependent on government assistance
- Is less likely to be engaged in the community

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Labor Force

As of Sept. 2014 - US Bureau Of Labor

- 82% of people with disabilities of working age, were either unemployed or had not entered the workforce

As compared to

- 35% of people without disabilities of working age

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Unemployment Rates

As of September 2014 – US Bureau of Labor

- Unemployment rate for people with disabilities was 12%

As Compared to

- 5.5% for non-disabled peers

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Education Outcomes

According to the National Center for Education Statistics - US Department of Education

In the 2011-2012 SY

- 61% high School students with disabilities earned regular high school diplomas within 4 years

As compared to

- 80% of non-disabled peers

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Efforts to improve outcomes

- Legislative Acts
- Executive Orders
- National Initiatives
- Organizations

Influencing laws, policies, research, and promoting interagency collaboration and community education.

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Balancing Access & Abilities

Disability initiatives and Federal legislation are working together to build

- Awareness of abilities
- Physical and Social Access
- Coordination of support services
- Policies that promote recruitment, retention and integration in employment
- Results-oriented education

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Public Education

Laws governing public education have evolved from a narrow focus on access to a **broader inclusion of outcomes**

This is reflective of the values and needs of a changing society
IDEIA 2004

- Most recent revision and reauthorization of IDEIA includes a General Purpose statement and strengthens the language of
  - Access to the general curriculum,
  - Participation in the least restrictive environment, and
  - Transition planning and Services

Mandates of the IDEIA 2004
- Align with education standards to promote College and Career Readiness for all students

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
IDEIA 2004 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;
Education Outcome Measures

Special education services are monitored by the Office of Special Education Programs (OSEP)

- Responsible for ensuring implementation of IDEA
- Assess compliance and outcomes through Indicators
  - 4 of 18 indicators are focused on high school Transition
    - Indicator 1: Graduation rate
    - Indicator 2: Drop-out rate
    - Indicator 13: Transition Services for youth 16 and up
    - Indicator 14: Post School Outcomes

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
In-School Accountability

Beginning no later than the first IEP to be in effect by a student’s 16th birthday, the IEP must include Transition services.

INDICATOR 13

Documentation of Transition services has 8 mandatory components

100% of IEPs for youth 16 and above MUST have Transition services included

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Transition Services- Defined

Defined as in Sec. 300.43

- Means a coordinated set of activities for a child with a disability that is designed to be a results oriented process focused on improving the academic and functional and achievement of the child with a disability to facilitate the child’s movement from school to employment, continuing and adult education, adult services, independent living or community participation

- Based on child’s individual needs and takes into account the child’s strengths, preferences and interests

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Includes

- Instruction
- Related Services
- Community Experiences
- The development of employment and other post-school adult living objectives and;
- If appropriate, acquisition of daily living skills and provision of functional vocational evaluation.

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Related Services

- IDEIA mandates related services for students with disabilities, when needed for the student to benefit from special education

- Related services include:
  - Occupational Therapy
  - Physical Therapy
  - Speech Language Therapy
  - and much, much more…

Transition is Special Education

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Transition Team

Commonly Includes

Core IEP Team Members:
- Parents
- Educators
- Administrators

Required to invite:
- Students

Often overlooked
- Outside agencies that may provide transition support as an adult
- Related Service Providers

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Therapists have Skills to support Transition for youth

Occupational, Physical, and Speech Language Therapy are health care professions, dedicated to helping people achieve independence and satisfaction in all areas of life;

Through the use of therapeutic activities designed to develop, promote or restore functional abilities and/or prevent injury or loss of skills, therapists help clients live life to the fullest

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
In more prevalent therapy settings, therapists work with individuals to develop skills for employment, self-care, home management, community integration and preparation for further training and education.

- Rehabilitation Centers
- Skilled Nursing Facilities
- Outpatient Clinics
- Home Health
- Community Centers
- Hospitals
- Business settings
- Mental Health Facilities
- Public Schools

We need to add school-based practice to this list!!
Limited Participation in Transition

Despite having the skills and knowledge to support active engagement in **EMPLOYMENT, EDUCATION** and **independent living**, therapists do not routinely provide **Secondary Transition Services** to high school youth.
Why are therapists not routine members of Transition Teams?

Research suggests a combination of factors:

• Lack of knowledge and/or support of administration

• Limited understanding by the teachers of the role therapists can serve

• Limited knowledge by the therapists of Transition service requirements and documentation

• Therapists tend to follow a traditional medical model of intervention or limit interventions to school campus


NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Limited Understanding of Role

- Therapies are directed at remediating deficits
- Therapists are often linked to a specific sub-skills and/or populations of students
- Therapy services are generally discontinued or decreased before student reaches high school
- Teachers and administrators are unaware that therapists have specialty training to support preparation for employment and independent living
Limited Knowledge of Transition

- Therapists are not aware of the Transition requirements of IDEIA
- Therapists do not routinely attend high school IEP meetings
- When provided with information about Transition, therapists believe they could support students, but they are not aware of how to make relevant contributions to the plan

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Models of Practice

Medical Model
Belief that Disability is the problem and needs to be fixed; individuals are impaired

Social Model
Recognition that disability is a problem existing in the culture, environment or attitudes of others, not within an individual

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought."

Franklin D. Roosevelt
International Classification of Functioning (ICF) Model as a Framework in School Therapy

A model of intervention that balances person and environmental considerations

Health Condition (Disorder or Disease)

Body Structures & Function (Impairments)
Activities (Limitations)
Participation (Restrictions)

Contextual Factors

Environmental Factors
Personal Factors

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
All Youth are Transitioning

Students with disabilities will eventually leave the supports of Public Education

We, the one's who are challenged, need to be heard. To be seen not as a disability, but as a person who has, and will continue to bloom. To be seen not only as a handicap, but as a well intact human being.

-- Robert M. Hensel

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
School-based therapists should be concerned about……

life outcomes for students with disabilities

- Employment rates
- Financial security
- Independent living
- Community involvement
- Social network
- and life satisfaction

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Youth with Disabilities have hopes & dreams for the future too!

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Transition Services

To help them get there, IDEIA outlines a series of sequenced and timely events that reflect an ongoing process of exploration and assessment.

- Beginning no later than the first IEP in effect on a student’s 16th birthday, the IEP must include...
Documentation of Transition

1. **Goals for after high school** in the areas of:
   (measureable postsecondary goals - MPG)
   - Employment
   - Education and/or Training
   - Independent living (if needed)

2. **A high school course of study** (4 year plan)
   - includes classes to reasonably enable the child to achieve his/her postsecondary goals

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Documentation of Transition

3. Summary of **age appropriate assessment** which provides evidence that the postsecondary goals are based on students interests, strengths and preferences

4. **Transition Activities** (a.k.a action steps) designed to move the student towards the attainment of their goals

5. Evidence the student was invited to attend the IEP meeting when Transition is discussed

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Documentation of Transition

6. **IEP goals** that will support progression towards a student's postsecondary goals

7. Coordination with **outside agencies** that may support a student upon graduation, after obtaining parents permission

8. Evidence that the postsecondary goals were **updated annually** as a result of ongoing assessment and reflection.

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Transition is a Process

- Cycle of continued exploration and development
- Creates an opportunity for self-discovery
- Intended to prepare the student’s to make the transition from the world of school to adult living

Therapy is a Process too...
### PROCESS OF TRANSITION

- Starts with **assessment** to define a student's interests, preferences, and strengths.
- Leads to development of **goals** for after high school.
- Plan of Action Includes **activities** and **course of study** that will reasonably allow the student to reach their goals.
- Includes the collection of data from school and community to **monitor progress**.
- Data leads to **refinement or revision** of the goal to reflect newly identified strengths, interests, or preferences.

### PROCESS OF THERAPY

- Starts with **assessment** to define client values, needs, and current performance.
- Leads to development of **goals** for therapy.
- Therapy intervention plan includes therapeutic **activities** and patient **education** to reach goals.
- Requires ongoing **progress monitoring** in therapy and in the community.
- Data leads to **refinement or revision of goals** and interventions based on clients' response to therapy.

NSTAC, Rudd, Kozlowski, Day, Flint, & Ray 2015
Transition Planning can improve outcomes

- Teach self-help and life skills needed to live independently
- Provide instruction and practice for the skills needed to gain employment
- Facilitate connection with adult service agencies
- Prepare students to access post-secondary education and training programs

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Therapists can contribute:

- Age appropriate assessment
- Activities
- Access to course of study, work, community and home
- IEP Goals and services to develop skills
  - for future employment,
  - to access postsecondary education or training
  - for independent living
- Evidence to support Transition planning process
- Creativity and ideas

Examples include......

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Therapy and Transition Assessment

- Determine functional capabilities and limitations
- Environmental assessment (work, community and home)
- Document the significance and impact of disability
- Task-analyze the critical attributes of a specific job
- Identify student interests, sensory preferences, learning styles, leisure & recreation skills, long-term health care needs
- Assess dexterity and agility, adaptability, and communication skills relative to postsecondary goals
- Stage or conduct a situational assessment relative to postsecondary goals
- Assess areas of strengths, interests and preferences using formal and informal measures

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Therapy and Transition Activities

- Explore assistive technology and adaptive equipment to access postsecondary environments
- Facilitate independent communication across environments and conversational partners
- Develop therapeutic activities to build specific employment or independent living skills
- Develop student skills for disability management, self-determination and self-advocacy
- Connect student with community, work site, outside agencies, organizations and/or resources for adult living
- Facilitate functional communication, community mobility and environmental access
- Promote healthy leisure pursuits and recreational engagement
- Conduct an ecological evaluation of a future learning, living or work environment
- Identify modifications to promote independence
Therapy and Course of Study

Support access to and participation in the general curriculum

- Advocate for inclusion in classroom and school activities
- Engineer communication rich environments
- Identify appropriate accommodations and/or modifications
- Identify assistive technology or adaptive equipment that will allow access and participation
- Provide disability specific training to educational and support staff
- Provide direct instruction to students and peers on appropriate social and academic communicative interactions
- Make classroom environment physically accessible
- Adapt instructional methods to align with students best mode of learning
- Support student in development of learning-ready behaviors

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Therapy and IEP Goals

- Collaborating to write goals that align with skills needed to achieve postsecondary goals
- Developing self-determination skills
- Facilitating problem solving skills for social situations, adult living, and physical access needs
- Identifying coping skills and healthy recreational pursuits
- Managing self-care and health related concerns at school and in the community
- Instruction in community mobility, including public transportation

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Therapy and Documenting Evidence for Transition

- Documentation of observations in a class or at a work site
- Scores and clinical analysis of performance on standard measures relative to work skills
- Notes related to trials of AT and students’ reaction/response
- Checklists, rating scales and documentation logs that capture a student’s interest or preference for activities or routines
- Rubrics-based assessments that capture critical attributes of a task and grading of performance
- Documenting work-ready skills/behaviors: endurance, tolerating positions, ability to access/use a computer, gross and fine motor coordination for job specific tasks, problem solving skills, ability to communicate, frustration tolerance, etc.

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
School-based Therapy Should Support Transition

Therapy can be an integral piece in Transition planning and services

What can you do next to better inform your practice and develop skills in Transition?

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Next Steps

Think About  Get Involved  Learn About  Reach Out  Discover

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Begin thinking about the settings to which students will transition upon graduation:

- 4-year college
- 2-year community college
- Supported classrooms at institutions of higher education
- Work settings
- Sheltered work settings
- Independent living
- Home
- Supported living
- Volunteer settings

What skills will each student need for their work, life and/or further education?
Increase your presence in and around the high school campus, career-focused courses, extra-curricular activities and your community

- Attend any and all IEPs
- Integrate services into the classroom
- Explore possible extracurricular activities
- Discover and support involvement in community programs and activities
- Collaborate with transition teams to develop goals and design services that are transition focused
- Address needs that are specific to a student’s individual transition plan

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Find an opportunity to learn more about Transition mandates of IDEA

- Take a course online at Transitioncoalition.org
- Find training opportunities through your district or state department of education
- Review literature published by your professional association
- Review results from the National Longitudinal Transition Study -2
- Explore the NSTTAC website
- Join your district’s transition team or transition initiatives
Make connections with others that have knowledge of and/or expertise in Transition

- Determine the transition specialists in your district and ask for information
- Share fact sheets from your professional associations with transition leads and special education directors
- Make a connection with a peer through your professional association
- Provide feedback to this webinar

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray 2015
Discover the movement around improving outcomes for people with disabilities

- Higher Education and Opportunity Act (HEOA 2008)
- Workforce Innovation and Opportunity Act (WIOA 2014)
- Employments First Initiative
- LEAD Initiative
- Campaign for Disability Employment

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015
Other ideas for Exploration

- National Dropout Prevention Center
- National Post-School Outcome Center
- Office of Disability Employment Policy
- Office of Special Education Programs
- Thinkcollege.net
- Kessler Foundation
- National Disability Institute
- National Organization on Disability
- US Council on Disability
- Heldrich Center
- A Better Bottom Line
- Ticket to Work – Ticket to Hire
- Disability Employment Initiative
- Local Programs & Resources
Questions?

Spørgsmål?

질문?

Pregunta?

Domanda?

Vraag?

प्रश्न?

Frage?

Ερώτηση?

NSTTAC, Rudd, Kertcher, Doty, Flynn & Ray
2015