2013-14 PA Community of Practice (COP) Series
Secondary Transition – Focus on students who are Deaf and Hard of Hearing

January 22, 2014

The powerpoint and handouts for today's webinar can be downloaded from the www.secondarytransition.org website: Under hot topics. The link for live captioning is posted in the chat box.

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

PA's Secondary Transition Website

www.secondarytransition.org

Welcome!

The purpose of this website is to provide youth, young adults, parents, and professionals with knowledge of the secondary transition process in order to better prepare for the world of work and post-secondary options related to education, employment, and community living.

The Pennsylvania Secondary Transition Guide website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.
Today's Presenters

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Goals of Presentation

- To familiarize the audience with the principals of Secondary Transition and how these relate to youth who are deaf or hard of hearing
- To discuss the secondary transition process in PA for transition age (14-21) youth
  - The IEP Process
  - AT and SDIs
  - Importance of Partnerships
  - Importance of Self-Determination and Self-Advocacy
- To provide examples of secondary transition programs
- To discuss additional programs and resources

What is the purpose of transition planning?

Beginning with the end in mind…

We strive to ensure that each student:
- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances
## Tier 2: Targeted Programming for Some Students

- Additional assessment and progress monitoring across domains as needed to meet individual need (e.g., diagnostics for academic skills, FBA)
- Explicit, supplemental smaller group instruction and supports for academic, social and interpersonal, transition, self-determination skills.
- Targeted guidance intervention
- Targeted dropout prevention: Check & Connect, mentoring, possible Student Assistance Program
- Supplemental assessment & planning for post-secondary outcomes and career (including transition planning for students with disabilities); work-based assessment and learning
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

## Tier 3: Intensified Programming for a Few Students

- Intensive, individualized supports for academic, social, interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified programming for secondary transition
- Intensified partnerships including parent, interagency and community

## Tier I Programming for ALL Students

- Rigor, relevance, engaging instruction with literacy strategies taught across the curriculum
- Clear behavioral expectations taught and reinforced
- Strong guidance program for all students
- Dropout prevention, e.g., 9th grade academies, Early Warning Systems
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Early and ongoing assessment for developing career and graduation plans
- Curricular connections to career and educational goals & emphasizing choice; infusion of CEW standards across curriculum
- Connections with community employers and post-secondary education, e.g., job shadowing, volunteering, work-based learning
- Families informed & engaged

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Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)
Primary Purpose

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living

H.R.1350 (IDEA 2004)

What is Secondary Transition?

- "a coordinated set of activities for a child with a disability that is designed within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

Age Requirement in PA

- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age

- The IEP team does not have to wait until the student's approaching 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008
State Performance Plan (SPP)

• Required for each State

• Evaluates the State’s efforts to implement the requirements and purposes of IDEA

• Describe how the State will improve IDEA implementation
  – 6-Year Plan
  – 20 Indicators related to the 3 priorities
  – Annual Performance Report (APR) for State and each LEA

Every student by name regardless of background, condition or circumstance... Proficient in core subjects
Graduates from high school, ready for post-secondary education and career Achieves high outcomes

• Indicator 14:
  • Students achieving their post-secondary goals

• Indicators 1 and 2:
  • Students actively engaged, staying in school and graduating

• Indicator 13
  • High quality IEPs designed to help students achieve their post-secondary goals

• The foundation:
  • High quality, rigorous, standards-aligned secondary school programs for all students

State Performance Plan (SPP) – 20 Indicators

1. Graduation
2. Drop-Out
3. Participation and performance on statewide assessments
4. Suspension and Expulsion
5. LRE school age students (age 6-21)
6. LRE early intervention (3-5)
7. Early intervention improvement goals
8. Parent involvement
9. (and 10) Disproportionality
11. Evaluation timelines
12. Transition from birth - 3 to early intervention (ages 3-5) program
13. Transition services for students age 16 – 21
14. Post-school outcomes
15-20 General Supervision Monitoring, state agency complaints, due process, mediation, resolution sessions, data reporting

What constitutes an effective secondary transition program?
Elements of Effective Transition Programs

Considerations for Youth Who are Deaf/Hard of Hearing into the Secondary Transition Process

BARRIERS TO TRANSITION

• Financial
• Access to Resources
• Getting Info to families
• Schools don’t start early enough
• Transportation

BARRIERS TO TRANSITION

• Motivation
• Underutilization of resources/service
• Unrealistic expectations
• Lack of family support
• Lack of school support
Addressing Questions and Concerns regarding youth and young adults who are deaf or hard of hearing

WHAT IS DIFFERENT?
• COMMUNICATION
• ACCOMMODATIONS
• CONNECTING FAMILIES
• AGENCIES
• ASSISTIVE TECHNOLOGY

1. Language and communication needs:
   1. The student’s current primary LANGUAGE is one or more of the following (check all that apply):
      - American Sign Language
      - Signed language other than ASL
      - Other:
      - Spoken language other than English
      - Spoken English

   2. The student’s current primary COMMUNICATION MODALITY is one or more of the following (check all that apply):
      - Recognizers:
        - American Sign Language
        - Auditory/Oral
        - Coordinated Language
        - Finger Spelling
        - Touch Cues
        - Gestures
        - Signed English
        - Tactile sign language
        - Object/Picure System
        - Other, please explain:
      - Expressives:
        - American Sign Language
        - Coordinated Language
        - Finger Spelling
        - Touch Cues
        - Gestures
        - Oral/Spoken English
        - Signed English
        - Tactile sign language
        - Object/Picture System
        - Other, please explain:
Elements of Effective Transition Programs

- Entitled vs Eligible
- Independence
- Environments
- Who owns it?
- Who will support it?
- Laundry List syndrome
Step One: Use assessment to identify the student’s post-secondary desired goals or vision.

Is it necessary to formally assess self-determination, or can informal assessments and observations be used?

Step Two: Describe the student’s Present Levels of Academic Achievement / Functional Performance (PLAAFP) (incorporating Assessment data)

How might a student’s skills be described in the Present Levels? Let’s look at Sophia

Assessment Is Ongoing

- Assess, survey, test, interview, chat, measure, to determine interests and preferences, to set post-secondary goals, and to analyze gaps between current functioning and demands for life after high school
- A student’s skills around self-determination can be learned from many sources such as…
  - Student Survey, Student Interview
  - Parent Survey
  - Interest Inventories, Learning Style Inventories
  - Portfolios
  - Formal assessments of Self-Determination (AIR, ARC)
  - Observation—does the student request accommodations? Participate in his/her IEP? Etc.

Sophia’s Background Information

Sophia is an 11th grade student who attends regular education classes at PaTTAN HS. Her disability is identified as Deaf or Hard of Hearing. She was diagnosed with a bilateral severe-profound hearing loss at age 2, wore hearing aids until age 4 when she received a cochlear implant. Due to her hearing loss, Sophia benefits from a 1:1 instruction with a teacher of the deaf, and monthly consultation with a speech/language clinician. She receives instruction in the general education environment for all academic and elective subjects.
Sophia’s Background Information

The use of a **personal sound field system** provides needed support for listening and communication in the classroom environment. According to her teachers, Sophia’s **speech** is intelligible and she uses speech to communicate with teachers and peers. Her **language skills**, informally evaluated every year and most recently in September, 2013, by the Oral and Written Language Scales (OWLS) are improving, but continue to lag about two years below age level. The OWLS assesses higher order thinking, semantics, syntax, vocabulary, and pragmatics.

Transition assessment is a process...

- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes
- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**
- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student’s learning strengths or proficiency in a particular area

Utilizing Assessment Data

**Interests and Preferences**

Student interviews and surveys over the past four years consistently indicate thatSophia **plans to attend college**. She states that she **would like to work with children or adults with hearing impairment**. She has expressed interest in studying in the Health Sciences or Education and Training clusters as identified by the PA Career Guide. She is currently exploring colleges and training programs in her areas of interest. On October 8, 2013, Sophia completed the O-NET Interest Profiler. Her interests were in the Health Technologists and Technicians area (Code 29.2099.99).

During the spring and summer of 2013, Sophia worked independently on the **iTransition online assessment** found on the Postsecondary Education Programs Network (pepnet2) website to complete a self-assessment and work through most of the online transition curriculum for students who are deaf or hard of hearing. **This assessment aligned with her post-secondary goals of attending a 2-4 year college in a degreed program that would lead to competitive employment working with individuals who are deaf or hard of hearing**. Sophia is progressing successfully in her academic program that supports future entry to college.
Sophia also completed in May of 2013 the Comprehensive Informal Inventory of Knowledge and Skills for Transition. Results from the areas of: Daily Living Skills; Leisure Activities; Community Participation; Health; and Interpersonal Relationships indicate that no Independent Living Post-Secondary Goal is necessary at this time. Results from the Communication Section of the Assessment are addressed in the Communication Plan. In the community, Sophia is quite independent at school, home and in the community. She holds a valid driver’s license, has a part-time job, volunteers at the local library and maintains social contacts with her circle of friends. An informal survey of her community living style reveals that she does not have needs related to independent living at this time.

Sophia scored Basic on the Literature Keystone Exam - March 2013, indicating her reading skills and knowledge of literature are below grade level. According to the Qualitative Reading Inventory – 5 (QRI-5) -May 2013, she included pertinent information when retelling narratives, but omitted details and summary statements during expository retellings. Using MAZE progress monitoring probes – May 2013, as an overall indicator of reading comprehension, Sophia improved from 12 to 17 correct responses, representing the average range for grade 7.

The Classroom Diagnostic Tool (CDT) – May 2013, showed that she had difficulty with comprehending and interpreting/analyzing nonfiction text. When given a nonfiction passage and a graphic organizer, Sophia continues to have difficulty summarizing the major points of the text only earning 2 out of 5 points on a Summarizing Rubric – September 2013. Sophia needs to summarize expository materials and analyze and interpret the text to meet her post-secondary goals of going to college and being competitively employed.

Sophia has shown some improvement in the area of organizational and study skills, but needs continued development. She met her previous goal of organizing papers for each class into binders or folders. However, she still has difficulty completing long range assignments independently and relies upon faculty to task analyze and develop a plan to complete the project within the given time limits on 40% of her long range assignments. Sophia states that she enjoys creating her own graphic organizers using software and/or word processing programs and is interested in using graphic organizers and a planner to manage her assignments this year.
Sophia’s Communication Plan

No

Sophia’s full range of needs including academic, social, emotional and cultural have been addressed. In addition, needs related to secondary transition have been addressed.

Sophia’s school district owns her FM system so she has begun discussions with OVR about equipment for education, employment and community living. Her parents currently make all arrangements for maintenance and appointments related to her cochlear implant. They have agreed to encourage Sophia to take more responsibility this year. Sophia wants to discuss with her audiologists what her options are if her equipment would malfunction while away from home.

Step Three:

Who are the various transition partners, including family members and agencies, that can support a student’s movement to life after high school?

Elements of Effective Transition Programs

• Partnerships
  – Parents/families
  – General education including CTE
  – Community including employers
  – Agencies
  – Post-Secondary Education and Training
Agencies

• Office of Vocational Rehabilitation
  — RCD: Rehab counselor for the Deaf
• Office of the Deaf and Hard of Hearing
  — Regional offices; interpreter DB
• Bureau of Blindness and Visual Services
• Center for Independent Living
  — Home modifications, Living Well, waiver services

Reference in the IEP

Agency Involvement: In September 2013 Sophia meet with a rehabilitation counselor from the PA Office of Vocational Rehabilitation (OVR) and began the intake process to determine eligibility for OVR services. Sophia and her family were provided with information regarding the supports and services offered through the PA Office for the Deaf and Hard of Hearing. Sophia is planning on exploring two college programs in the Fall and will visit their disability services offices.

Step Three:
Establish Transition Team Partnerships—starting with the student!

Do students understand how various transition partners, including agencies, can support their movement to life after high school?

Elements of Effective Transition Programs

• Youth Participation and Engagement
  — Participating in IEP process
  — Developing
    • Self-Awareness
    • Self-Advocacy
    • Self-Determination Skills
Why is Self-determination Important?

• In order to receive protections and accommodations under the ADA and 504 in post high school settings the individual must be able to:
  – describe his or her disability,
  – identify what accommodations and supports he or she uses, and
  – provide the necessary information or documentation to prove the need for the request.

Why is Self-determination Important?

• Researchers have found that young adults with disabilities who leave school with high levels of self-determination and positive self-esteem are more likely to be:
  • employed, with greater job benefits than their less self-determined peers
  • satisfied with their lives
  • live independently, or with support, outside of their family homes (Wehmeyer & Schwartz, 1997).

Barriers to Self-Determination

• Lack of self knowledge
• Overprotection
• Low expectations
• Lack of stable support system
• Few opportunities for choices

Supporting Self-Determination: Assess and Set Goals!

• Hands and Voices: Self Advocacy
• Expanded Core Curriculum-DHH
• Compensatory Skills Checklist (Minnesota)
• Transition Skills Guidelines (Gallaudet)
Youth Participation in the IEP

- Do you know where your students are in terms of their knowledge and comfort with their important role in the IEP process?
- Are your students prepared to eventually lead and guide their own transition process?

Student Participation in the IEP Meeting

Eight steps to IEP goals:

1. Evaluate current performance
2. Choose goal topic or action
3. Determine condition
4. Set criteria
5. Write the goal
6. Take action
7. Evaluate action
8. Determine and make adjustments

www.cec.sped.org/AM/Template.cfm?
Activities on Sophia’s Transition Grid: Gr. 10

• Make a list of accommodations that are most helpful for her this year.
• Watch video clips of post-secondary students disclosing to instructors (ChoiceMaker and iTransition)
• Practice requesting assistance/accommodations with general education teachers as per her Measurable Annual Goal.
• Practice different ways of making requests until she is confident doing so (vary environments, people, situations…).
• Practice disclosing her disability in her IEP meeting.
• Research the resources available at the community college with help, if necessary, from her counselor, LS teacher, and family.
• Volunteer at a local day care center

Activities on Sophia’s Transition Grid: Gr. 11

• Write out sample scripts of how to disclose her disability with support from her LS teacher.
• Review The 411 on Disability Disclosure: A Workbook for Youth with Disabilities http://www.ncwd-youth.info/resources _Publications/411.html
• Develop a list of effective accommodations that she can eventually share with college instructors/professors.
• Decide upon a major/program for college studies
• Visit at least two colleges and meet with the disability services coordinator
• View reasonable employment accommodations on the Job Accommodations website
• Volunteer at local hospital

Activities on Sophia’s Transition Grid: Gr. 12

– Visit the campus after she applies and prior to graduation from high school to meet again with the Disability Support Services director and staff and with the Writing Center director.
– Share her disability, accommodation needs and useful strategies, and learn the process for using DSS and accessing the Writing Center.
– Write out scripts (for different types of classes, such as math, biology lab, distance learning courses, etc.) to describe what specific accommodations she needs to succeed.
– Secure needed AT for post-secondary usage
– Explore part-time employment options

Step Five:

Develop Measurable Annual Goals that address skill deficits and lead to post-secondary goals

What might Sophia’s Measurable Annual Goals look like?
Academic Goal - Reading

Given a nonfiction passage and a graphic organizer, Sophia will summarize major points, earning at least 4 of 5 points on a Summarizing Rubric on 4 consecutive biweekly trials.

Performance Goal - Organization

Using graphic organizers and a planning calendar, Sophia will independently complete and return 100% of projects and assignments within the given timeline for 2 consecutive quarters.

Alignment: Present Ed Levels to Goals

- Present Ed Levels to Goals: Present Levels of Academic Achievement and Functional Performance: Baseline information that gives a starting point.
- Needs: Areas of need that must be addressed in the IEP
- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals
- MAGs: Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

AT and SDIs in the Secondary Transition Process
What will I need for...

• Employment
  – Communication within the organization
  – Communication outside the organization
  – Amplification: purchase and maintenance
  – Safety
  – Travel

• Postsecondary Ed and Training:
  – CART, C-Print, Typewell – Speech to text systems
  – Amplification – purchase and maintenance
  – On-line courses
  – Notetaking
  – ASL interpreter, Oral interpreter, Cued Speech transliterator…
  – Academic support: writing, reading, tutoring…
  – Communication: iPad, smart phone, VRS…

What will I need for...

• Independent Living
  – Safety
  – Communication – friends, family, clubs
  – Travel
  – Portability of AT
Resources and Websites to Help in the Secondary Transition Process

Resources

- National Center on Deaf-Blindness (NCDB)
- Helen Keller National Center (HKNC)
- Transition Assessment Tool for Youth with Deaf/Blindness (secondarytransition.org)
- Hands and Voices: Self Advocacy
- Hearing aid companies/CI companies
  - Cochlearamerica

Questions?

Resources

- pepnet2
- National Technical Institute for the Deaf (NTID): Explore Your Future
- Gallaudet University: Summer Youth Programs
- Hearing Loss Association of America (HLAA)
- National Association of the Deaf (NAD)
- Pennsylvania Society for the Advancement of the Deaf (PSAD)
2013-14 – COP Webinar Series

March 5, 2014 - (9:00 am – 11:00 am) – Secondary Transition – Instructional Accessible Materials

March 19, 2014 – (9:00 am – 11:00 am) – Secondary Transition and Inclusive Practices

April 30, 2014 – (9:00 am – 11:00 am) – Employment Options

Thank you for joining us on today’s webinar.

Please join us for the remaining webinar sessions in this series

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