Preparing Adolescents & Young Adults for Transition from School to Adulthood

Innovations in School Based Practice Course
July, 2019

TONI DOTY PT, PhD, PCS
ADJUNCT FACULTY
DIVISION OF PHYSICAL THERAPY, WALSH UNIVERSITY
akdoty@kent.edu

DOTY, 2019 REPRINT WITH PERMISSION ONLY

Learning Objectives

Review

Analyze
- Analyze the Evidence promoting successful transition and roles for school based therapists.

Identify
- Identify Practical ideas for Evaluation, IEP/ITP Process and Intervention during the transition process, using the ICF and PT & OT Guide as frameworks.

Illustrate
- Illustrate transition team planning, family support, interagency collaboration, and role of therapists through integration of a case study.

Case: GMFCS IV

GMFCS IV: John is a 19 yo. HS student with athetoid CP (GMFCS IV) who uses a communication device with direct selection of icons.

Activity:
- Drives a power chair, can transfer with assist in restroom
- Limited information on reading ability, computation, and academic skills
- Can type on a computer, use shredder

Participation:
- Would like to work in the community part time

Environmental Factors:
- Participating in a community based vocational training program
- School transports, dynamic school team
- Friendly coworkers

Personal Factors:
- John is social and likes to work/complete tasks
- Lives in foster care
ICF Model as a Framework for Transition Practice (WHO, 2001)

Outcomes for Secondary Students with Disabilities

Life is a series of Transitions!

- Transition from High School to Adulthood as defined by Halpern (1992)

- "a period of floundering that occurs for at least the first several years after leaving school as adolescents attempt to assume a variety of adult roles in their communities"

- Outcomes for our students

- Our Challenge?
Transition Definition

A coordinated set of activities for a student, with a disability, that:
• (A) is designed within a results 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
• (B) is based on the student’s needs, taking into account the student’s strengths, preferences and interests;
• (C) includes instruction, related services, community experiences, the development of employment and other post-school objectives, and, where appropriate, acquisition of daily living skills and functional vocational evaluation.

Essential Elements

- Based on student needs, interests, and preferences
- Results oriented
- Coordinated set of activities: Instruction, related services, functional vocational evaluation, instruction of ADLs, community experiences
- Promote movement to postsecondary environment

Outcomes for Students with Disabilities

- Early outcomes
- Promising Practices
- Early studies of the involvement of OT and PT in the transition process

- Harris Poll on Disability, 2010
Evolution of Transition Under IDEA

- PL 94-142 in 1975
- 1983 Preschool services added
- 1990 EI services added
- Transition first defined
- IDEA 1997: Definition of Transition Services Expanded to Include Related Services
- IDEA 2004: Added
  - Age 16
  - Results Oriented
- Local education agencies will be required to provide students with a summary of their academic and functional skills upon exiting from school.
- Measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

Predictors of Success for Secondary Students

- 20 Predictors Organized into 4 Categorical Clusters
  - Career Development
    - Career Awareness
    - Occupational Awareness
    - Paid Employment/Work Experience
    - Vocational Education
    - Work Study
  - Student Skills
    - Community Experiences
    - Goal Setting
    - Self Advocacy/Self Determination
    - Self Care/Independent Living
    - Social Skills
    - Travel Skills
    - Youth Autonomy/Decision Making
  - Collaboration Systems
    - Interagency Collaboration
    - Parental Expectations
    - Parental Involvement
    - Student Support
    - Transition Program
  - Policy
    - Exit Exam Requirements
    - Diploma Status
    - Inclusion in General Education
    - Program of Study
Role of the Therapist

What do Therapists say about Transition Practice

- Transition teams are not aware of how therapists could assist with a transitioning student
- Transition teams are not clear about a therapist's role in transition
- Therapists in rural districts state there are few opportunities for training students in the community, fewer available jobs and the therapists are 'stretched too thin'
- Therapists are often 'acutely frustrated and somewhat uncertain how to contribute'
- Therapists desire more continuing education opportunities regarding transition
- Other disciplines (OTs, SpEd teachers, transition specialists) cover students' transition needs (PT)
- Our student population (most involved students) will not work or go to college
  - (Doty, Flexer, Barton, McEwen, & Fitzgerald, 2010)
What Evidence Supports the Role of Related Service Providers in Transition?

- Emerging but limited information available regarding community-based instruction for students with severe disabilities and the role of the therapist
- Therapists have much to offer students as they prepare for adulthood
- Students under served by therapists appear unlikely to fully achieve their transition outcomes
- Therapists need education in the area of transition and a shift to community-based interventions in order to become more involved
  \[\text{[Doty et al., 2000; Inge, 1999; James, 2001]}\]
- Therapists not participating fully in transition process
- "But as of 2010, We are becoming more involved!"  \[\text{[Doty, Rose, McDaniels, Geron & Fitzgibbons, 2010]}\]

What Predicts a Therapist’s Involvement in Secondary Transition Practice?

- **Strong predictors:**
  - Administrative support
  - In-service training
- **Weak predictors:**
  - Transition coursework
  - IDEA conference attendance
  - Student/program characteristics
- **Not predictors:**
  - Education level in physical therapy
  - Years of experience in school-based practice
  - School-based practice in transition

In What Settings and Programs Are Therapists Working?

- Sometimes to Most of the time, Therapists work in programs which:
  - Simulate work activities at school
  - Consider sheltered work and day programs as good transition outcomes
- Programs Sometimes or Infrequently viewed:
  - Community job training as an option for students with intensive support needs
  - Students with intensive support needs as productive citizens
Proposed Roles of Related Service Providers

• Complete More Ecological Assessments
• Provide a variety of Interventions/Service Delivery Models
• Assist with Job Coaching, Development and Placement
• Prevent Secondary Conditions of adulthood/health/fitness
• Collaborate with Professionals in school in adult settings
• Consider the need for intervention from a perspective of future community living and work rather than segregated living and work.

So How Do We Do This?

• Legally by age 16, but never too early to plan
• Informal transition training through career awareness, expectation of chores and other typical home & school routines in elementary grades (waiting lists!!)
• Students may take either
  • postsecondary educational track
  • job training experience

Integrating Predictors of Success, Proposed Roles & Evidence

• We need to refer back to our predictors of student success supported by the evidence and meta analysis and reflect upon the therapeutic applications of these clusters of predictors
• Career Development
• Student Skills
• Collaborative Systems
• Policy
• How might a therapist be involved with these student activities???
So what do you think?

How will you start (if you’re not already actively involved with secondary Students)?

What are your team strengths/weaknesses?

How can you become more involved or improve related services within a transition model?

Evaluation

TRANSITION ASSESSMENT

What Does IDEA Tell Us?

• 1990

• 1997

• 2004:
  • Assessment should lead to measurable postschool transition goals:
    • Means evaluation in postschool environments which are matched to needs and preferences
    • Summary of performance completed
How do Therapists Impact a Student in Transition?

- Evaluation and intervention must occur in specific and relevant environments (present and future).
- Driven by student needs and preferences
- Assess 3 main transition areas and think of the continuum during planning:
  - Employment and post secondary
  - Independent living
  - Community participation
- Consider the need for evaluation and intervention from a perspective of future inclusive community living and work rather than segregated living and work.

Evaluation: Current Therapist Practice in Transition Assessments

- Most of the time therapists:
  - Used observation/narrative summary
  - Considered student’s needs/preferences/interests
- Infrequently or Never:
  - Used ecological task analysis
  - Observed students in the community
  - Used published checklist/tools

Clarifying the Language

- Evaluation
- Examination
- Assessment
- WHY EVALUATE???
- REVIEW the What, Where, How & Data Generated
Writing the Evaluation Report

- Don't forget your basics
- Describing movement (neuromotor, sensory orthopedic, feeding, communication)
- Bullets & Short Paragraphs
- Know your audience(s)
- Remember transition domains and relate findings to future environments
- Education
  - Employment
  - Adult Living
  - Community Participation
- May want subcategories of transportation, AT needs, ADLs

Tools for Evaluation

- Life Centered Career Education
  - Canadian Occupational Performance Measure
  - Children’s Assessment of Participation and Enjoyment / Preferences for Activities of Children
  - Enderle-Severson Transition Rating Scale
  - Transition Planning Inventory
  - Transportation Assessment
  - Choose and Take Action
  - Transition Assessment and Goal Generator (TAGG)
  - Supports Intensity Scale (SIS)
  - Ecological Assessment/Task Analysis
  - Assistive Technology Evaluation
  - Campus Accessibility Evaluation

Life Centered Career Education

  - Computer based Approximately $1,000.00 - $2,000.00
  - Criterion referenced measure with a comprehensive curriculum
  - Mild and Moderate versions
  - Competency rating scale (CRS): 20 competencies, 94 sub competencies
  - Daily living skills, self determination, interpersonal skills, and employment skills
  - CEC website: free 2 week demo
Canadian Occupational Performance Measure (COPM)
- Approximately $250.00
- Standardized administration of individualized outcome measures of occupational performance.
- Caregiver and client rating forms

Children’s Assessment of Participation & Enjoyment (CAPE)/ Preferences for Activities of Children (PAC)
- Children’s Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC).
- San Antonio, TX: Harcourt Assessment.
- Approximately $100.00

Enderle–Severson Transition Rating Scale
- Enderle–Severson Transition Rating Scale (3rd ed.). Moorehead, MN: ESTR.
- Approximately $50.00
- Mild and intensive disability versions
Transition Planning Inventory-2

- 3 forms for school, home, and students
- 600 transition goals correlated with planning statements
- Strongly agree or Disagree with statements

Ecological Assessment/Task Analysis

- Functional, Informal
- Behavior that is measured in a specific environment
- Focuses on practical, work or independent living skills in the real world
- Process for examining learning
- Prescriptions for intervention techniques
- Ongoing monitoring
- Handout

Student Activity Accessibility Checklist

- For College Campuses
  - Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRU, Division of Adult Studies
  - Free download assessment
  - ACES taxonomy
  - (Accessible Campus Environment Survey)
Supports Intensity Scale

• Measures support needs of respondent, not personal competence
• I: 49 life activities grouped into 6 subscales: Home living, community living, lifelong learning, employment, health/safety/social activities
• II: Supplemental Protection and advocacy scale: 8 activities which are helpful in developing support plans
• III: Behavioral support needs
• AAIDD website: sample scoresheet/administration booklet

Transition Assessment and Goal Generator (TAGG)
FIT 4 WORK

- Connie C. Johnson, PT, DScPT
- Fit4Work, a program which supports physical fitness for youth with disabilities and enhances their potential for employment.
- She authored the book entitled Fit4Work: Fitness for Vocational Tasks for Youth with Disabilities
- Available on Amazon: $15.00

TRANSPORTATION ASSESSMENTS

- Google: United We Ride
- Building a Transportation Plan Template
- Easter Seals project ACTION with United We Ride
- Free/Download information

So Ideas for Evaluating

What do you have available?
How could you improve your practice?
The IEP and ITP
Planning Therapeutic Interventions

The Importance of Therapeutic Interventions with Secondary Students

- Must stop the trend of continually decreased services
- Students with Multiple Disabilities
- Students with Cerebral Palsy
- Relationship between OT/PT services and Postsecondary Education & Work
- What do Adults with Lifelong Disability Have to Say about School-Based PT services?

Students with the Most Intensive Support Needs......

- They will transition and YOU may or may not need to be involved
- Consider future environments
- Skills needed??
- What supports are available?
Person Centered Planning

• 5 Essential Elements:

1. What is the student’s history and current life situation?
2. What are the strengths and gifts of the Student?
3. What is the vision or dream for the student?
4. What are the team’s fears, obstacles, or challenges in building a better life for the student?
5. What are the priorities and goals for the future and what will it take to make the vision happen?

EMPLOYMENT

• Competitive Employment
  - Independent
  - Customized employment
• Supported Employment
  - Competitive work in an integrative setting consistent with the strengths, resources, priorities, concerns, abilities, capability, interests, and informed choice of the individual with ongoing support services for individual with the most significant disabilities.
  - A) for whom competitive employment has not traditionally occurred or was interrupted as a result of a disability
  - B) show by the nature/severity of their disabilities need intensive support services and extended services to perform work. (Rehab Act, 1992, 1998)
• Adult Activity and Sheltered Options

Post Secondary Education

• Four Year Colleges and Universities
• Community Colleges
• Technical schools/colleges
• Proprietary schools
Adult Living

- Deinstitutionalization
- ICF/MR
- Group homes
- Independent Living Centers
  - https://www.ilusa.com/links/ilcenters.htm
- Supported living in the community
  - Administration on Community Living (ACL)

Transition Planning Process, the ITP, & IEP

- More than just the annual IEP meeting; ongoing process
- Student Self determination is key
- Interagency Collaboration is key
- Understand Curriculum Issues

ITP VS IEP

- IEP MUST INCLUDE ITP
- While the ITP has a MEASURABLE GOAL for each major life area
  - Postsecondary Work
  - Adult Living
  - Community Involvement
- The ITP drives the goals and objectives of the IEP
IEP must include the ITP

- Individualized Transition Plan
  - At age 16
  - Assessment must lead to Measurable postschool transition goals
  - Means evaluation in postschool environments which are matched to needs and preferences
  - Goals/objectives of IEP must match activities of the ITP

- Summary of Vocational Assessment
  - Must list needed services
  - Course of study?
    - University---------supported employment
  - Explore vs. doing something?
  - Summary of performance completed, upon exit

Transition Planning: What are Therapists Currently Doing?

- PTs collaborate/plan more with:
  - Teachers
  - Related service providers
  - Student
  - Families
- Less collaboration with:
  - Adult Services
  - Secondary Education Institutions
- PTs Attending Planning meetings most of the time.
  - Doty, Feen, McAlear, Barton & Fitzgerald, 2010
Individualized Education Programs & Individualized Transition Plans: What are Therapists Currently Doing??

- Most Common Practices for PTs in the area of IEP/ITP development (most of the time):
  - Providing input for goals/objectives
  - Making decisions as a collaborative team
  - Collaborating with teams about intervention ideas

- PTs less involved with:
  - Attending IEP meetings
  - Summary of Performance
  - [Doty, Flexer, McEwen, Barton & Fitzgerald, 2010]

ITP/IEP

Use backward planning
- Goals and benchmarks must be focused and functional and must be aligned with TRANSITION PLAN
- Apply content standards
- Chunk time
- Be specific
- Be CREATIVE

Student-Directed Transition Planning

James Martin & Lorrice Sylvester
Zarrow Center for Learning Enrichment
University of Oklahoma
Email: jemartin@ou.edu
Phone: 405-325-8951

Lee Woods
Boise State University
Dept of Special Education
Email: leewoods@boisestate.edu
Phone: 208-426-2071

 DOTY, 2019 REPRINT WITH PERMISSION ONLY
All lessons and associated materials can be found at: [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html)

One Problem

- Low student and family participation in IEP development and meetings
- Adult-to-adult transition conversations

Self-Directed IEP

- Teach students to become active participant in own IEP meeting
- Learn terms and process
- Write student script of what to say and when
- Practice
- Inform parents and team members

Percent of Time IEP Members Talked at Self-Directed IEP Meetings?

<table>
<thead>
<tr>
<th>Role</th>
<th>% of Time Talked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Teacher</td>
<td>53</td>
</tr>
<tr>
<td>General Ed Teacher</td>
<td>7</td>
</tr>
<tr>
<td>Administrator</td>
<td>6</td>
</tr>
<tr>
<td>Family Members</td>
<td>8</td>
</tr>
<tr>
<td>Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Student</td>
<td>13</td>
</tr>
<tr>
<td>No Conversation</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Conversations</td>
<td>2</td>
</tr>
</tbody>
</table>

The 1st SD-TP Lesson:
Awareness of Self, Family, Community, and Disability

- OU Zarrow Center Website: Life skills Inventory, Self Determination Assessment (ARC) and Transition Assessment and Goal Generator (TAGG)
- Significant Disabilities Resources (life skills assessment etc.)

SDTP Lessons
In Closing…. Where Do We go From Here??

Be PROACTIVE: It is critical to have a job, plan for education or community engagement in place BEFORE LEAVING HIGH SCHOOL.

- Understand how agencies work together (SPED, RSC, DD, University systems)
- Most of your information will not reach the adult services providers who need it - Help with SOP
- Know the laws, Know the evidence, Know best practice and be comfortable with it!
- Be an integral part of the team!
- Parents are critical in assisting with finding employment

Websites

- Review NTACT Website: https://transition.ta.org/
- Under Resources tab you may find Quick Guides and Toolkits of interest on a variety of topics.
- OU Zarrow Center Website: Life skills Inventory, Self Determination Assessment (PAS) and Transition Assessment and Goal Generator (TAGG)
- Significant Disabilities Resources (life skills assessment etc.)