

Transitions Programming for Students With Low Incidence Disabilities

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OSSE 2018 Transition Institute Breakout Session

Presentation Purpose and Format

▶ Purpose

- ▶ Transition programming requires the collaboration of all stakeholders. The purpose of this presentation format is to allow for participants to reflect on their current transition programming processes for students most impacted by their disabilities and create next steps in circumventing challenges students with disabilities encounter when transitioning.

▶ Format

- ▶ Five areas of discussions
- ▶ Each discussion topic will include time to:
 - ▶ Think about the probing question(s)
 - ▶ Share with a peer
 - ▶ Come back as a whole group to discuss research and/or field

Establishing Common Language

- ▶ **Who is a student with a low incident disability?**
 - ▶ A student in a highly diverse group of individuals with **significant disabilities in intellectual, physical, and/or social functioning**. Her or his disability appears with lower occurrence in the general population than other disabilities.
- ▶ **What is transition programming?**
 - ▶ A **results-oriented, student-centered, coordinated, and ongoing** process that involves the movement from one stage of a student's life to another.
 - ▶ A blended program that considers and **fully incorporates the student's needs, strengths, preferences, and interests**.
 - ▶ An ongoing process that establishes **services and activities required to meet the student's employment, post secondary education, and adult**

Challenges and Triumphs When Trying to Access Their Schools and Communities

- ▶ When considering the transition plan what triumphs and challenges do we witness when getting students with profound or multiple disabilities to access their schools and communities?
- ▶ **Triumphs**
 - ▶ Expectations (family, school, society)
 - ▶ State curricula written by DCPS special educators that is specifically created for students within full time programs
 - ▶ Transition plan being written starting in middle school
 - ▶ A resource-rich school district that can help students reach their Transition goals and outcomes
 - ▶ Requiring transition assessments in the development of the transition plan
- ▶ **Challenges**
 - ▶ Expectations (family, school, society)
 - ▶ State curricula that does not fully capture the needs of students with more profound and/or multiple disabilities
 - ▶ Transition plans written, monitored, and reviewed from a compliance standpoint
 - ▶ Agency collaboration and streamline processes that will allow students to actively engage in school and community
 - ▶ Lack of resources when determining the most appropriate transition assessment for students who do not have traditional means of verbal response

Steps to Developing and Implementing a Transition Plan

- ▶ What steps do we take to meet Federal Guidelines concerning transition and to ensure we are creating meaningful and individualized transition plans for students with profound disabilities?
- ▶ **While transition programming is not a linear process, it is important to identify the major steps in transition planning:**
 - ▶ Assessments (age appropriateness is not enough)
 - ▶ Goal development
 - ▶ Determination of transition services, equipment, and activities needed
 - ▶ Interagency collaboration
 - ▶ Checking goals against outcomes

Best Practices and Field Experiences

- ▶ Let's define the term evidence-based practices. What are some examples?
 - ▶ Evidence-based practices meet rigorous criteria through scientific inquiry and research design.
 - ▶ Not all evidence-based practices are best practices for our students, especially if used in isolation.

Best Practices and Field

Step in Transition Planning	Evidence-Based Practice/Field Experience
<i>Assessments</i>	Start With: Establishing functional communication. Methods: assessment of sensory perception and preference, CVI assessment, response assessment
<i>Goal Development</i>	Start With: Providing variety of settings and opportunities for students to access leisure/recreational, vocational, and community resource activities. Methods: community based instruction, naturalistic teaching, simulated scenarios, work-based learning, collaboration with related service providers, students, family.
<i>Determination of Transition Needs</i>	Start With: Assessing challenges faced. Methods: observations and data collection, challenges students face when attempting to access transition goals; choose appropriate intervention
<i>Interagency Collaboration</i>	Start With: Determining who best can support. Methods: ask through DDS, Special Education Coordinator, Central Office's Transition Department, make it a systematic approach
<i>Outcomes</i>	Start With: Creating a system of accountability. Methods: develop an activities, services, outcomes spreadsheet to share with student and family

Contact Information

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- ▶ Started out of ego
- ▶ But then shifted when I heard the dreams of my students: radio DJ, food truck owner
- ▶ Whole human
- ▶ Driving force behind IEP
- ▶ How many times do you hear yourself say compliance?
- ▶ How often do you hear your teachers say they do not have time to teach transition?
- ▶ How many times do you exit students without real clear knowledge of what's going to happen to them when they graduate?
- ▶ We have a moral, legal, and social obligation to ensure that indicator 14.
- ▶ Uphold the law.