



Post-School Outcomes: 2nd Time Around



To **copy** one slide/page **LEFT click** and choose copy.

To **print** one slide/page **Right click** and choose print.
Choose current page.

Introductions

- Heather Lindsey - ODE
- Sally Simich - ODE
- James Foutch - ODE
- Charlotte Alverson - NTACTION



Transition Network Facilitators

- Region 1 (Portland, Washington, Clatsop, & Columbia)
 - Elizabeth (Lizzie) Juaniza-Saso ejuaniza@mesd.k12.or.us
- Region 2 (Tillamook, Yamhill, Polk, & Marion)
 - Eivind-Erik Sorenson eivind-erik.sorensen@wesd.org
- Region 3 (Lane, Lincoln, Linn, & Benton)
 - Josh Barbour josh.barbour@lblesd.k12.or.us
- Region 4 (Douglas, Coos, & Curry)
 - Darci Shivers darci.shivers@douglassesd.k12.or.us
- Region 5 (Josephine, Jackson, & Klamath)
 - Cindy Cameron cindy.cameron@soesd.k12.or.us
- Region 6 (Clackamas, Wasco, Hood River, Sherman, & Gilliam)
 - Kriss Rita krita@clackesd.org
- Region 7 (Jefferson, Deschutes, Crook, Wheeler, & Lake)
 - Margie Blackmore marguerite.blackmore@hdesd.org
- Region 8 (Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, & Malheur)
 - Lon Thornburg lon.thornburg@imesd.k12.or.us



WHO IS IN THE ROOM?



Intended Outcomes

To improve secondary transition programs, participants will:

1. Learn updated information regarding transition services in Oregon
2. Understand how and why we collect PSO data
3. Use PSO data to develop action items for the District's SPR&I Consolidated Plan
4. Understand how to use community supports, community based work experiences, evidence-based practices, and evidence-based predictors



Thinking Back

EO policy

Lane v Brown

Mock Sheltered Workshop Guidance

Policy Transmittals Update



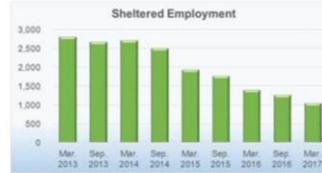
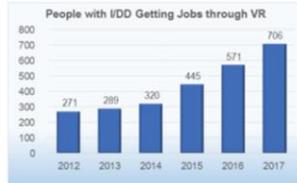
Increase in community work experiences

Settlement

- In 2017, 255 transition-age students with I/DD got a job in the community through Oregon VR;
- Monthly VR closures where the individual obtained Competitive Integrated Employment more than doubled over the last 4 years;
- A 32 percent increase in people with I/DD in community jobs from 2016 to 2017; and
- Expansion/Start Up Grants issued for employment specialists to expand capacity.



Where Are We Now?



Employment Service	Transition Age	Sheltered Workers	Total Unique Counts
VR Entered PE	308	175	472
Completed Discovery Profiles	83	63	144
Individual Supported Employment from ODDS	266	314	570
Small Group Supported Employment	60	308	360
Total Unique Count of Clients	670	802	1442



Celebrations



Consolidated plans, district are using AATA to build IEP , information on who is collecting PSO data, data from IEP verification,

What Are students in Oregon Doing?



Of those who went to school –
62% went to a 2- or 4-year institution



Of those who went to work –
84% worked with a mixed population



What Are students in Oregon Doing?



Of those who went to work –
88% worked at least 3 months



81% worked at least 20 hours/week



93% were paid at least minimum wage



82% had similar benefits as their co-workers



Why Are Students Not Engaged?



23% said they were *in school*



16% said it was due to *their disability*



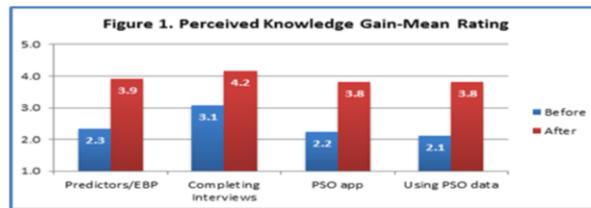
16% said they *have not found a job*



12% *Did not know* or *Did not answer*

What We Learned From PSO Training 2016

- Districts understood that access, interpreting & sharing the PSO data is important to educate and inform our teachers and staff
- Use PSO data to implement data driven decision making; spend more effort on exit interviews to collect more data-update cell phone numbers.
- School Districts want to utilize Evidenced Based Practices & strategies; purposefully assess evidence based practices and strategies; Use predictors to develop better outcomes in transition; Include predictors of post school success in daily lessons & transition plans
- Improve our transition programs; IEP process more relevant; Encourage & increase students involvement in IEP process & meetings. Involve agencies more; Look at vocational programs; Community based learning



Districts understood that access, interpreting & sharing the PSO data is important to educate and inform our teachers and staff

Use PSO data to implement data driven decision making; spend more effort on exit interviews to collect more data-update cell phone numbers.

School Districts want to utilize Evidenced Based Practices & strategies; purposefully assess evidence based practices and strategies; Use predictors to develop better outcomes in transition; Include predictors of post school success in daily lessons & transition plans

Improve our transition programs; IEP process more relevant; Encourage & increase students involvement in IEP process & meetings. Involve agencies more; Look at vocational programs; Community based learning

WIOA and Pre-Employment Transition Services

PRE-EMPLOYMENT TRANSITION SERVICES (Pre-ETS)



How Pre-ETS work.

Pre-ETS are five activity areas that Vocational Rehabilitation (VR) can provide to students with disabilities. The activities include:

- A. Job exploration counseling
- B. Work-based learning experiences
- C. Counseling on opportunities for enrollment in comprehensive transition or post-secondary education program
- D. Workplace readiness training to develop social skills and independent living
- E. Instruction in self-advocacy

Pre-ETS activity areas are already occurring in many classrooms across the state through curriculum or programs. Vocational Rehabilitation can assist school districts in enhancing some of their services by supporting development and growth in these areas.



State investment of \$ for capacity and program improvement

Historical Facts From The State

Since 2007 school staff have collected PSO data on youth who left school the previous year: graduates, age-outs, dropouts, and youth who were expected to return, but did not.

School districts contact one year after students exit, school personnel call and talk with young adults or their family members.

Starting in 2016 all Districts were required to contact ALL their exiting students one year after leaving school.

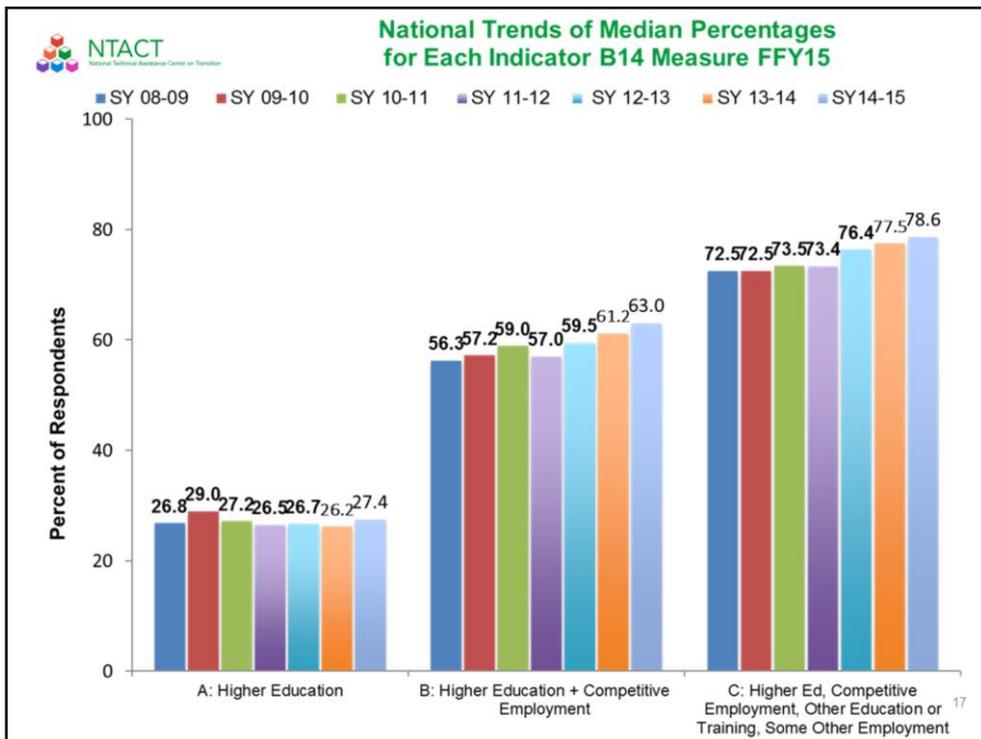


Purpose of IDEA

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.

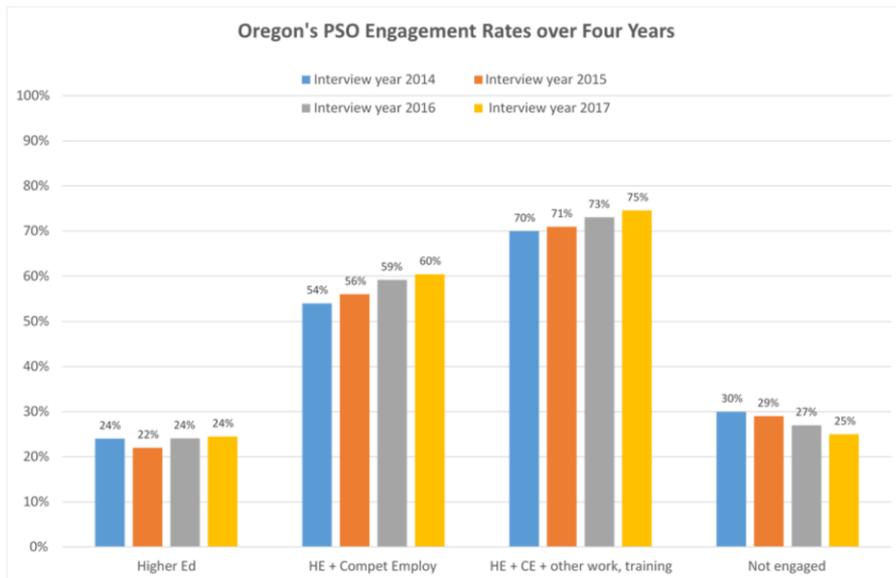


Indicator 14 is one of 17 Indicators used to measure how well states are meeting the purpose of IDEA. Indicator 14 explicitly measures how well states prepare children with disabilities for further education, employment, and independent living.



Federally collected and reported to Office of Special Education Programs in Feb of each calendar year. Data for PSO reported in Feb exited school two years prior b/c former students had to be out of school for a year and takes about a year to review and do analysis. Most current federal data. State-level are one year more current.

Oregon's Trends in PSO



What Is Indicator 14 You Ask????

Higher Education

- full- or part-time
- community college (2-year program)
- college/university (4- or more year program)
- one complete term

Competitive Employment

- worked for pay at or above **the minimum wage**
- in a **setting with others who are nondisabled**
- **20 hours** a week
- at least **90 days** at any time in the year since leaving high school.
- includes **military** employment

Other Postsecondary Education or Training

- enrolled on a **full- or part-time**
- at least **1 complete term** at any time since leaving high school
- in an **education or training program** (e.g., adult education, vocational technical school which is **less than a 2-year program**)

Other Employment

- worked for **pay** or been **self-employed**
- at least **90 days** at any time since leaving high school
- includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Oregon achieves . . . together!

The counts that go in these categories are hierarchal and unique and should not contain any from a higher category.

Exit Interview

- Collection opens in January and closes in September
 - *Fall*: gather contact information, signed permissions
 - *Spring*: gather work experiences, interview to learn about goals and pre-exit school experiences of students
- Opportunity to educate students and family
- District is interested in how high school and transition program experiences served their students
 - District wants help to improve services for students in the future:
- Participating in the follow up interview matters!**



2016 Pre-Interview Summary Information

Exit Interview, Special Education Students

Exit interviews can be conducted any time from January through September.
Contact information can be entered starting in December.
Exit interview data can be entered any time from February through September.

Please complete the information on this page for every interviewing student.

Student Name: _____

Birth Date: ____/____/____ (check against pre-populated field on data entry)

Gender: M ___ F ___ (check against pre-populated field on data entry)

SSID: _____ (REQUIRED) (do leading "0" allowed when student entered)

Anticipated method of exit (or actual for students in transition program):

Regular diploma Extended diploma Reach maximum age

Modified diploma Certificate Inquest

Attending School ID: _____

Attending School: _____

Interviewer name: _____

What reasonable Post-Secondary Goals for post high school are included in the student's IEP? (Check all that apply)

Education post secondary school or training

Employment, work or job

Independent living

No answer/Not appropriate

Was the student served through (check all that apply)?

High school program ITP program ESO program

IS-25 Transition program Other

Fill out as activity at the beginning of the year...review and revise throughout the year

Educate the student and family that the phone call will be coming

Have student address the POST CARD

Practice reading questions?

Follow Up Interview

- Open June through September
- List of students posted in April, calls start in June
 - **Students have 12 months to become engaged in work or school.**
- Learn about work experiences, additional schooling,
- how well the in-school experiences prepare former students for life after school
- Were agency connections successful?
- **What do your students want the district to know?**

Not contacted Not contacted Not contacted Contacted but not contacted
 Person interviewed: Student Family member Other Other
 Name of interviewer: _____ Number of attempts to contact: _____
 Position: Teacher Admin HR Support/Other school Secretary Other
Telephone Interview - Special Education Students

Interviewer: _____ suggested contact has been provided for your use at OR4150@oregon.gov
INTRO: The questions cover activities related to education, jobs, and life in general. We will also ask questions about school in the year since high school. (Questions with "*" are optional and cannot be scored.)

POSTSECONDARY SCHOOL

*1. In the 12 months after leaving high school, did you ever attend any school, job training, or education program?
 If more than one program, use the one with the longest attendance or a completion certificate.
 Yes No **
 *** Also see question #4
 Did this include the program? Yes No **

*2. Please describe the type of training program or school. (Start for answer; check box below, and read the other two sections, or "the list of options," if it helps to be sure you marked the right choice.)
 College or university (2+ years) [The Follow-Up Site](#)
 Community or technical college (2+ years) Oregon Dept. of Education
 Vocational or trade school (2+ years) Oregon Dept. of Education
 Short-term, technical or non-technical 1-year program Oregon Dept. of Education
 High school completion program - certificate program in high school, Adult Basic Education, GED, etc. Oregon Dept. of Education
 Job training, apprenticeship, or other work-based learning Oregon Dept. of Education
 Other (describe) Yes No **

*3. Did you complete an entire term/ semester or complete a short-term program?
 Yes No **
 Did it include the program? Yes No **

EMPLOYMENT

*4. In the 12 months after leaving high school, did you ever work?



Definitions and Populations and Why They Matter

Student - Primary Source



Family - Secondary Source



Other - Tertiary Source



I want to talk about data sources.

Student is of course your primary source.

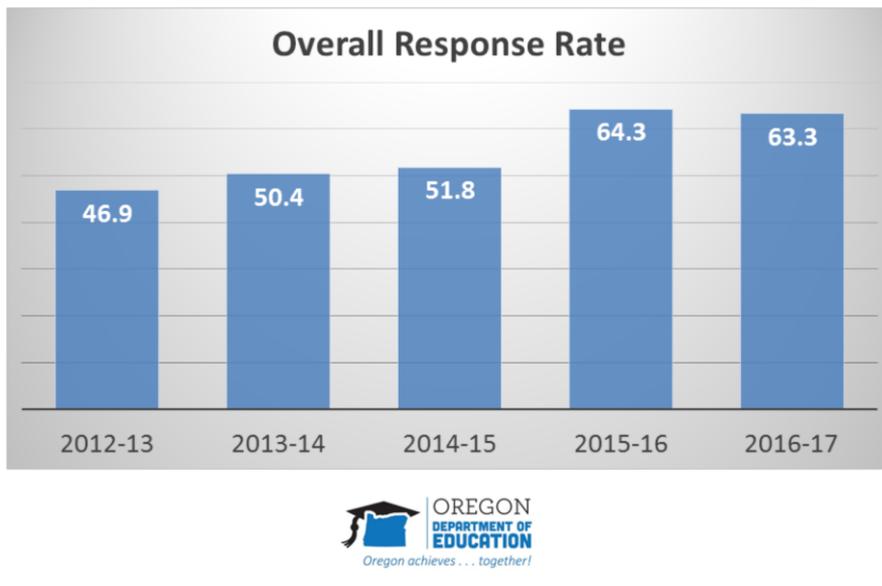
Family is a secondary source. These can be Parents, Grandparents, Siblings, Guardians. Be cautious of Aunts, Uncles, Cousins, Foster-Parents, etc.

Anyone else is a tertiary source. These can be friends, co-workers, Aunts, Uncles, Cousins, Foster-Parents, program participants, service providers. Be cautious of using former/current employers or former/current educators as these people may have a vested interest in the outcome of the survey.

For example:

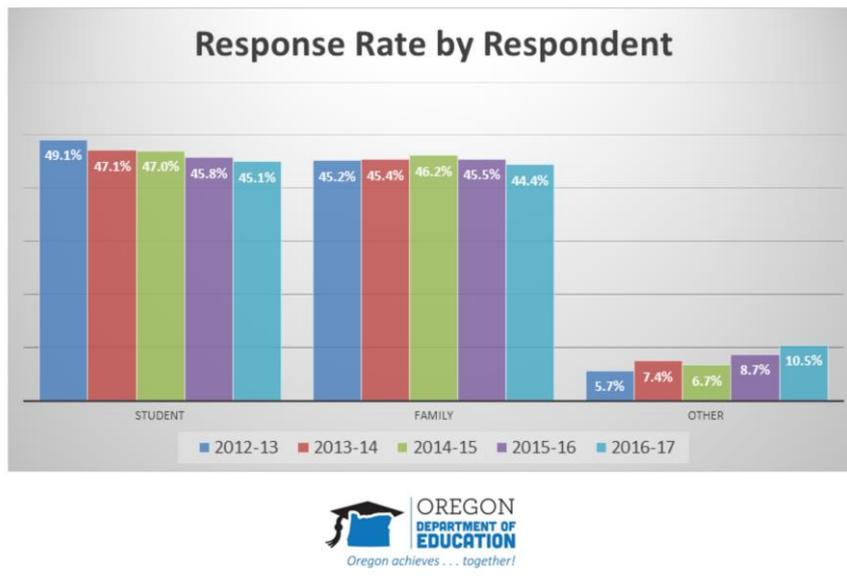
- No employer will tell you that their employees are making less than minimum wage.

Understanding Your Data



Over the last five years, we can see response rates improving. There was a little bit of slippage this last time, but is well within the pattern of the last four years.

Understanding Your Data

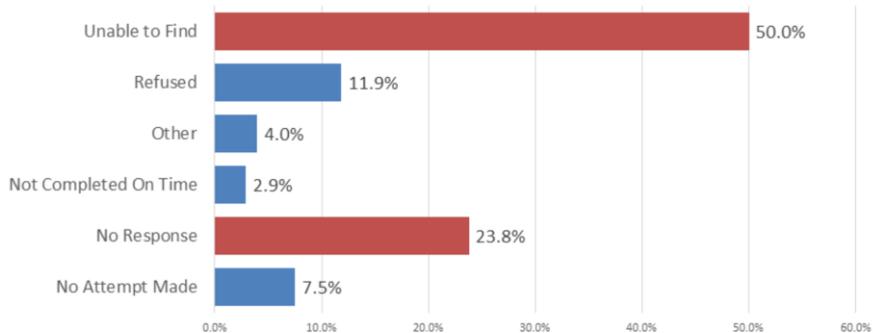


There is a growing trend of accepting tertiary or further disconnected sources for the interview. In the last five years, the rate of “Other” respondents has almost doubled while the rate of Primary or Secondary sources has consistently reduced. Getting the interview from any reputable source is understandable, but we need to know who that data is coming from.

No specific interviewer type is more likely than another to accept more or less tertiary sources.

Definitions and Populations and Why They Matter

Not Contacted/Refused



Of the 1711 interviews not completed, most of those are due to not being able to find a student, not getting a response from the contacts made, or someone refused.

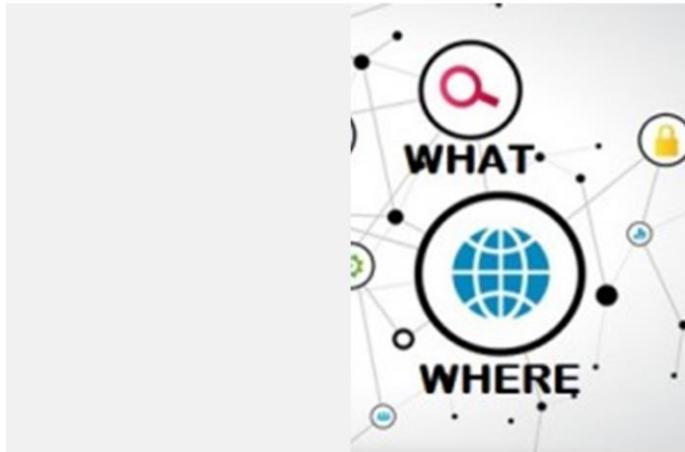
Of those non-response categories, 38% recorded only 1 or 2 attempts.

Interviewer Notes



Interviewer notes provide context for the interview. The Who, What, When, Where, Why, & How. Not only for ODE, but for districts as well.

Interviewer Notes



Half of all not completed/refused interviews had no notes. So neither we, nor the district, has enough context for the data being entered.

Interviewer Notes

- Not Completed: “Other”
 - Example 1: “Phone not accepting calls”
 - Example 2: “No one spoke English”
- Not Completed: “Refused”
 - Example 1: “Mom said no thank you and would ask the student to call they were interested.”



98% of these interviews, based on the interviewer notes, should have been marked as something else.

Other -

Example 1: Should be Unable to Find or No Response

Example 2: Should be Unable to Find Refused –

Example 1: Should be No Response

Interviewer Notes

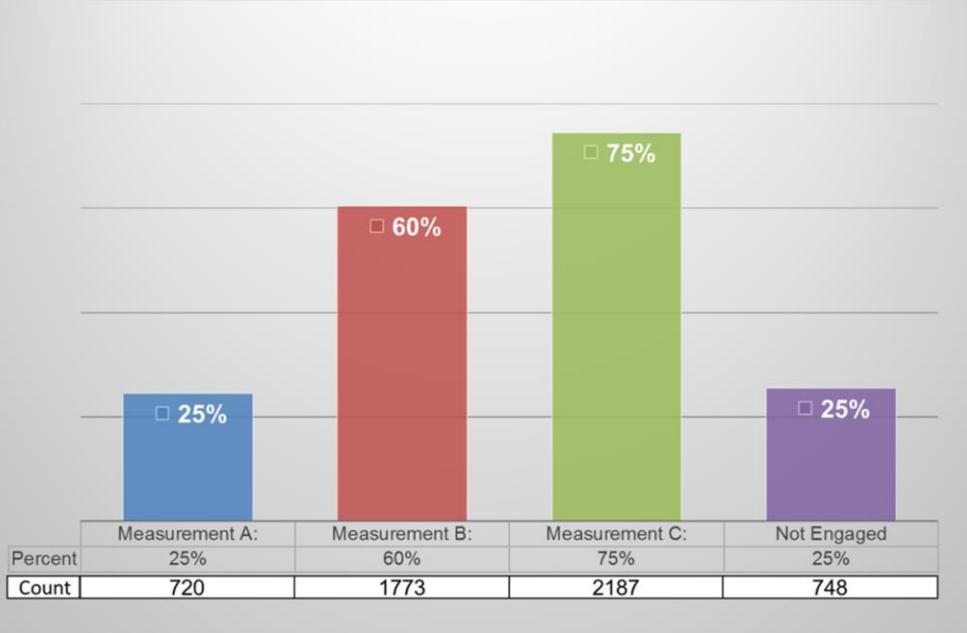
- “No agreement to participate”
- “Not enough time” (paraphrase)
- “Hung up on” ≠ Refused
- “Not in Graduating Class” (paraphrase)



Based on the notes available, we wanted to clarify a few things.

1. No Agreement to participate. A handful of interviews claimed they could not complete because of a missing agreement. This is not required for Follow-Up interviews.
2. Not enough time. We are paraphrasing here. This is not a completed interview and should not be marked as such.
3. We see a lot of interviews marked as Refused when the notes say they were hung up on. If you are hung up on without a word from the respondent, that is not a refusal. Mark it as Unable to Find
4. There were a few interviews where the notes indicated that the student was not eligible because they were not supposed to graduate at that time. Graduation is not a condition of the PSO. Leaving High School is. For example, if a child enrolls in 9th grade and receives special education services for 5 minutes, then exits and does not re-enroll the following year, they are eligible to take the PSO survey.

Oregon IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2015-16 School Year Exiters



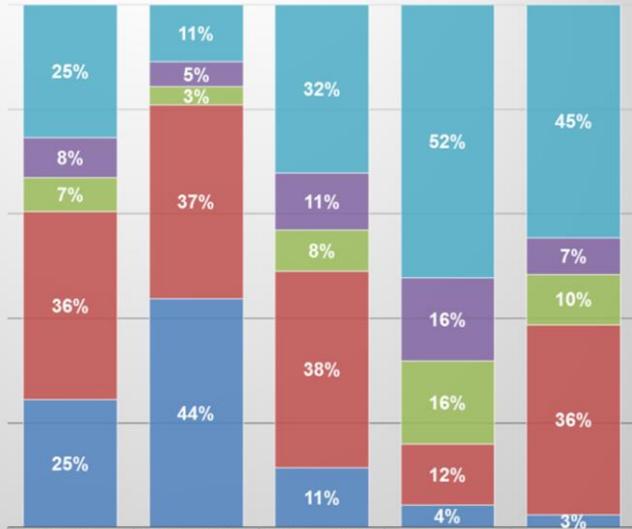
A – Higher Education

B – Higher Ed + Competitive Employment

C – A + B + Other Engaged

Oregon IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2015-16 School Year Exiters

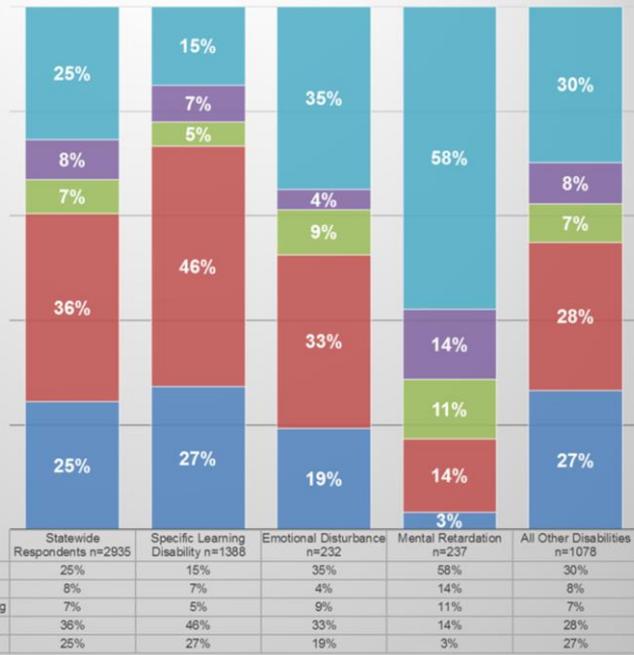
**Respondents
by
Type of Exit**



Exit Type	Statewide Respondents n=2935	High School Diploma n=1361	Certificate or Modified Diploma n=918	Aged out n=138	Dropout n=518
Enrolled in higher education	25%	44%	11%	4%	3%
Competitive employment	36%	37%	38%	12%	36%
Enrolled in other postsecondary education or training	7%	3%	8%	16%	10%
Some other employment	8%	5%	11%	16%	7%
Not Engaged	25%	11%	32%	52%	45%

Oregon IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2015-16 School Year Exiters

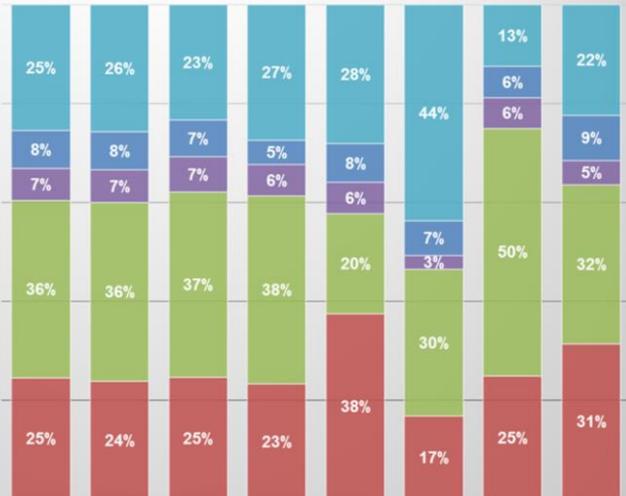
**Respondents
by Type of
Disability**



- Not Engaged
- 4: Some other employment
- 3: Enrolled in other postsecondary education or training
- 2: Competitive employment
- 1: Enrolled in higher education

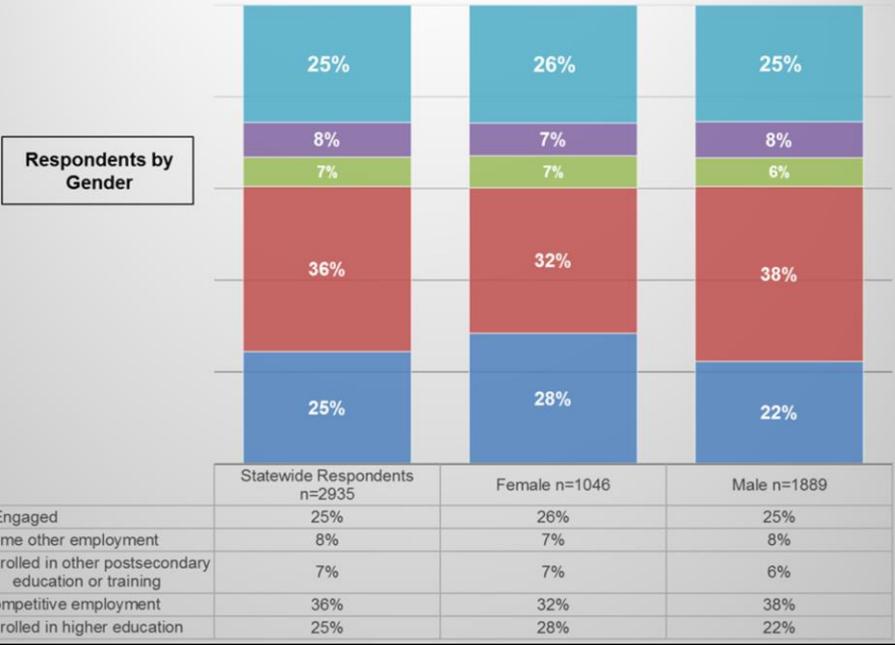
Oregon IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2015-16 School Year Exiters

Respondents by Ethnicity



Outcome	Statewide Respondents n=2835	White n=1886	Hispanic/Latino n=631	Black or African American n=124	Asian n=64	American Indian/ Alaska Native n=71	Native Hawaiian or Other Pacific Islander n=16	Two or more races n=143
Not Engaged	25%	26%	23%	27%	28%	44%	13%	22%
4: Some other employment	8%	8%	7%	5%	8%	7%	6%	9%
3: Enrolled in other postsecondary education or training	7%	7%	7%	6%	6%	3%	6%	5%
2: Competitive employment	36%	36%	37%	38%	20%	30%	50%	32%
1: Enrolled in higher education	25%	24%	25%	23%	38%	17%	25%	31%

Oregon IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2015-16 School Year Exiters



Upcoming 2019 PSO Changes

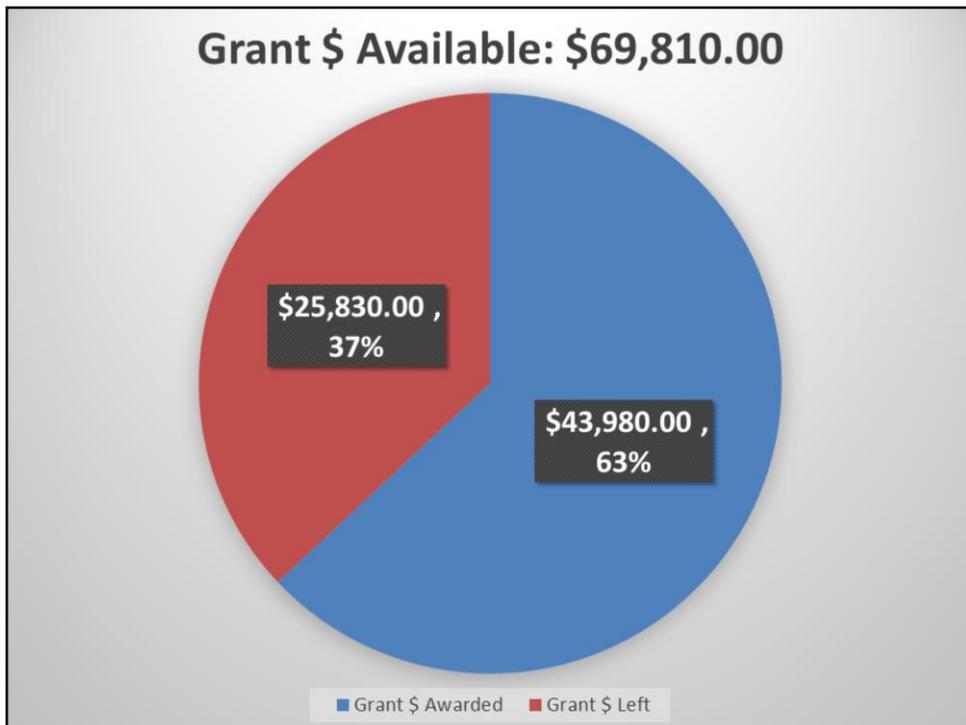
- Adding a step in the application.
 - Step 1: Record Review
 - Check the student's record
 - See if they have returned (can only be checked if the student did not earn a Regular Diploma nor Age Out)
 - Step 2: Interview
 - Make attempts to contact the student.
- Add "Not Eligible" option for districts
 - No longer delete a student.
 - ONLY IF a student has re-enrolled or the student is deceased.



Upcoming 2019 PSO Changes

- Start collecting how the survey was completed (Phone, Email, Mail)
- Require the interviewer to enter what the relationship was when the Respondent is “Other”
- Require the interviewer to provide notes when the respondent cannot be contacted (e.g., No Response, Unable to Find, Other, Refused, etc.)





★ Total number of Leavers 4,654 (FFY17-18)

★ Total completed interviews 2,936(FFY17-18)

Settlement Update- We Need You

**PSO data is reporting to Lane V. Brown
Settlement Agreement**



Why Is This Data Important To Your District?

The district response rate will be on the report card in the near future!



How The State Has Used PSO Data

A stop light has been added to the SPR&I dashboard for indicators 13 & 14



State has offered \$15 to school districts per interview submitted online and on time

In 2016, the PSO application was a sample to a census.

Consolidated Plan for SPR&I includes indicators 1,2,13 and 14 in College and Career readiness section



What The State Has Learned?

We learned that having access to the data at a local level will help drive local decisions and is creating successful outcomes for students

Provided funds from state to support the district's capacity to collect PSO data and to be used to improve district transition practices and programs



Local level now have access

\$ was used for..OSTC, SPR&I trainings, purchasing AATA, Curriculum,

How To Use Your PSO Data?

- Access to local data
- Obtain your district data
- Organize a stakeholder group to explore PSO
- Prepare data to share
- Discuss data trends, patterns, and observations
- Consider and synthesize other data
- Make decisions about what's working and for whom it is working
- Change what isn't working

Parental involvement as 1 of 16 predictors of post-school success for students with disabilities; students with one or more parents who participated in more IEP meetings in grades 11 and 12 were more likely to be engaged in post-school employment.

Bullet 3 *Model stakeholder group- show them how to look at their data by how we look at state data

Consolidated Plan “College and Career Section”

PSO and the Consolidated Plan SECTION 1 – COLLEGE AND CAREER READY

SECTION 1 – DATA ANALYSIS

P - Performance Indicator, C - Compliance Indicator

- B14 (P) – Post-School Outcomes
- B13 (C) – Secondary Transition Components of IEPs
- B1 (P) – Graduation
- B2 (P) – Dropout

1.1 Describe the district's process for completing the Post-School Outcomes follow-up surveys, including the effectiveness and challenges with the process.

1.2 Based on the district's analysis of the past 3 years of Post-School Outcomes engagement data and PCR results from the eight individual transition standards, describe district policies, procedures or practices which may have affected the trends or patterns of the past 3 years of Post-School Outcomes data.

And More questions



Agencies are interested in hearing about data

Vocational Rehabilitation wants to know if they
are increasing in their collaboration



Oregon's Open Ended Question:

*If you could tell your school one
thing, what would you tell them?*



*(make a suggestion to help better prepare current
students for life after high school)?; What was most
helpful or could have been done better?*

How Do You Think Respondents Answered The Question



Our Curiosity



The purpose of our study was to learn what messages former students and designees had for staff at their former schools.



Findings: Domains

- Advice
- Help
- Satisfaction
- Awareness



Findings Advice: as guidance or recommendations relevant to high school transition experiences or transition areas.

• **General Advice** – no clear referent

- School environment (e.g., *keep everything the same*)
- School policies (e.g., *increase special education funding*)
- Programs (e.g., *focus more on education instead of sports*).

"Get rid of the drama" (male, max age) and "always have fun doing what you're doing" (designee male max age).

• **Advice to Students** - directed to students still in high school

- Do's and don'ts of student life (e.g., *study harder, don't skip school*)
- Student-needs (e.g., study skills, supports)

"Don't be afraid to talk to your teachers and ask for help. And get to know your teachers" (male grad reg. diploma).

• **Advice to school staff** - directed to school staff

- Academic and college preparatory-type classes (e.g., math)
- Vocational and life classes (e.g., auto shop)
- Emotional support

"Believe me when I say I am trying hard" (male, graduate); "I liked school, but sometimes it was hard. Be patient" (female graduate).

Findings Help: explicit or implicit requests for assistance

- **Help needed** - related to a specific class, skill, or task in or beyond high school
 - In school supports – 1:1 help, mentoring, tutoring
 - Beyond school – college, work, and adult roles
- **What could have help** – wistfulness
 - During school - specific classes/programs
 - After school - extension of the school day or year
 - Outside of school - job training; connecting with agencies
- **What was helpful**
 - People – by name
 - Programs – school generally or specific program
 - Skills learned – riding the city bus, budget, resume
 - Supports – agencies such as VR

"Overwhelming HS environment - would like more mental health counseling" (female dropped out).

"More help with budgeting and independent living skills" (female grad reg diploma).

"Communication in social settings. Small talk - coworker - how to make friends in work environment" (male grad reg diploma).

"I would thank my teachers for all they did to help me finish my diploma and graduate. Ms. xxx was the biggest help-she helped me in ways she will never know. Mr. xxx was a help also" (male graduate)

Findings Satisfaction: praise or criticism of school experience

- **Compliment** – expression of appreciation or praise

- School staff – general and specific comments
- School experiences – specific positive

"Mrs. X taught well and helped me with personal issues" (female grad reg diploma).

- **Complaint** – expression of unhappiness or criticism

- Personnel issues – turnover, not caring about or listening to students, communication
- School climate -- facilities, policies, and environment
- Classes – size, not interesting, not allowed to take

"More communication is needed between special education staff and other teachers" (male grad reg diploma)

"They never seemed to care if I was even there" (female dropped out)



Findings Awareness: life observations and knowledge of self

- **Life observation** – connected adult life to high school
- **Self Awareness** – reflective quality
 - Limitations and/or not being prepared
 - Could have done more or worked harder
 - Sense of success or accomplishment; being prepared
- **Locus of control** -responsibility for actions, experiences, and outcomes
 - Internal – choice, importance of having goals/a plan, and using self-management strategies
 - External -- responsibility for their actions and outcomes attributed to others

"School does really help!"
(male grad reg diploma).

I have completed a year in computer science and traveled Europe over the summer and am a success" (male grad).

"Overall good; what I didn't get was on my end"
(male grad reg diploma).

"You guys are the ones who made me graduate, so I don't know" (female grad mod diploma).

Additional findings

Bullying

Advice (e.g., “fix the bullying problem”),

Awareness (e.g., “no bullying, he quit school because of it”)

Help (e.g., “how to deal with intimidation of other kids, bullying. It changes how you deal with situations as an adult

Family/parent involvement

Satisfaction (e.g., “I’m glad that the school gave my parents ideas about how to keep me in school, so I would graduate”),

Advice (e.g., “more focus on struggling students”; “more help and better communication between teachers and parents”)

Help (e.g., “more resources for parents”).



Highlight state resources for these findings

Bullying Guidance Oregon Anti-Bullying Law

- Requires school districts to have a policy against harassment, intimidation or bullying, and cyber-bullying.
- School districts must incorporate into existing training programs for students and school employees' information related to the prevention of, and the appropriate response to, acts of harassment, intimidation and bullying and acts of cyberbullying" (ORS 339.359).
- Bullying Guidance (2017) summarizes the "rules and processes in place to address bullying, harassment, and intimidation in Oregon public schools" (n.p.).
- <http://www.oregon.gov/ode/students-and-family/healthsafety/Documents/bullyingguidance.pdf>



Implications for Stakeholders

- Positive and negative statements warrant further investigation
- Advice can serve as opportunities for recognition and motivation
- Identify issues for policy implications
- Importance of training data collectors to ask probing questions



PSO Data Considerations

- Supplemental questions add insight to former student experiences
- Listening to students and families
- Use the voices of former students and families in collaboration to improve student success



Listening to students and families can give us insight to what is needed to be successful beyond high school

Change.... What isn't working



Table activity- talk about what they, as a district should change-

Predictors of Post School Success



Objectives for the Afternoon

- Gain a better understanding of Evidence-Based Practices, Research-Based Practices, Promising Practice, and Unestablished Practices.
- Learn about the Top 10 requested Predictors of Post School Success and possible activities, resources, and lessons that could be used in your community
- Learn how applying predictors in your district can support the increase in positive post school outcomes



What is Evidence Based



Individuals with Disabilities Education Act (IDEA) require that schools use programs, curricula, and practices based on "scientifically-based research" "to the extent practicable." This means that whenever possible, the educational interventions being used must be strongly supported by evidence from well-conducted research studies. Educational research may be said to be scientific when it:

1. Uses a sound research design.
2. Is based on high quality data analysis. Researchers must be sure to carefully collect, store and examine the data.
3. Involves other researchers to review the results..



- Using a sound research design: The outcomes of students receiving a tested teaching strategy or intervention are compared to similar students who do not receive the intervention.
- Based on high quality data analysis: Researchers must be sure to carefully collect, store and examine the data.
- Involves other researchers to review: The study should be reported in a journal so other researchers can review the methods used and repeat the research in other settings.

NTACT's Levels of Evidence

Evidence: Refers to the amount and quality of research supporting a practice

- NTACT has four levels of evidence:
 - Evidence-Based Practices
 - Research-Based Practices
 - Promising Practices
 - Unestablished Practices
- Both quality and quantity are needed to move up levels



Evidence-Based Practices

- Have used rigorous research designs
- Have demonstrated a record of success for improving student outcomes
- **Have undergone systematic review process using quality indicators to evaluate level of evidence**

Research-Based Practices

- Have used **rigorous research designs**
- Have demonstrated a record of success for improving student outcomes

Promising Practices

- Developed based on research
- Have demonstrated limited success for effectiveness
- Have used a **'weak' research design**

Unestablished Practices

- Are not based on research
- No data have been collected
- Based on anecdotal evidence and professional judgment exists

(Heisel, Hitchcock, Miller, Mallinow, & Murray, 2006; Lembke & Stormont, 2008; Twyman & Sata, 2008)

National Post-School Outcomes Center

13

What is Evidence Based?

Evidence-Based Practice	
Group Experimental Design	<ul style="list-style-type: none"> Two high quality¹ or a combination of four high and acceptable quality² studies using rigorous research designs demonstrating positive effects Studies must calculate effect size or report data that allows for calculation There is no evidence from a high or acceptable quality study demonstrating negative effects
Single-Case Design	<ul style="list-style-type: none"> A combination of five high³ or acceptable⁴ quality studies using rigorous research designs demonstrating a functional relation and positive effects Three independent research teams There is no evidence from a high or acceptable quality study demonstrating negative effects
Correlational	<ul style="list-style-type: none"> Two high quality <i>a priori</i> (planned, hypothesis stated) studies⁵ using propensity score modeling/ matching⁶ which demonstrate consistent significant correlations between predictor and outcome variables Studies must calculate effect size or report data that allows for calculation There is no evidence from a high <i>a priori</i> study demonstrating negative correlations between predictor and outcome variables
<small> ¹ High quality group experimental study must meet 1, 2, 3, 4, 6, 8, 9 & 10 and 5 or 7 of EQIs and at least 4 of the DQIs Quality Indicator Checklist for Group Experimental Research ² Acceptable quality group experimental study must meet 1, 2, 3, 4, 6, 8, 9 & 10 and 5 or 7 of EQIs and at least 1 of the DQIs. Must calculate effect size or report data that allows for calculation Quality Indicator Checklist for Group Experimental Research ³ High quality single-case study meets all quality indicators Quality Indicator Checklist for Single-Case Research ⁴ Acceptable quality single-case study meets all QIs except 2 & meets one of 17-20 Quality Indicator Checklist for Single-Case Research ⁵ High quality <i>a priori</i> studies must meet all quality indicators for correlational research ⁶ High quality propensity score modeling studies must meet all quality indicators for correlational research </small>	

What is Research-Based?

Research-Based Practice	
Group Experimental Design	<ul style="list-style-type: none"> · Two studies using rigorous research designs demonstrating positive effects (may or may not have not been reviewed for quality indicators) · Studies must calculate effect size or report data that allows for calculation · There are more studies using rigorous research designs showing demonstrating positive effects than studies using rigorous research designs demonstrating negative effects
Single-Case Design	<ul style="list-style-type: none"> · Three studies using rigorous research designs demonstrating a functional relation (may or may not have not been reviewed for quality indicators) · Two independent research teams · There are more studies using rigorous research designs demonstrating a functional relation and positive effects than studies using rigorous research designs demonstrating negative effects
Correlational	<ul style="list-style-type: none"> · A combination of two high or acceptable quality¹ <i>a priori</i> studies demonstrating consistent significant correlations between predictor and outcome · Studies must calculate effect size or report data that allows for calculation · There are more high or acceptable quality <i>a priori</i> studies demonstrating positive correlations than high or acceptable quality <i>a priori</i> studies demonstrating negative correlations

¹ Acceptable quality *a priori* studies must meet 2, 3, 6, 7, 8, 9, 10, 11 of the OIs for correlational research

What is Promising Practice?

Promising Practice	
Group Experimental Design	<ul style="list-style-type: none"> · One study using a rigorous research design demonstrating positive effects <li style="text-align: center;">-or- · Two studies using a weak research design demonstrating positive effects
Single-Case Design	<ul style="list-style-type: none"> · One study using a rigorous research design demonstrating positive effects <li style="text-align: center;">-or- · Two studies using a weak research design demonstrating positive effects
Correlational	<ul style="list-style-type: none"> · One acceptable quality <i>a priori</i> study with consistent significant correlations between predictor and outcome <li style="text-align: center;">-or- · Two acceptable quality¹ exploratory (no specific hypothesis) studies with significant correlations between predictor and outcome
Qualitative	<ul style="list-style-type: none"> · One quality² qualitative research study
<p>¹ Acceptable quality exploratory studies must meet 1, 3, 6, 7, 8, 9, 10, 11 quality indicators for correlational research</p> <p>² Quality qualitative studies must meet 1, 2, 4, 5, 6, 7 and relevant data collection method quality indicators for qualitative research</p>	

65

What is Unestablished Practice?

Unestablished Practice

- Descriptive studies, anecdotal evidence, or professional judgment articles describing a practice
- More acceptable or high quality studies demonstrating negative effects, than quality studies demonstrating positive effects



66

What are predictors of post school success?

Predictors provide a framework for implementing transition related interventions in school that are likely to lead to positive post-school outcomes for students with disabilities.



- Remind them they will see lists with 17, 18 even 20. These are ever changing as more research is reviewed.

Findings to Date...

20 predictors

These are organized by relevant transition area:

- Education
- Employment
- Independent Living



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	

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	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

70

Evidence-Based Predictors & Practices



Predictors = in-school interventions (e.g., programs) that increase the likelihood of positive post-school outcomes; derived from correlation research studies.



Practices = instructional strategies derived from experimental research studies.

71

Relationship between Predictors & Evidence-Based Practices

Predictors

- Systems
- Programs
- General practices/
skills

Practices

- Specific interventions
- Instructional Strategies
- Curriculum

72



- We will talk more about the EBPs in Phase 4

Using EBPPs at a District, School or Student Level

Evidence-based predictors and practices...

- Link secondary transition program characteristics to improved post-school success
- Can be used to:
 - Develop programs
 - Expand, evaluate, and strengthen existing programs
- Help IEP teams design annual goals and transition services that are more likely to help students achieve their stated post-school goals

Knowledge and/or Experience per Effective or Best Practices for Secondary Transition*

Name: _____ District/School: _____ Site: _____ Date: _____

Willamette EDUCATION SERVICE DISTRICT

Self-Assessment for Secondary Seamless Transition Teams
Please rate your level of knowledge and/or experience for each of the practices identified below. The information that you provide will help to shape future training activities.

Sample Practices

Level of Knowledge and/or Experience

Very Little Knowledge or Experience → Extensive Knowledge and Experience

1. IDEA transition requirements, procedural compliance standards	<input type="radio"/>				
2. Person Centered Thinking, Person Centered Planning, Discovery	<input type="radio"/>				
3. Engaging students in IEP development, planning, presentation	<input type="radio"/>				
4. Strategies for promoting self-determination among students	<input type="radio"/>				
5. Predictor variables associated with post-school outcomes	<input type="radio"/>				
6. Development of post-secondary goals and transition services per IEP	<input type="radio"/>				
7. Conducting/using formal/informal transition-related assessments	<input type="radio"/>				
8. Implementation of Pre-Employment Transition Services	<input type="radio"/>				
9. Tools and strategies for evaluating transition outcomes for students	<input type="radio"/>				
10. Strategies for providing work-based instruction and work experience	<input type="radio"/>				
11. Strategies for developing community-level secondary transition teams	<input type="radio"/>				
12. Agency eligibility requirements and referral procedures	<input type="radio"/>				
13. Strategies for providing work-based instruction and work experience	<input type="radio"/>				
14. Transition-related community service providers and contact information	<input type="radio"/>				
15. Strategies for promoting/facilitating parent/family involvement and support	<input type="radio"/>				
16. School district requirements for community-based work experience	<input type="radio"/>				
17. Operation of school-based businesses and related requirements	<input type="radio"/>				
18. Employer engagement, job development, and job coaching, systematic instruction	<input type="radio"/>				
19. Postsecondary educational services and vocational programs for students	<input type="radio"/>				
20. Oregon's Transition Resource Handbook, Transition Path to Adulthood	<input type="radio"/>				

Based on this self-assessment, please provide a brief description of any future training activities that may aid you in implementing any of the above practices:

TNE Adapted from: Kolar, P.D., Field, S., Izzo, M., & Johnson, J.R. (2005). Transition from school to life: A workshop series for educators and transition service providers. Portland, OR: Council for Exceptional Children. www.self-assessment.bestsecondarytransition.org

OREGON DEPARTMENT OF EDUCATION
Oregon achieves... together!

This form is used as a self-assessment tool for educators and others to self-identify their respective level of knowledge or experience in 20 key areas related to best practices in secondary transition. Information gathered via this informal self-assessment is used to create professional development plans individually or as a group, team, or program. The Transition Network Facilitator and others can then work to provide meaningful consultation, training, and technical assistance in order to meet your unique needs or the needs of your program.

TOP 10 Predictors for Review...



Predictor Implementation School/District Self-Assessment

Predictor Implementation School/ District Self-Assessment

National Post-School Transition Center
University of Oregon
2014-2015

National Secondary Transition Technical Assistance Center
University of North Carolina at Charlotte
2014-2015

August 2015

This document is an adaptation of the Predictor Implementation School/District Self-Assessment, which was developed by the National Post-School Transition Center and the National Secondary Transition Technical Assistance Center. The original document is available at www.nsttac.org. The original document is available at www.nsttac.org. The original document is available at www.nsttac.org.

National Post-School Transition Center
National Secondary Transition Technical Assistance Center



Predictor Category	Intentional Definition and Career Awareness is learning about opportunities, education, and skills needed in various employment settings to choose a career that meets one's interests and abilities.	Degree of Implementation	Evidence of Implementation
Student Development	<ol style="list-style-type: none"> 1. Provide clinical skills, competencies and cognitive opportunities to help develop career-ready skills. 2. Provide knowledge, general speakers, industry tours, Career Technical Education classes, or career fairs. 3. Identify skills and qualifications required for occupations aligned with one's career area. 4. Conduct career assessments in the general curriculum to match career competencies related to the career interest. 		
Program Structure	<ol style="list-style-type: none"> 5. Make explicit connections between academic skills and career skills and assist in career readiness throughout all general education classes. 6. Provide internships or opportunities related to careers of interest (e.g., internships, apprenticeships) for students to learn about their performance and aptitudes for various types of careers. 7. Provide experiences to learn about a job in chosen career path. 		
Experiences	<ol style="list-style-type: none"> 8. Intentionally experiences are activities occurring outside of the school setting, supported with in-class instruction, where students gain authentic, meaningful, and/or general work behaviors and skills. 9. Offer individualized assistance to support meaningful, community-based experiences. 		
Program Structure	<ol style="list-style-type: none"> 10. Conduct individualized assessments to determine skills needed for various community environments. 11. Provide techniques and skills needed to apply across community environments as identified via ecological assessments. 12. Conduct transition assessments with students and families to determine appropriate community environments for member and future activities. 		

National Post-School Transition Center
National Secondary Transition Technical Assistance Center



This assessment is based on the post-school predictors and guided the group to self-assess for areas of needed supports: Interagency Collaboration, Vocational Education, Self-Determination and Self-Advocacy, Community Experiences... etc. This extensive assessment helped us determine that Self-Advocacy and Interagency Collaboration were areas of need across all schools in Cenetnnial School District.

(able to emphasize what is in place for all students. We found what was needed for students with disabilities and filling the gaps)Each district will have strong areas and areas of need. Ie. off site transition programming is strong in some and high school continuum of transition supports are in need.

Career Awareness

Career Awareness - learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence



Program Characteristics: Career Awareness

1. Provide school-wide comprehensive and systematic opportunities to learn about various careers
2. Identify skills and qualifications required for occupations aligned with core content areas.
3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas.
4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.
5. Provide systematic, age appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career.
6. Provide instruction in how to obtain a job in chosen career path

- via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.

Career Awareness

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Career Awareness	<ul style="list-style-type: none"> - Using Extended Career Planning Services after Graduation - Using the Self-Determined Learning Model of Instruction 	<ul style="list-style-type: none"> - Youth to Work Coalition activities: www.nsttac.org - Transition Assessment Toolkit: www.nsttac.org - Transition Assessment Reviews: www.transitioncoalition.org - Guidance on career development activities: www.ncwd-youth.info - Information on volunteer opportunities and programs for youth: www.nationalservice.org or search for volunteer opportunities in your local communities

Career assessment inventory tools

<https://www.trainoregon.org/trainoregon/career-assessment>

https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf

<https://www.mynextmove.org/>

<https://oregoncis.uoregon.edu/Portal.aspx>



First two links are picture inventories for struggling readers. Second two are more in depth with links to dive deeper into career info.

Career Awareness

[Career Search Activities;](#)

Regional job Club ([Resource Link](#))



Collaborate with other schools to do a job-themed field trip day to tour/visit manufacturers, hear speakers and give students exposure to job sites.

Places we have gone in Eastern Oregon: ODOT, Nelson Irrigation, ODFW, Trailer Manufacturing, Baretto Equipment Manufacturing, Dairy Queen, Subway, Thriftway Deli/Produce/Bakery/ Meat, City Public Utilities, Park and Rec, Walmart Distribution, Hospitals for health service work.



Resource 1: Career Search Activities is an electronic document that is downloadable with search engines for different careers. Show link.
Resource 2: RJC Folder Contains Templates for planning, permission slips, student surveys, sample flier, handbook, etc. (show link)

Paid Employment/ Work Experiences

Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment.

Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.

82

Program Characteristics: Paid Employment/Work Experience

1. Consider results from age appropriate assessments, high interest areas, what work experiences can be developed in those areas
2. Arrange trip to visit businesses, where students want to learn more
3. Consider connections, family, friends, local small businesses to build on work experiences and paid employment
4. If student is in paid employment, rely on Employment team (ieVR Counselor, Job Coach, Job Developer, County Service Coordinator/Personal agent, family) what will help ensure success and longevity of work
5. Use of evidence based practices, such as systematic instruction, to support individuals as they learn new skills
6. Travel training- how will the student get to and from work
7. Assistive tech apps to help manage time, schedule reminders

1. Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships.

***Consider work study, apprenticeships, and internship environments that are culturally sensitive to students from different cultural backgrounds.*

2. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).

3. Provide transportation training, including the use of public transportation and job-site and community safety.

4. Conduct job performance evaluations by student, school staff, and employer.

5. Provide instruction in obtaining (e.g., resume development) and maintaining a job.

6. Develop a process for community-based employment options in integrated settings with a majority of co-workers without disabilities.

7. Conduct situational vocational assessments to determine appropriate job matches.

8. Develop a process to enable students to earn high school credit for paid employment work experience.

2

9. Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school that will support student in work or further education.

10. Involve appropriate adult services (e.g., Vocational Rehabilitation or job coach when needed) in the provision of community-based work experiences.

11. Use age-appropriate assessments to ensure jobs are based on students' strengths, preferences, interest, and needs.

12. Ensure employment training placements offer opportunities for (1) working 30+ hours/week, (2) making minimum wage or higher, with benefits, and (3) utilizing individualized supports and reasonable accommodations.

Paid Employment/Work Experience

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Paid Employment/Work Experience	<ul style="list-style-type: none"> - Using Community-Based Instruction to teach employment skills and safety skills (transportation) - Using Response Prompting to teach employment skills - Using Mnemonic Strategies to teach job application completion Practices to teach specific job skills: <ul style="list-style-type: none"> - Using Computer-Assisted Instruction - Using Constant Time Delay - Using Self-Management 	<ul style="list-style-type: none"> - Youth to Work Coalition activities: www.nsttac.org - Resources regarding internships, apprenticeships, and employee mentors: www.ncwd-youth.info - Resources from US Business Leadership Network: www.usbln.org - Resources from www.transcen.org regarding employment preparation and support - For developments regarding Employment First initiatives through the National Governors Association http://www.dol.gov/odep/topics/EmploymentFirst.htm - Youth Rules: Preparing the 21st Century Workforce: http://www.youthrules.dol.gov/



Work experiences/Paid employment

Crafting resumes that highlight skills, consider using video resumes

Resource: Assistive tech apps to help create video resumes- WISE



Resumes & Portfolios	Description
iMovie	Native to iOS/Apple devices. Easy movie maker
Keynote	Create dynamic presentations
Magisto	Video Editor
Movie Maker	Video Editor
Pictello	Create portfolios with text, pictures, and audio
Powerpoint	Create presentations for interviews
Prezi	Presentation creator with 'zoom' feature Embed videos.
Story Creator	Create stories using video, pictures, audio, and text



Assistive tech app WISE

Using Video Modeling to Teach Worksite Social Skills

- Students Wrote Directed and Acted in training videos for work experience
- Videos were posted on a password protected school worksite
- Students watched videos before their shift.
- Met for a class where they discussed what happened at that worksite.
- Website:
<http://blogs.4j.lane.edu/originalschoolstore/> password: schoolstore



Evidence Based- video modeling
See how to Strategy sheet.

Work experiences/Paid employment

Resources:

Forms to use when connecting with employers, data sheets to evaluate student performance

Consider how the work experience aligns with postsecondary employment goal

Job Performance			
Task	Description	Performance/Supportive Priority	Adaptation/Support Number



The form is titled "INDIVIDUAL COMMUNITY WORK EXPERIENCE TRAINING AGREEMENT" and features the "I-M-E-D" logo. It contains various fields for student and employer information, including name, address, phone number, and email. There are also sections for "EMPLOYER INFORMATION" and "AGREEMENT INFORMATION".

WORK HISTORY		
Date	Employer	Job Title



Individual Community Work experience training agreement: signed agreement, hold harmless insurance agreement, education based experience, Teachers, EA's

The Work History form supports both unpaid and paid opportunities. It shows the business/community partner what the student has experience with and the information related to supports needed, preferences, interests and strengths.

The Job Performance form helps to support both in regards to the skill ability level in the task that is to be addressed on the job.

Vocational Education

Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.

This predictor of post-school success has been labeled by NTACT at a Research Based level of evidence



Program characteristics: Vocational Education

1. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment. *
2. Provide a combination of in-school and community-based academic, competency-based applied, and hands-on learning experiences in the career pathways based on the local labor market.
3. Provide connection to postsecondary education and/or employment through site visits and connections with support services (e.g., vocational rehabilitation, disability support services).
4. Provide opportunities to earn certificates in certain career areas (e.g., Certified Nursing Assistant, Welding, Food Handlers Certification).
5. Develop business partnerships to ensure a relevant curriculum.
6. Provide career counseling and guidance to assist students in career planning and development aligned with the students' preferences, interests, needs, and skills.
7. Provide instruction in career development through volunteer work, job shadowing, work-study, apprenticeships, or internships.
8. Provide accommodation and supports in Career Technical Education (CTE) courses to ensure student access and mastery of content.
9. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).
10. Measure achievement in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).

Vocational Education

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Vocational Education	<p>Practices to teach academic skills:</p> <ul style="list-style-type: none"> - Using Mnemonic Strategies - Using Peer Assisted Instruction - Using Self-Management - Using Visual Displays - Using Technology Based Interventions <p>Practices to teach social skills:</p> <ul style="list-style-type: none"> - Using Response Prompting - Using Self-Management - Using Simulations 	<ul style="list-style-type: none"> - Resources from Career and Technical Education regarding career clusters and curricular supports: www.careertech.org and www.acteonline.org - Suggestions for embedding career awareness activities in academic instruction at the CCSS Transition Think Tank: www.nsttac.org - Resources on Universal Design for Learning and the Common Core State Standards: www.udcenter.org and http://www.corestandards.org/

Vocational Education

[Oregon Career Technical Education](#): Explore clusters/programs of study. Collaborate with your CTE directors and teachers to integrate SPED students into programs.

Oregon Vocational Training Resources ([search engine](#)): Know what Technical School and Community college programs in your region are accessible for vocational training options for your students

Oregon Building Trades: [Apprenticeships](#) contacts

<http://oregonapprenticeship.org/>

For recruiting visiting speakers on apprenticeships



Oregon CTE link shows career clusters in Oregon and Programs of study - challenge teachers to find out more on the program in their district and how to begin a program to integrate students able to accomplish program with accommodations/VR/YTP resources in the door.

Search engine for looking up vocational training by ip code; Directory of building trades reps for apprenticeship visits/recruiting.

Community Experiences

Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study.



Program Characteristics: Community Experiences

1. Allocate sufficient resources to support meaningful community-based experiences.
2. Conduct ecological assessments to determine skills needed for various community environments.
3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments.
4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.
5. Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills.
6. Observe and document students' attainment of desired behaviors and skills across diverse environments.
7. Instruct students in use of public transportation.
8. Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments.
9. Involve parent and adult service providers to support student involvement in community experiences.
10. Cooperate with community partners (e.g., employers, recreation facilities) to develop community experience sites.
11. Provide supports for parents to arrange community experiences after school hours.
12. Train teachers and paraprofessionals in necessary safety, health policies, and liability coverage necessary for students to participate in community experiences.

- **Safety skills**
- **Communication skills**
- **Employment skills**
- **Community integration skills**
- **Cooking skills**
- **Purchasing skills**

Community Experiences

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Community Experiences	<ul style="list-style-type: none">Using Community-Based Instruction	<ul style="list-style-type: none">Resources regarding travel training and accessible transportation: www.projectaction.orgInformation on volunteer opportunities and programs for youth at www.nationalservice.org or search for volunteer opportunities in your local communitiesFor information about Community-Based Instruction: http://www.project10.info/DetailPage.php?MainPageID=158



Community-Based Instruction Example: Community College

- Targets students who have a post school educational goal of attending Community College.
- Students scheduled to observe a 100 level Credit Class. During the observation, students complete an observation form. Students observe Academic, Executive Functioning and Social Skills needed to be successful in a college class.
- Students complete a typed reflection of observation that will mimic an assignment they will see in a 100 level college class.

College Success	Name
Assignment #1: Observation of a 100 level General Requirement Class	
Purpose of the Observation: To identify the academic, social and executive functioning skills first year college students need to be successful in the postsecondary education setting	
Directions: Observe a University of Oregon Credit Class and complete observation form during the class. <u>Stay for the entire class.</u> Observe student interactions with the teacher and student interactions with each other. Observe the skills needed to be successful in the class.	
Submit a 1 to 2 page typed paper of your experience. Please answer the following questions in your paper. The assignment is worth a maximum of 25 points. The Assignment is due on August 6.	
<ul style="list-style-type: none">• What academic skills do students need to be successful in class?• How did the students behave during class? Is this similar or different than high school?	



This is just an observation – where is the instruction?

Learning how to find disability resources- finding a reader board with class assignments

Community Based Instruction Example: Community Mapping

- Students work in groups to visit neighborhoods and document resources in neighborhoods
- Purpose:
 - Become familiar with community resources
 - Identify available living, employment, education, recreation and services.
 - Determine skills that are necessary to live, work attend school and recreate in the community.
- Article: Transition Planning: Community Mapping as a Tool for Teachers and Students By Kate Tindle, Pam Leconte, LaVerne Buchanan, and Juliana M. Taymans
<https://files.eric.ed.gov/fulltext/ED495871.pdf>

Each student will be assigned a role:

Role	Responsibility	Materials
Mapper/Scout	Keeps the group on task, guides group using map. Keeps track of places visited. Draws map.	Map and clipboard to guide the group. Paper for making new map
Note-taker	Takes observational notes of people and places	Observational Note Form
Collector	Collects important artifacts (flyers, brochures, business cards, menus)	Bag for Collection
Photographer	Takes 8-10 significant photos of area	Digital Camera

As you explore each neighborhood, think about what it would be like to live there.
 What places would you need to know about? What skills would you need?



Social Skills

Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication).

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study regarding education, employment, and independent living and one *a priori* correlational study four exploratory correlational studies.



Program Characteristics: Social Skills

1. Integrate social skills instruction across the curriculum (e.g., general education and community).
2. Use a direct instruction curriculum to teach communication, interpersonal, conversational, negotiation, conflict, and group skills in context.
3. Provide opportunities for students to practice communication, interpersonal, conversational, negotiation, conflict, and group skills in context.
4. Assist students to use problem-solving skills when difficult interpersonal situations arise in context.
5. Provide parent and school staff information and training in supporting age-appropriate social skill development for their child, taking into consideration the family's cultural standards.
6. Use augmentative communication (AC) and assistive technology (AT) devices to encourage communication for students who use AC/AT.
7. Use ecological assessments to identify the social skills students will be expected to perform in each context.
8. Provide opportunities for students to practice social skills that foster authentic social interactions that foster the development of friendships.
9. Teach students to self evaluate their use of social skills in the appropriate context.
10. Teach students the social expectations for various environments (e.g., church, school, work, recreation).

Self-Advocacy/ Self-Determination Skills

Self-Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence regarding education and employment, based on one *a priori* correlational study in each outcome area.



Program Characteristics of Self-Advocacy/ Self-Determination

1. Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.
2. 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.
3. Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy.
4. Ensure all students, including those with significant disabilities, have a functional communication system to engage in choice making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions.
5. Conduct age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems, use information, make decisions, and to identify long-range goals.
6. Provide opportunities for students to develop self-awareness by engaging in honest and respectful discussions with students about their self-determination assessment responses.
7. Provide direct instruction in self-determination using a structured curriculum or evidence-based instructional strategy, with guided practice in natural school and community-based settings.

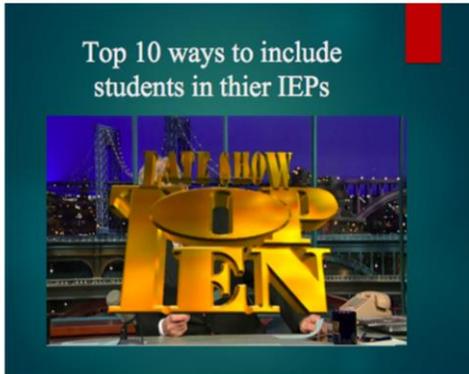
Self-Determination Skills

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Self-Determination Skills	<ul style="list-style-type: none"> · Using the Self-Determined Learning Model of Instruction · Using Whose Future Is It? <p>Practices to teach student participation in the IEP planning process:</p> <ul style="list-style-type: none"> · Using Whose Future Is It? · Using Check and Connect · Using computer assisted instruction · Using the Self-Advocacy Strategy · Using the Self-Directed IEP · Using Other Published Curricula 	<ul style="list-style-type: none"> · Lesson plan starters for component skills of self-determination (e.g., choice-making, goal-setting, self-advocacy) at www.nsttac.org · Resources at the Zarrow Center at University of Oklahoma: http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html · Resources at the Beach Center on Disability at the University of Kansas: http://www.beachcenter.org/default.aspx?JScript=1



Professional Development

Top 10 Ways...



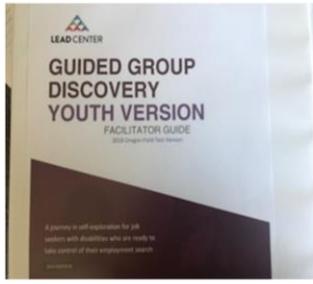
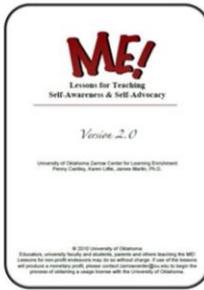
TOP TEN WAYS FOR STUDENTS TO ADVOCATE IN IEPs

- 10 Invitation**
Student chooses who to invite and is involved in sending the invitation i.e. invite, design own flyer, create cards
- 9 Use Augmentative Communication**
 - Student uses alternative communication methods to participate- i.e. switch, ipad, peca board
 - Student leads one small portion of the IEP -i.e. introductions of team to family, to co-facilitation of complete meeting.
- 8 Use a Script**
Create script collaboratively with student, pre-teach and practice ahead of time
- 7 Student does self-assessment to share with team**
 - TAGG (<https://tagg.ou.edu/tagg>)
 - Casey Life Skills (<http://filekills.casey.org>)
- 6 Collaboration in the draft of the IEP**
Student meets with teacher ahead of time to assist in draft version of the IEP. Student and teacher may agree to collaboratively present just one portion of the IEP i.e. Accommodations/Modifications page.
- 5 Discuss how and when to disclose struggles and needs**
Use Disability 411 tools for guiding student through this process www.ncwd-youth.info/411-on-disability-disclosure
- 4 Student Generated SMART Goals**
Use templates to teach students how to navigate special education guidelines for goal writing. Use template or app: www.timvandevall.com/templates/free-smart-goals-template.pdf <https://itunes.apple.com/us/app/stretch-smart-goals-scientificallly/id1104796231?mt=8>
- 3 Use Video**
Create a video résumé or routine to include in portions of IEP i.e. Present Level Examples include: Sarah (www.youtube.com/watch?v=K8hcm7QK6U) and Heather (www.youtube.com/watch?v=ZWJURTNsA)
- 2 Develop a One-Page-Profile**
Create ahead of time and student can bring copies for each team member and/or present it to the team at beginning of meeting. Informs Present Levels, Goals, Accommodations, Transition plan, etc.
 - FACT One-Page Profiles: <http://factoregon.org/resources/person-centered-plan-sample/>
 - www.sheffkids.co.uk/adults/site/pages/onepageprofiletemplates.html
- 1 Use PowerPoint**
Serves as a guide for student to follow throughout IEP meeting.



Example of student utilizing self advocacy- using person centered thinking and person first language

Examples of Self Advocacy Tools



MEGI stands for: Motivational Enhancement Group intervention. This program is designed for 14-22 year old youth with disabilities focused on career exploration and development, in a small group setting.

Sign of delivery Motivational interviewing collaborative goal setting/ type of communication	Benefits to students Explore student's "why" about work Share preferences and strengths Plan steps toward toward work
Goals of MEGI Engage students in conversations about work Increase self-advocacy skills Explore preferences, strengths and interests	What it looks like 10-12 class (over 3 months) 1 hour sessions Involvement with Incentive Sprints

Online Resources – Student Participation in the IEP

IEP Template
This template is to help you make a comprehensive and organized IEP. The template is for you to fill out. You can use the template to help you fill out your IEP. You can use the template to help you fill out your IEP. You can use the template to help you fill out your IEP.

<http://www.oregonstatebar.org/transition/iep-template>

Concerns
+ Examples: Feeling lonely
+ Lack of interest in the things that concern you about school, work, and home



ME Curriculum
 Single Page profiles
 Guided Group Discovery- Promising practice
 (maybe research based or possibly evidence based-
 unsure)
 See Oregon Transition handbook- Letter of
 introduction, student led IEP, student led IEP script

Interagency Collaboration

Interagency Collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study and one exploratory correlational study.



Program Characteristics: Interagency Collaboration

1. Develop wide reaching state interagency teams that include disability related and non-disability related agencies (e.g., Developmental Disabilities, Vocational Rehabilitation, Department of Labor, Social Security Administration) with a common interest in transition service delivery.
2. Develop and implement formal and informal agreements between agencies responsible for the delivery of transition services.
3. Develop an agreed upon vision and mission of transition services and programs.
4. Develop an organizational structure that includes a process for identifying membership (e.g., criteria for membership), terms of services, procedures for replacing members, orientation for new members, and web-based and print membership directories.
5. Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.
6. Implement a state-wide plan that (1) addresses gaps, (2) includes strategies for blending and braiding funding of other resources, (3) streamlines the transition process, and (4) eradicates duplication of service delivery.
7. Conduct asset/resource mapping to identify all community agencies that support youth with disabilities in the area as well as gaps in service delivery.
8. Clearly define roles and responsibilities of each organization as part of the interagency agreement. 2
9. Schedule regular times for planning, developing, and measuring the progress and effectiveness of implementing a shared transition service delivery system at all levels (e.g., individual student, school, local, region, state, and nation).
10. Develop procedures for shared problem-solving to address needs of students with disabilities and the barriers they may face during transition process.
11. Develop procedures for school staff to have a systematic way to include students, families, community members, and agencies at different levels of the transition process (e.g., when to invite to IEP meetings, when to refer families to meet with agency, when to provide information sheet to family)
12. Establish multiple methods of communication and information sharing across agencies.
13. Provide cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria.

Interagency Collaboration

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Interagency Collaboration		<ul style="list-style-type: none"> · Information regarding community resource mapping at www.transcen.org and from The Hamilton Fish Institute on School and Community Violence: http://gwired.gwu.edu/hamfish & Regional Educational Laboratory Northwest: http://educationnorthwest.org/ · Additional resources through the Wisconsin Department of Public Instruction's website regarding functional interagency agreements and collaborative work: http://sped.dpi.wi.gov/sped_transition · Annotated Bibliography of research and resources: http://nsttac.org/content/interagency-collaboration-annotated-bibliography



Interagency Collaboration: Examples

- Local Employment First meetings
- Transition Team Meetings
- Transition Specialist Consortiums

Groups can include: School Transition Staff VR counselors, CDDP, VR, OCB, Tribal VR, Employment Providers, local non-profit with programs related to youth, Worksource, Community Colleges, YTP specialists, TNFS, Pre-ETS Coordinators, ODDS Regional Employment Specialists, Brokerages, etc. etc. etc....

Groups can be action based and goal oriented or focus on providing and sharing information as a broad network

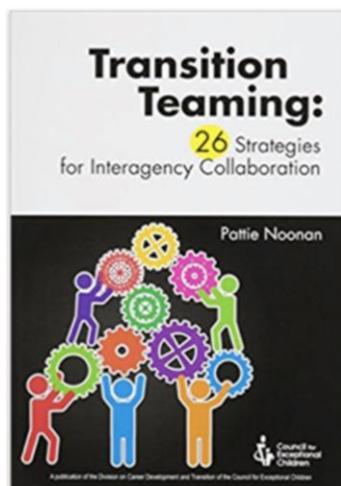


Collaboration through Local Employment First meetings, Transition team meetings Consortiums (Teachers, Administration, Transition Specialists (both YTP and non-YTP)

Inviting others from DD, VR, Family groups, Brokerages, Non-profits working with youth, any other community agencies or organizations that support Transition age youth

Interagency Collaboration Tool: 26 Strategies...

Ask your TNF
to check this
book out of
their toolbox!



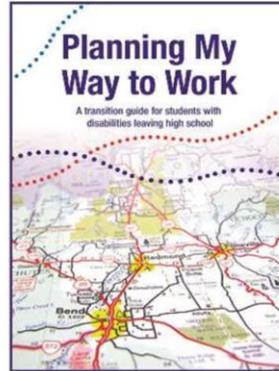
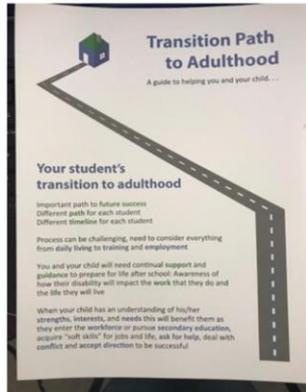
Interagency Collaboration: County Contact Trifold

Clackamas County: TRANSITION-AGE YOUTH AGENCY OVERVIEW

TRANSITION NETWORK FACILITATORS (ODE)	VOCATIONAL REHABILITATION (VR)	DEVELOPMENTAL DISABILITIES (DD) BROKERAGE SERVICES
<p>SERVICES OFFERED:</p> <ul style="list-style-type: none"> Offer technical assistance to educators for transition programming Work to support the collaboration of community partners (i.e. VR, DD, Brokerage) Implement trainings and professional development on policy and systems change Provide resources to Local Education Agencies Facilitates educational events for staff and families about local community agencies FATH Facilitation <p>CONTACT INFORMATION:</p> <p>Krista Wile Clackamas ESD krista@clackamad.org Office (503) 675-4163 Cell (503) 908-4867</p> <p>PELIXIS COORDINATOR (VR)</p> <p>Provides information to schools around Pre-Employment Transition Services</p> <ul style="list-style-type: none"> Job exploration and counseling Work-based learning experiences Transition/Post-secondary education Work place readiness Self-advocacy <p>Toni DeFretz Central VR toni_m.defretz@state.or.us Main Office Phone: (971) 673-3063</p>	<p>ELIGIBILITY REQUIREMENTS:</p> <ul style="list-style-type: none"> Discretionarily physical or mental disability that impacts one's ability to work Legal to work in the United States Disability is not Blindness or Deaf-Blindness (Commission for the Blind serves these individuals) <p>SERVICES OFFERED:</p> <ul style="list-style-type: none"> Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement) Support is offered in pursuit of ongoing community-based competitive wage employment options (not volunteer or sheltered work) <p>CONTACT INFORMATION:</p> <p>Clackamas Vocational Rehabilitation 4328 SE International Way, Suite B Milwaukie, OR 97222 (971) 673.6130</p> <p>ID/DD Specialist: Sherri L. Ellsworth sherri.ellsworth@state.or.us (971) 673-6542</p> <p>Commission for the Blind VR Counselor: Ashley Morton Janning The Oregon Commission for the Blind 535 SE 12th Ave, Portland, OR 97214 (503) 720-8871</p>	<p>ELIGIBILITY REQUIREMENTS:</p> <ul style="list-style-type: none"> ICDP: information provided by eligibility specialists Brokerage serves individuals 18 years and older and are referred by DD <p>SERVICES OFFERED:</p> <ul style="list-style-type: none"> Care management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care May subcontract with community partners <p>CONTACT INFORMATION:</p> <ul style="list-style-type: none"> *Clackamas County Developmental Disabilities Program (DD) Intake line: 503-557-2824 (monitored daily) Main line: 503-655-8640 *Brokerage Providing Services in Clackamas County: Community Pathways: 833-935-5143 Inclusion Inc: 503-332-2389 Independence NW: 503-546-2450 Meritor Oregon: 503-258-2440 UCF Communities: 503-546-3991 <p>*Nathan Decker: DD Employment Specialist</p> <ul style="list-style-type: none"> Facilitates collaborative practices between DD and community agencies (i.e. LEA, VR) Provides specific DD related information nathan.decker@state.or.us 503-510-3322



Interagency Collaboration Resources/Tools



Family Involvement

Parent or family involvement means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study.



Program Characteristics: Family involvement

1. Provide relevant information about transition planning to parents through a variety of means (e.g., written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, graduation.
2. Link parents with support networks (e.g., networking opportunities with other parents, advocacy groups).
3. Provide multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.
4. Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g., e-mail, notes home, home visits, regularly scheduled meetings in addition to IEP meetings).
5. Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g., vocational rehabilitation, mental health resources, postsecondary education institutions and supports).
6. Provide staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family).
7. Actively engage parents in interagency transition councils. 2
8. Collaborate with families to identify how the school and family/guardian can support the student in achieving their desired post-school goals.
9. Share transition assessment results with parents so that parents can use the information to provide training for their child in the home and the community and identify natural supports.

Family Involvement

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Parental Involvement	Using Training Modules	<ul style="list-style-type: none"> · Transition Planning Folder developed through the Ohio State Transition Improvement Grant: http://www.nsttac.org/content/transition-planning-folder-mapping-out-your-childs-transition · Resources from Regional Parent Technical Assistance Centers and statewide parent training and information centers: http://www.parentcenternetwork.org/ · Resources for youth and their families in transition in Michigan at http://www.mifuturebuilder.com/ · Resources specifically for families remain available through the website of the Technical Assistance on Transition and the Rehabilitation Act: http://www.pacer.org/tatra/



Family Involvement/Family Engagement

Families and Communities Together: FACT LAUNCH TRAINING

Learn the process for school, employment, and disability services.

Explore tips and tools to raise a motivated self-advocate.



<http://www.pacer.org/transition/>

Video series employment, post-secondary, and independent living



Family Involvement Examples

Agency Nights

Provide fairs, brochures, or workshops to educate families about adult services and post-school supports in the community (e.g., vocational rehabilitation, mental health resources, postsecondary education institutions and supports).



Only evidence based practice- training modules for parents. The increase in the overall parent contribution.

Training modules are effective-
Community Development Program
Brokerage
Vocational Rehabilitation
Provider Organizations
Housing Authority
Social Organizations
Family Networking
ETC

Student Support

Student support is a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study and three exploratory correlational studies.



Program Characteristics: Student Supports

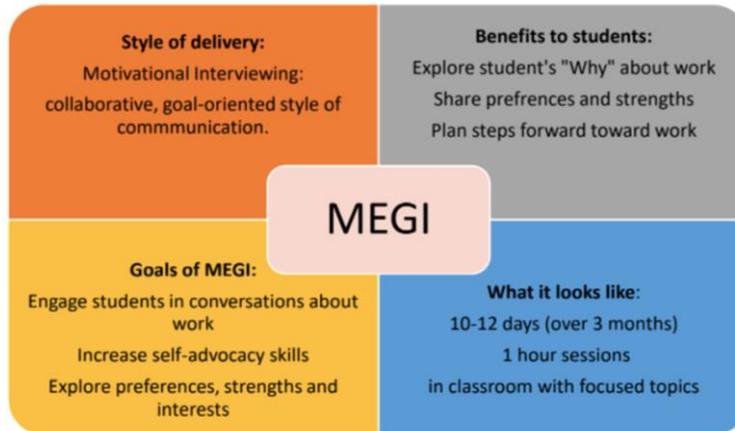
1. Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals.
2. Provide students access to rigorous, differentiated academic instruction.
3. Link students to appropriate individuals who can assist student in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance.
4. Link students to appropriate individuals that can provide support for financial planning, navigating the health care system, adult services, or transportation.
5. Link students to a community mentor and/or school based mentor/ graduation coach.
6. Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports, etc.).
7. Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.

Student Support

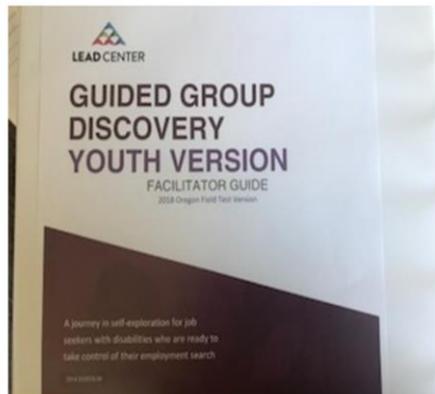
Predictor	Related EBPs at www.nsttac.org	Additional Resources
Student Support	<ul style="list-style-type: none"> - Using Check & Connect - Using Peer Assisted Instruction to teach academic skills 	<ul style="list-style-type: none"> - Information on mentoring programs through www.ncwd-youth.info - Examples for linking students with community and school supports through quality transition services and planning activities: www.nsttac.org under Examples and Nonexamples for Indicator 13 - Resources and information regarding mental health and secondary transition through the IDEA Partnership's Community of Practice on Transition: www.sharedwork.org – a workgroup on Mental Health and Transition - Check & Connect: http://checkandconnect.umn.edu/model/default.html

Resources for Student Support - MEGI

MEGI stands for: Motivational Enhancement Group Intervention. This program is designed for 14-21 year old youth with disabilities focused on career exploration and development, in a small group setting.



Resources for Student Support – Group Guided Discovery



The purpose of Guided Group Discovery is to lay the foundation for competitive integrated employment as a Universal Design that can benefit all job seekers.



Transition Program

A transition program prepares students to move from secondary settings to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

This predictor of post-school success has been labeled by NTACT at a Research-Based level of evidence to improve education outcomes, based on two *a priori* correlational studies and one exploratory correlational study and a Promising level of evidence regarding employment outcomes, based on one *a priori* correlational study.



Essential Characteristics: Transition Program

1. Provide systems level infrastructure (e.g., highly qualified staff and administrators with defined roles and responsibilities, sufficient budget) to monitor and guide students to obtain post-school goals.
2. Provide integrated instruction in all areas of independent living (e.g., community living, transportation, recreation leisure, self-advocacy, goal setting, decision making) for all students with disabilities.
3. Provide individualized transition focused curriculum and instruction based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning).
4. Provide instruction and training in natural environments supported by classroom instruction.
5. Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning).
6. Provide opportunities for engagement with non-disabled peers in the school and community.
7. Use interagency collaboration with clearly defined roles and responsibilities to provide coordinated transition services (e.g., Vocational Rehabilitation, Mental Health) at multiple levels (i.e., student, school, districts, region, state) to assist students in meeting their postsecondary goals.
8. Monitor and assess students' progress in the domains of academics, daily living, personal and social, and occupational.
9. Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning.
10. Provide training and resources to families to involve them in transition planning and connect them to adult agencies and support and information networks.
11. Conduct program evaluation to assess effectiveness of transition program

Transition Program

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Transition Program		<ul style="list-style-type: none">Information regarding 18 – 21 programs and dual enrollment programs are available: www.thinkcollege.netModules and resources on transition programs are also available: www.transitioncoalition.orgAnnotated Bibliography of research on comprehensive transition programs: http://www.nsttac.org/content/comprehensive-transition-programsExamples of two programs identified in the above annotated bibliography are available: http://www.ytporegon.org/ and http://www.bridgestowork.org

Transition Program

Consider your community and resources



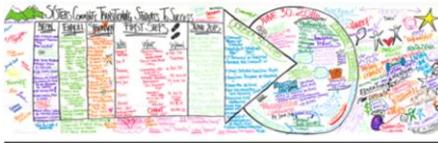
Classroom in the community



Beginning with the end in mind



Transition programming collaborative visioning



Connection with agencies and resources





Resources

1. <http://triwou.org/projects/tcn/pso>
2. <http://www.oregon.gov/ode/students-and-family/SpecialEducation/SecondaryTransition/Pages/Secondary-Transition-for-Students-with-Disabilities.aspx>
3. <https://www.stopbullying.gov/laws/oregon/index.html>
4. NTACTION www.transitionta.org



Contact Us

Charlotte Y. Alverson

– calverso@uoregon.edu 541-346-1390

James Foutch

– James.Foutch@state.or.us 503-947-5776

Heather Lindsey

– Heather.Lindsey@state.or.us 503-947-5791

Sally Simich

– sally.simich@state.or.us 503-947-5639

