



Saturday, August 3, 2019

Breakout Session D21 • 4:00-5:00 pm • Grand Ballroom D/E

Oh, the Places They Could Go: Why Your Child Needs a Transition Plan

Megan Anderson, Mississippi State University

Tierra Kilbert, Mississippi State University

Presenter Information

Megan Anderson is a 3rd year School Psychology Doctoral student at Mississippi State University. Megan is a graduate assistant for MSU's ACCESS program which is a comprehensive transitional program for adults with disabilities. Through this program, students can attend college alongside typical students while also taking courses with ACCESS staff and GA's that teach independent living and career development skills. Megan also works as a graduate clinician in MSU's Developmental Disabilities Clinic where she has given services to clients with CHARGE Syndrome. She has been a member of the Bulldog CHARGE Syndrome Research lab since 2016. This will be her third CHARGE Syndrome conference. She has presented on topics such as Advocacy in CHARGE Syndrome and Family Dynamics in CHARGE Syndrome. Her current research interests are Sleep and Pain behaviors in CHARGE Syndrome.

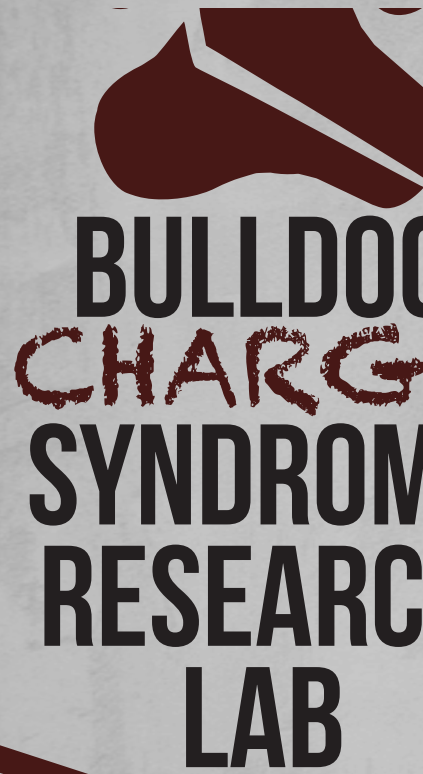
Tierra Kilbert is a third year Educational Specialist student in the School Psychology program at Mississippi State University. Tierra has been a member of the Bulldog CHARGE Lab since 2016. Tierra also serves as a clinician in the School Psychology Services Center at Mississippi State University.

Presentation Abstract

Transition plans are an important part of each students' Individualized Education Plan as they help students reach their potential to becoming as independent as possible as adults. When examining individualized education plans, it is often found that transition services are lacking or nonexistent. This presentation will not only explain the importance of transition plans for students with CHARGE, but also highlight important information parents need to know to appropriately advocate for their children when setting transition goals. Identifying goals that are appropriate, making sure those goals are measurable and making sure the goals help achieve a practical, positive outcome for students will be discussed.

Learning Objectives

- This session will help attendees assess the importance of transition plans for students with CHARGE.
- This session will describe and explain the components (team members, goals, services that should be provided, appropriate accommodations etc.) of a transition plan for students with CHARGE.
- This session will highlight the lack of appropriate transition goals in IEP's and the effects of student overall outcomes for students when transition goals are measureable and practical.



Oh the Places They Could Go: Why Your Child Needs a Transition Plan

Megan Anderson, M.S.
Kasee Stratton, Ph.D., NCSP
Mississippi State University
Bulldog CHARGE Syndrome Research Lab



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Today's Plan

- Why are Transition Plans Important?
- What should be included and why?
- What's after high school for my child? What are the different options?
- How do I decide what option is best?



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The transition plan serves as a
guide to prepare and support
a student to a period of
personal growth
and **successful life adjustment**

-Wilczenski, Sotnik, and Vanderberg
(2014)



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What's the problem?

- Less than 8% of students with learning disabilities go onto college
- Young adults with disabilities are 3x more likely to live in poverty
- Students with severe disabilities often leave high school without the skills, experiences, and supports that lead to meaningful employment
 - Segregated employment
- USDL: reported in 2019 the unemployment rate for individuals with disabilities (=7.9%) is more than double the rate for individuals without disabilities. In 2017, only 32.6% of individuals with a disability participated in the labor force while 76.7% of individuals without a disability participated.



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An Encouraging Direction

- Between 1990-2005, there was a 19% increase in students with disabilities attending college or receiving some level of postsecondary education within 4 years of leaving high school
- 1990 8% of students with ID enrolled in postsecondary programs; compared to 2005, 28% enrolled
- Over 260 programs on college campuses across the country offering programs for students with ID

(Newman, Wagner, Cameto, Knokey, & Shaver, 2010).



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Transition Planning

Mandated by Federal Law



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The Real Outcome

- Parents report
 - Feelings of alienation
 - Coerced into signing documents they don't understand
- H.S. Learning Disability & Intellectual Disability
 - 37% of parents did not know what a transition plan was
 - 63% unable to identify any legal requirements that related to a transition plan
 - Higher rates for African American and Latino parents

Landmark et al 2007; Valle, 2009; Valle & Aponte, 2002; US DL, 2017, 2019



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Being a Part of the Process

- Nationally, approximately 68% of students attend transition plan meetings and 76% of parents attend
- When students attend:
 - Higher goal attainment
 - Higher graduation rates
 - More strength based focus
- Person Centered Planning can be valuable

Cavendish et al, 2018



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Individualized Education Program

- Transition Services
 - MUST invite the student to the meeting
 - Consider student's preferences and interests
 - Federal law (16 and updated annually) must include appropriate ***measurable postsecondary goals*** based on age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills and the transition services needed to assist the student in reaching these goals
 - Can make Vocational services part of transition plan



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Transition Services

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and **functional achievement** of the child to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation



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Transition Services

- (2) is based on the individual child's needs, taking into account **the child's strengths, preferences and interests**; and includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and, if appropriate, **acquisition of daily living skills** and provision of a functional vocational evaluation (34 C.F.R. 300.43[a][1-2])



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Key Areas to Consider

- Daily Living Skills
- Community Participation
- Money Management
- Maintaining Health
- Employment
- Independent Living
- Relationships/Social Skills
- Navigating Transportation and Mobility
- Safety Skills
- Leisure/Recreational
- Self Advocacy: Services in a new setting



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Recommendations



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I Can Identify Saturn but I Can't Brush My Teeth ...

- Students who are part of...
 - Functional curriculum
 - Focus on functional skills

.... have a more independent life!

Ayres, Douglas, Lowrey, & Sievers, 2011



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Time is Precious

- 3,780 hours (3-21 years old; 180 days per year < 7 hours per day)
- Academics? Social skills? Life Skills?
- Focus on meaningful individualized outcomes
- Addressing general education standards simply because they are in the general education curriculum does not make them meaningful - focus on independence, not grade level competency!



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Functional?

- Litmus test:
 - Does someone else have to perform task for the student if the student could not do it?
 - That is: can the student function as an adult without the skill?
- Consumer Skills
- Domestic Skills
- Self-help Skills



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Age matters!

- States that require transition services be addressed in IEPs by age **14** versus states that require by age 16
 - MS 14, or younger “if appropriate”
- In Mississippi stay in school through age of 20
- Individuals from the early transition states were more likely to be employed by the time their cases were closed than their matched peers from the later transition states
- Similar results for students with ASD
 - Earned higher wages
 - Cost less to serve

Cimera et al., 2013; 2014



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Experience Matters!

- Strongly correlated with postschool employment success:
 - Having held a paid, community-based job in H.S.
 - More independence in self-care
 - Higher social skills
 - More household responsibilities
 - Higher parent expectations related to future work
 - Being male*

Carter, 2012



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What goals should a transition plan include?

- Determine the overarching goal from school to post-school activities:
 - postsecondary education
 - vocational education
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living or community participation



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What goals should a transition plan include?

1. Goals including community experiences
 - Increases community understanding, networking, and practice in natural settings!
2. Employment specific goals
3. Adult living goals
4. Goals based on a functional vocational evaluation



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What are your options?

- 4 year program: Comprehensive Transition Program
- 2 year program
- Technical Skills training programs
- Vocational Rehabilitation Services: job coach, textbooks, workshops, job training
 - You should contact your State's Vocational Rehab Services (MDRS in MS)
- What are the goals and expectations of each program?



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MSU ACCESS Program

- “ACCESS is dedicated to ensuring students with intellectual disabilities (ID) and/or developmental disabilities receive a quality postsecondary education through inclusive experiences in academics, socialization, career development, and independent living”
- Key Components: Functional Academics, Socialization, Independent Living, Career Development.
- Network of Support: Peer Mentors, College Coaches, Graduate Assistants, School Psychologist on Staff, Director of Program



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Preparing for Postsecondary Life

20 Powerful Strategies Prepare Your Child for Inclusive Post-Secondary Education				
Make sure your child is a regular attendee at an over-night, sleep-away camp.	Have your child become comfortable with electronic communication, including email and attachments	Empower your child to manage a schedule using a cell phone (calendar, timers, reminders, etc)	Strategize a system for independent medication management	Help your child practice talking about disability characteristics, best learning styles, and needs.
Sign up for a drama or improv group	Have your child call and make appointments for doctor/dentist/advisor	Give your child a budget for clothing. Step back from the selection process.	Support choice-making.	Start a savings program for college.
Build expectations for postsecondary life (working, living independently)	Open a bank account with your child. Give your child the debit card and train responsible use of money.	Let your child fail, and talk through making a different choice next time.	Help your child become comfortable with down-time & using time constructively	Use public transportation, even if YOU don't live on the bus line.
Encourage moderation strategies around food and money	Fill your life with interest other than the social/sports/activity schedule of your child. (i.e. Get your own life)	Support your child in volunteering for a cause or organization. (Excellent work experience!)	Dignify your child's desires with high expectations.	Use Family Support dollars to pay for inclusive camping experiences and extend that use for post-secondary programs



Created by Karla Wade, Ph.D.



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Remember Your Critical Goals

- Acquisition of:
 - functional daily living skills
 - social skills
 - vocational practice and modeling



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Resources

- A Transition Guide <https://www2.ed.gov/about/offices/list/opers/transition/products/postsecondary-transition-guide-2017.pdf>
- <https://www.pacer.org/transition/>
- 20 Powerful Strategies for Post-secondary outcomes
 - <https://thinkcollege.net/sites/default/files/files/resources/20PowerfulStrategies.pdf>
- <http://project10.info/DPage.php?ID=146>



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