

TRANSITION PROGRAMMING DURING THE PANDEMIC: CONTINUUM OF SERVICE DELIVERY

Catherine Fowler, Project Co-Director, NTACT:C
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Organizer

- who we are as a center
- outcome-focused education and services in a continuum of service delivery
- effective collaboration strategies
- effective instructional practices

NTACT:C Funders and Partners

- **Jointly funded by:** The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- **Five Year Grant:** October, 2020 – September, 2025
- **Awarded to:** University of North Carolina at Charlotte, with multi-site partners
 - *East Tennessee State University*
 - *The George Washington University*
 - *Portland State University*
 - *University of Kansas*
 - *University of Maryland*
 - *University of Oregon*

Purpose of the NTACT:C

Build capacity of State educational and vocational rehabilitation (VR) agencies to:

- use data driven decision-making;
- collaborate;
- provide quality professional development;
- and institute systems to support local education agencies, VR, and stakeholders to implement evidence-based and compliant transition-focused practices.

Outcome of the NTACT:C

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

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

Focus of the NTACT:C

ALL students and youth with disabilities including:

- ✓ Students and youth with complex support needs/most significant disabilities
- ✓ Students and youth with complex health care needs
- ✓ Students and youth in juvenile justice, foster care, or homeless
- ✓ LGBTQ+ students and youth
- ✓ Students and youth with series mental health conditions and/or substance abuse
- ✓ Military-connected students and youth
- ✓ Students in critically rural or urban communities
- ✓ Students and youth with traditionally under-served racial or ethnic backgrounds

Current climate/ Continuum

- Outcome oriented – or “transition-focused education”



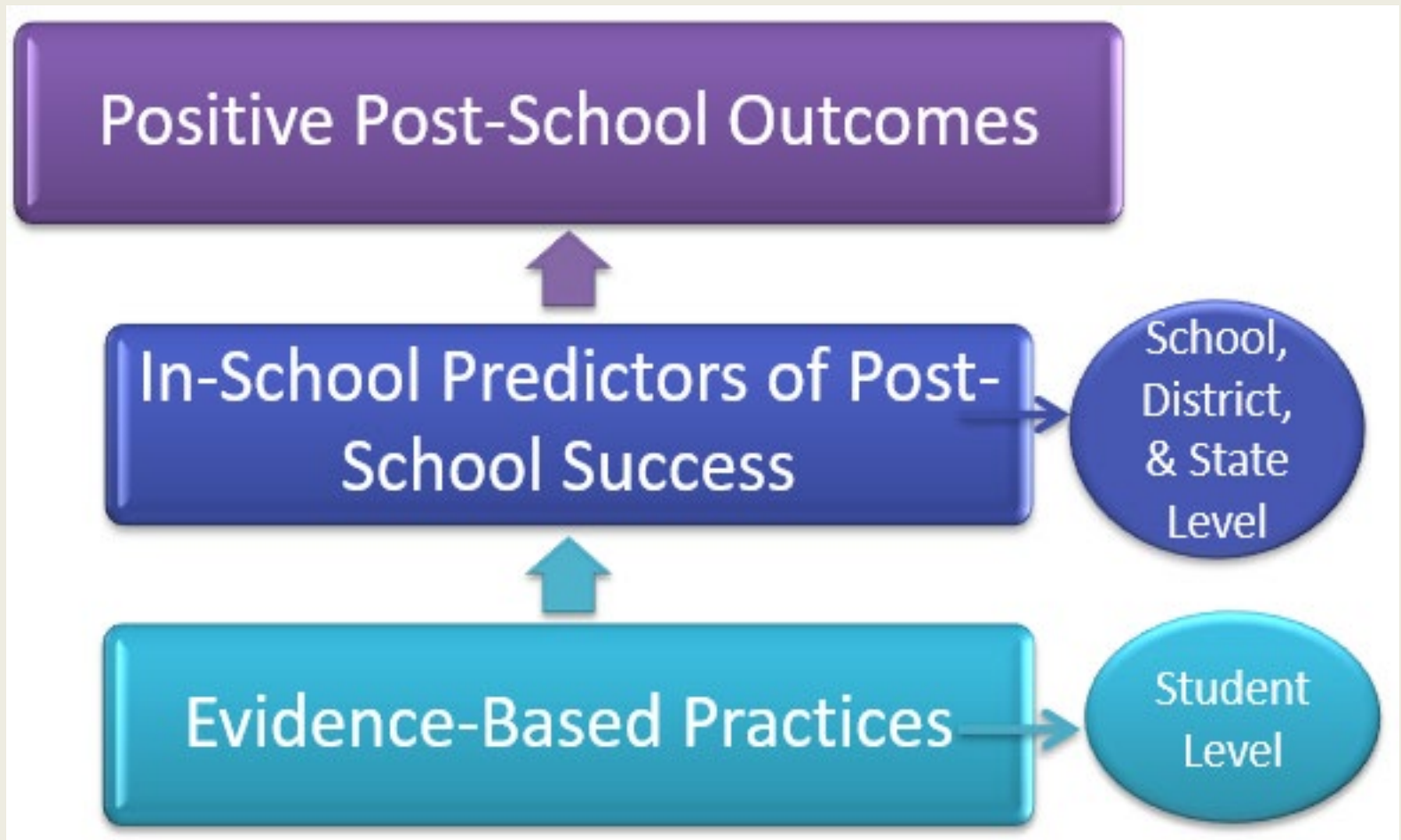


Transition-Focused Education

“directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches and services, depending on the local context and students’ learning and support needs”

(Kohler & Field, 2003)

Focus on What Works



Predictors of Post-school Success

- Career Awareness
- Occupational Courses
- Paid Employment
- Vocational Education
- Work Study
- Community Experiences
- Exit Exam Requirements/
Diploma Status
- Inclusion in General Education
- Program of Study
- Interagency Collaboration
- Parent Expectations
- Parent Involvement
- Student Support
- Transition Program
- Goal Setting
- Self-Care Skills
- Social Skills
- Technology Skills
- Transportation Skills
- Self-Determination Skills
- Youth Autonomy/ Decision
Making Skills
- Psychological
Empowerment
- Self-realization

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Empowerment
- Self-realization

What can we promote in this current climate?

- Continue to hold high expectations
- Continue to focus on developing student/youth autonomy (self-determination)
- “Authentic” work/community experiences
- Support and engage students/families
- Outcome oriented – or “transition-focused education”



Current climate/ Continuum – education challenges and solutions

Challenges



Considerations

- PLAAFP
- Guide families in personal schedule – meaningful day
- Access/ adaptations
- Short asynchronous & synchronous lessons
- Group check-ins
- Assessment & exploration activities
- Agency linkages

Methods of Service Delivery

Individual

- At home Learning Packet
- Provide activities around labor market occupations applicable to student interests
- Guide student self-reflection activities

Group Setting

- Face to Face Classroom
- Group theme activities (career scavenger hunts, employability Bingo, etc.)
- Group feedback discussions

Virtual

- Identify strategies for remote learning
- Virtual Classrooms (Zoom, Google Meet, etc.)

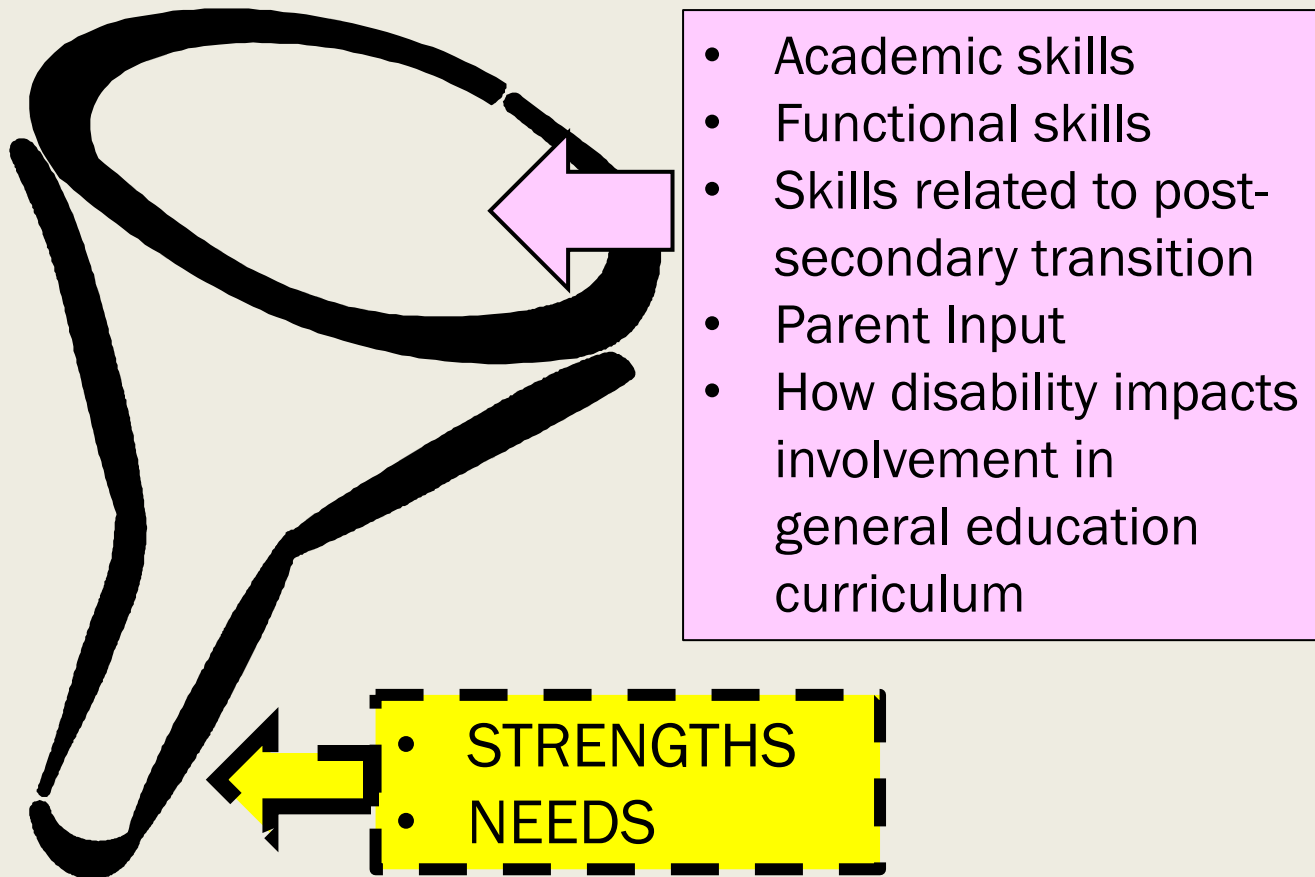
Often a combination of all three

Remote Learning Plan Strategies

	Infrastructure How will you build the infrastructure for delivering remote learning?	Instructional Supports What learning activities or resources will you use?	Student Supports How will you provide support and feedback to learners?	Parent/Guardian Supports How will you communicate with and provide support to parents?
Online	<ul style="list-style-type: none"> • High-speed Internet • Free/low cost Internet programs • Access to Wi-Fi networks • Mobile hotspots • Mesh networks, fixed wireless broadband • Expanding Internet over phone lines (e.g., DSL) • Smartphone/apps • WiFi buses to create hotspot • Business/school Wi-Fi for upload/download 	<ul style="list-style-type: none"> • Online curriculum (complete curriculum offered through various organizations) • Professional Development (PD) or Professional Learning Centers (PLCs) for teachers for remote learning plans • Online activities (individual learning activities or lessons) • School Learning Management System (LMS) – Google Classroom, Schoology, Canvas, etc. • Recorded video/screencast from teachers • Podcasts 	<ul style="list-style-type: none"> • Online classes and individual meetings • Feedback through LMS • Virtual office hours • Email • Social media 	<ul style="list-style-type: none"> • Explicit/scaffolded directions included with all activities • Websites with parent info, including resource links • Teacher-recorded video/screencast focused on instructions to parents • Communication apps • Social media
Hybrid	<ul style="list-style-type: none"> • Travel to Wi-Fi zones • Public radio and TV (local access/PBS) • Texting (text and short videos) • Bus routes • Pickup/distribution locations • USB drives (to share and return materials) 	<ul style="list-style-type: none"> • Apps • Social media • Instructional TV shows • Audio-only Zoom call • Packets (daily, weekly) • Regular conference calls with instructional staff 	<ul style="list-style-type: none"> • Teacher helpline/call center • Teacher calls to students • School phone linked to teachers' personal phones 	<ul style="list-style-type: none"> • Newspaper • Group calls • Teacher call centers • Answer keys
Offline	<ul style="list-style-type: none"> • Mail/prestamped envelopes • Free printing at businesses to distribute materials • Telephone • Bins of school supplies available at pickup locations 	<ul style="list-style-type: none"> • Real-life projects (class, cross-curricular) • Choice boards/list of self-directed activities to choose from • Home-based projects (cooking, woodworking, activities based on household items) 	<ul style="list-style-type: none"> • Virtual meetings/audio-only meetings for students • Mail • Bus pickup of completed materials 	<ul style="list-style-type: none"> • Use of Google Voice or system to call from school phone instead of teachers' personal phones • Mail

Student/ youth centered planning process

Present Levels



All needs must be met through:

- Measurable annual goals (MAG)
- Transition activities
- Specially designed instruction (SDI)
- Related service



Strengths

Build upon the student's strengths

Refer to assessment data

Examples:

- Academic strengths
- Self determination/self advocacy
- Work related behaviors
- Communication or social interaction skills

**Supporting Families/ promoting
and instilling high expectations**



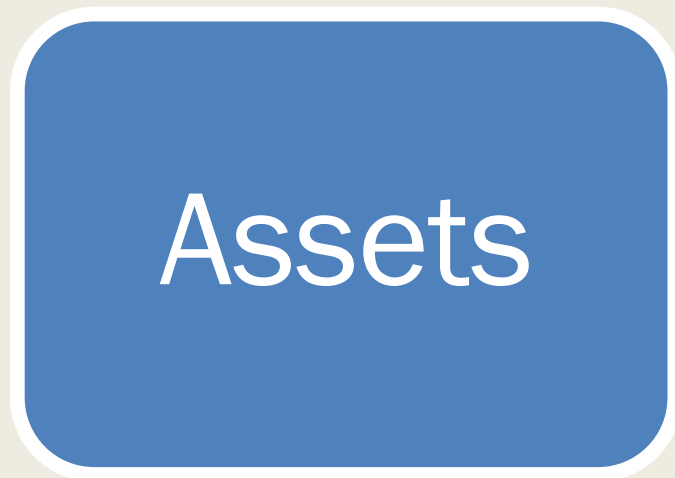
Parental Concerns

Include the parent transition survey information

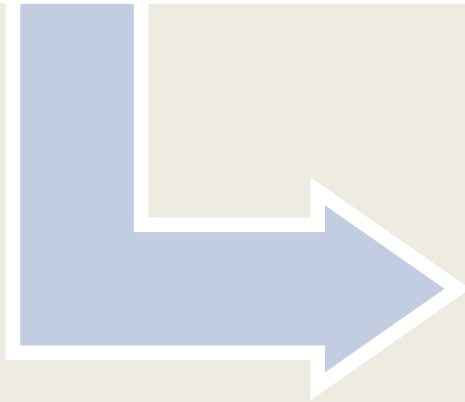
Include relevant parent information regarding student strengths and needs and/or specific parent concerns



Asset Focused Approach



- Personal, familial, community assets
- Promote predictors of post-school success



- Culturally sustaining pedagogies
- Seek to understand intersecting identities
- Promote self-determination

Partners Needed!

Current climate/ Continuum – community-based challenges & solutions

Challenges

- Language
- Policies & procedures
- Schedules
- Lack of knowledge/ awareness
- Turf
- A Pandemic! (Time/ Communication/ Service Delivery)

Solutions

- Identify who is delivering PreETS related instruction (e.g. WBLE, self-advocacy)
- Share school (and VR) “schedules”
- VR-may be able to use same/similar platform
- Regular meetings between staff
- Discuss individual and joint roles and responsibilities
- Coordinate virtual “happy hour” with partners to share and communicate student participation and progress

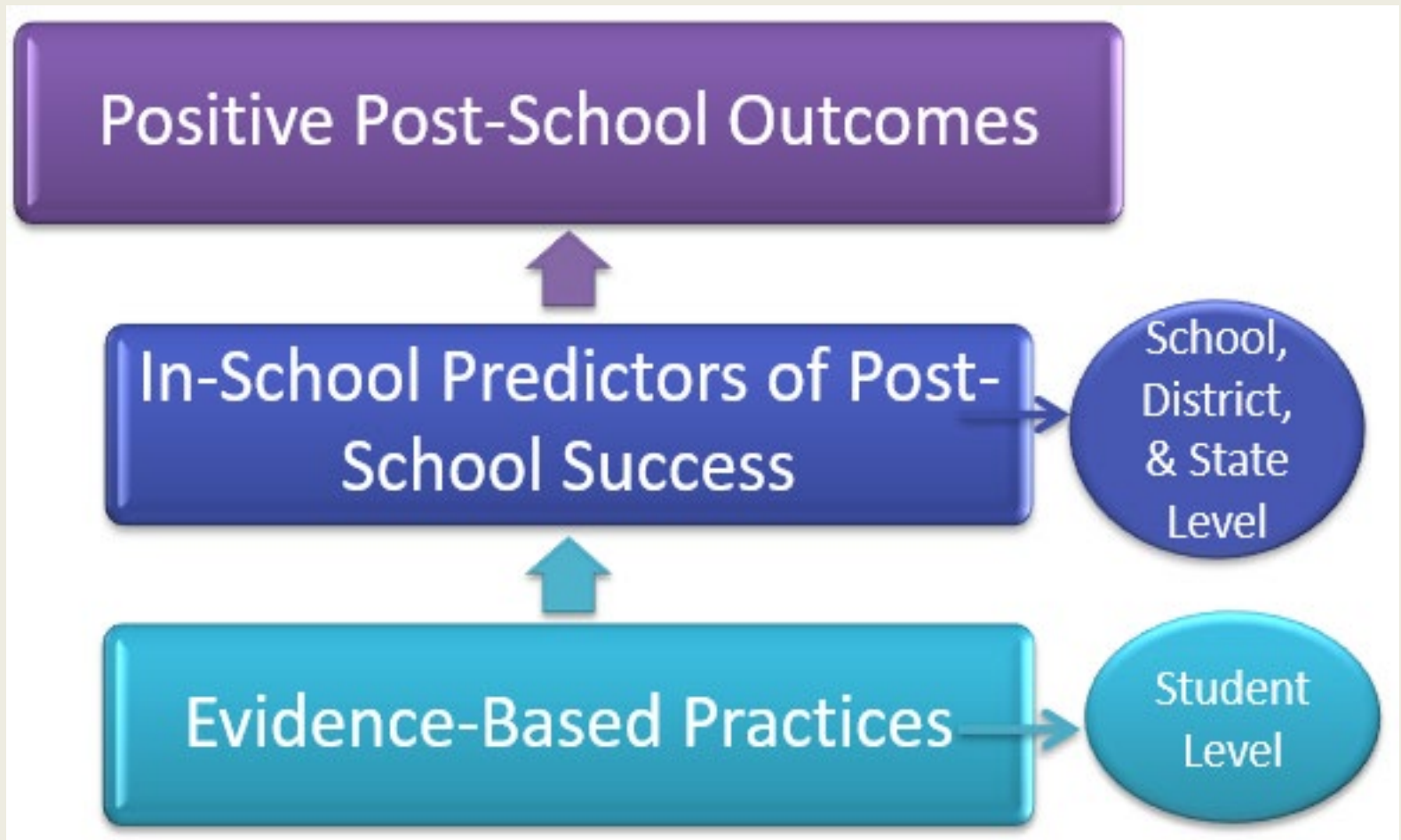
Collaboration

- A clear, purposeful, and carefully designed process
- Requires communication across agencies and programs
- Collaboration with a focus on purpose and outcomes

Successful Strategies

- Cross-Agency Collaborative Team
- Analysis of Transition Services
- Map Flow of Services
- Curriculum Alignment
- Policy/ procedural “understanding”
- Family and Student Engagement
- Shared Professional Learning Opportunities
- Clear (early, often, specific) communication (internal and external)

Focus on What Works



Evidence-Based Practice Findings...

- Check and Connect
- EnvisionIT curriculum
- Parent Training
- Project SEARCH
- Self-advocacy strategy
- Self-Determined Learning Model of Instruction
- Self-directed IEP
- Take Charge Curriculum
- Video Modeling



Research-Based Practice Findings...

- CIRCLES
- Community-based instruction
- Mentoring
- MASSI
- One-more-than strategy
- Person-Centered Planning
- Response Prompting
- Take Charge Curriculum
- SDLMI
- Self-management instruction
- Simulation
- Student-directed transition planning lesson package
- Video modeling

Effective Practices

NTACT's Operational Definitions of Effective Practices

DIY

Using the Self-Determined Learning Model of Instruction to Teach Goal Attainment

What is the level of evidence?

- This is an evidence-based practice for **students with disabilities** based on four methodologically sound group studies and four methodologically sound single-case studies across 531 participants conducted by at least three different research groups in three different geographic locations.
- This is an evidence-based practice for **intellectual disabilities** based on three methodologically sound group studies and three methodologically sound single-case studies across 164 participants conducted by at least three different research groups in three different geographic locations.
- This is a research-based practice for students with **autism** based on two methodologically sound group studies across three participants with autism.
- This is a research-based practice for students with **learning disabilities** based on three methodologically sound group studies across 435 participants with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement the SDLMI is through the following research to practice lesson plan starter:

- [SDLMI to Teach Goal Setting and Problem Solving \(Coffe & Ray-Subramanian, 2009; Wehmeyer & Palmer, 2000\)](#)
- <http://www.selfdetermination.res.ku.edu/homepage/resources/>

With whom was it implemented?

- Students with
 - **ADHD** (1 study, n=2)
 - **autism** (2 studies, n=3)
 - **emotional and behavioral disabilities** (1 study, n=2)
 - **learning disabilities** (3 studies, n=435)
 - **other health impairment** (1 study, n=1)

- **intellectual disabilities** (6 studies, n=164)
- **At risk for emotional disabilities** (1 study, n=4)
- Ages ranged from 10 to 20
- Males (n=301), females (n=230)
- Ethnicity
 - White (n=262)
 - Hispanic (n=115)
 - African-American (n=115)
 - Native-American/Alaskan Native (n=2)
 - Asian/Pacific Islander (n=14)
 - Other (n=8)
 - Not identified (n=18)

What is the practice?

The *Self-Determined Learning Model of Instruction (SDLMI)* is a curriculum that teaches students to engage in self-directed and self-regulated learning.

The curriculum is comprised of three units:

1. Set a goal
2. Take action
3. Adjust goal or plan

Students are required to solve the problems through a series of four steps:

1. Identify the problem
2. Identify potential solutions to the problem
3. Identify barriers to solving the problem
4. Identify consequences of each solution

Each question is linked to a set of Teacher Objectives that describe the student outcomes for each question. Each phase includes a list of Educational Supports that teachers can implement to enable students to engage in self-directed learning.

How has the practice been implemented?

- The SDLMI has been used to teach students to attain academic goals (Agran, Wehmeyer, Cavin, & Palmer, 2010; Agran, Wehmeyer, Cavin, & Palmer, 2008; Kim & Park, 2012; Lee, Wehmeyer, Palmer, Soukup, & Little, 2008).
- The SDLMI has been used to teach students to attain daily living and employment goals (McGlashing-Johnson, Agran, Sitlington, Cavin, & Wehmeyer, 2003)

Research-to-Practice Lesson Plan Library: A Great Place to Start

[Lesson Plan Starter Library](#)



Using SDLMI to Teach Goal Setting and Problem-Solving

Objective: To teach students to set goals, make a plan for achieving them, and adjust their plan as needed.

Setting and Materials:

Settings: General Education Classroom

Materials: None

Content Taught

Self-Determined Learning Model of Instruction (SDLMI) is an instructional process that includes the following:

- Instructional Phase 1: What is My Goal? Student Questions
- Instructional Phase 2: What is My Plan? Student Questions
- Instructional Phase 3: What Have I learned? Student Questions
- Teacher Objectives for each Instructional Phase

Teaching Procedures

1. Make appropriate changes to the wording of student questions, based on needs of students.
2. Refer to the teacher objectives to ensure the problem-solving intent of the questions remain intact. For example, changing student question 1 from "What do I want to learn?" to "What is my goal?" changes the nature of the question.
3. Provide students with visual copy of questions for Phase 1.
4. Read the questions with or to the students.
5. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
6. Direct students to choose a goal they want to work towards. This could be an academic or functional goal, possibly an IEP goal.
7. Direct students to answer the student questions in Phase 1 based on what goal they selected to work toward.
8. Once students identify a goal, identify possible goal outcomes for each goal using a 5-point scale ranging from the most unfavorable possible outcome to the most favorable possible outcome (see example of Goal Attainment Scaling form in evaluation section below).
9. Provide students with visual copy of questions for Phase 2.
10. Read the questions with or to the students.

11. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
12. Direct students to answer the student questions in Phase 2 based on what goal they selected to work toward.
13. Provide students with visual copy of questions for Phase 3.
14. Read the questions with or to the students.
15. Discuss what the questions mean. Possibly rephrase questions if students struggle with the wording.
16. Direct students to answer the student questions in Phase 3 based on how they answered the questions in Phase 2.
17. When instruction has been completed on all three phases, continue collecting progress data on the goal students selected to work toward.
18. Complete the GAS scoring form to determine improvement or attainment of goal.

Instructional Phase 1 for Self-Determined Learning Model of Instruction

Set a Goal: Problem for Student to Solve: What is my Goal?	
Student Questions	Teacher Objectives
1) What do I want to learn?	<ul style="list-style-type: none">• Enable students to identify specific strengths and instructional needs.• Enable students to communicate preferences, interests, beliefs, and values.• Teach students to prioritize needs.
2) What do I know about it now?	<ul style="list-style-type: none">• Enable students to identify their current status in relation to the instructional need.• Assist students to gather information about opportunities and barriers in their environments.
3) What must change for me to learn what I don't know?	<ul style="list-style-type: none">• Enable students to decide if action will be focused toward capacity building, modifying the environment, or both.• Support students to choose a need to address from prioritized list.
4) what can I do to make this happen?	<ul style="list-style-type: none">• Teach students to state a goal and identify criteria for achieving goal.



EBPs in specific to dropout prevention and graduation, CTE, & VR

- Early warning systems
- Academic support and enrichment
- Adult advocate/mentoring
- Behavioral and social interventions
- Personalized learning environment
- Relevant curricula (including career-focused)
- [CTE Findings](#)
- [VR/ PreETS relevant practices](#)

Ensure EBPs reflected in plans (IEPs, IPEs,...)

How Do You Select an EBP?

Consider:

- Students
- Resources
- Setting





What About Implementation?

- Lack of implementation fidelity might result in a practice or program being less effective, less efficient, or producing less-predictable responses (Grow et al., 2009; Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002)
- When programs implemented with fidelity are compared to programs not implemented with fidelity, the difference in effectiveness is profound. Those implemented with fidelity yield average effect sizes that are two to three times higher (Durlak & DuPre, 2008)

Is it okay to adapt an EBP?

- Is it okay to adapt?
 - Learner outcomes might be better, worse, or the same than if the EBP were implemented as designed
 - Important to monitor progress to determine how students are responding
 - Consider intended audience/ setting/ materials



Adaptations to an EBP

Examples of Changes to Non-Core Components (Minor Adaptations)	Examples of Changes to Core Components (Major Adaptations*)
<ul style="list-style-type: none">• Making visual aids and scenarios more culturally relevant• Modifying vocabulary• Translating materials into other languages• Making activities more engaging while keeping the content intact	<ul style="list-style-type: none">• Reducing the length, number, or frequency of the sessions• Eliminating, altering, or adding a core activity• Changing the sequence of activities

The IRIS Center. (2014). Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity. Retrieved from http://iris.peabody.vanderbilt.edu/module/ebp_02/

How Do I know If an EBP I'm Using is Effective For My Student(s)?

- Progress monitor
- Use fidelity measure





Quality Practices to Prepare for Students for Post-School Success



**Students with
High Support
Needs**

**Students with Specific
Needs**

All Students



Quality Practices to Prepare for Students for Post-School Success

(cont'd)



**Students with
High Support
Needs**

**Students with Specific
Needs**

All Students

- Graduation Plans/
Individual Learning Plans
- CTE pathways
- Career clubs
- Jr. Achievement
- Unified Sports
- Service Learning
- Internships
- School Businesses
- College & Career
Fairs/Transition Fairs
- Mental Health Supports



Take-Aways

- Educators and service providers are a consistent presence in your students' lives right now
- Administrators who support educators and service providers and families are critical
- Take a breath
- Consider what is appropriate and reasonable for your students and/or sons and daughters and yourself given time and environment (and maintain high expectations!)
- Engage the youth as much as possible in decision making
- Keep track of what you are doing (documentation)
- Provide a routine or schedule for learning
- When possible, coordinate with other school/agency personnel

Some Resources to Help

- [Predictor Implementation School/ District Self-Assessment \(PISA\)](#)
- [PISA Instructions and Action Planning Guide](#)
- [Moving from Assessment to Practice](#)
- [Presenter Guides on IEP Development and Collaborative Service Delivery \(during the pandemic\)](#)
- [Student Progress Monitoring Toolkit](#)
- [Resource Mapping Guide](#)



Resources for the 2020-2021 School Year

- Event Recordings and Associated Resources from Spring 2020
- Transition Assessment and Planning
- Instructional Resources for Postsecondary Education Preparation
- Instructional Resources for Employment Preparation
- Instructional Resources for Independent Living Preparation

NTACT:C Resources

■ Coming soon:

- *Updated practice guides and lesson plans*
- *Indicator 14 guidance*
- *Culturally responsive transition planning presenter guide*
- *Family engagement online module*
- *VR Strategic Planning Guide/Webinar*
- *Strategies for Managing the 15% Minimum Pre-ETS Reserve Funds*
- *FAQs*

www.transitionta.org and www.wintac.org and www.ncrtm.ed.gov

Access to NTACT:C

COMING SOON!

New Website is Coming Soon



Visit www.wintac.org or www.transitionta.org for existing resources until new site is up



Email ntact-collab@uncc.edu

Sign Up Now >

Sign up for our listserv by going to the bottom of the homepage at www.transitionta.org (can join a CoP too)

Ready, set, have a great institute!



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Project Officer: Dr. Selete Avoke. RSA Project Officer: Tara Jordan