Foster Innovation Through Collaboration!

Partners at Work
Presentation Objectives

- Describe collaboration through the Community of Practice model
- Discuss a vision of alignment
  - outside agencies and their connection & contribution to the transition planning process
- Provide resource and contact information
Arizona Community of Practice on Transition (AZCoPT)

The AZCoPT team meets regularly to collaborate, develop, and coordinate transition services, professional development, and resources related to improving the transition experience for youth who have disabilities.
AZCoPT Objectives

- Identify common goals in order to collaborate between agencies providing supports and services to youth who have disabilities and their families
- Provision of guidance to anyone working with transitioning students to better create “linkages” to services and supports
- Identification of transition resources

SHARED LEADERSHIP
Mutual Goals & Initiatives

- Yearly strategic plan development
- Transition slide guide
- Predictors video
- AZCoPT web page
- Transition Conference
- Professional Development

Collaboration that impacts young adults with disabilities & the professionals supporting them
AZ Employment First is a grassroots effort, working in collaboration with multiple stakeholders across AZ, to assist in the facilitation of cultural, system and policy change around employment for people who have disabilities.

Employment First encompasses the belief that:

- community-based, integrated employment should be the primary day activity for working age youth and adults who have disabilities;
- people who have disabilities will have access to integrated work settings most appropriate for them, including the supports & services necessary to help them succeed in the workplace;
- individual *informed* choice must be considered;
- when above is taken into consideration, successful employment opportunities will increase for individuals who have disabilities.
Transition Planning Process

Instruction & Services

- Identification of services or activities, that will prepare the student for their identified goals

Goals

- A major component of personal development that allows the design of a plan to motivate and guide a person toward their vision of the future

Assessment

- A process of collecting data of student's strengths, needs, preferences and interests over time from multiple stakeholders
Individualized Plans

- **DDD- Division of Developmental Disabilities**
  - ISP- Individualized Service Plan
  - Vision and Priorities

- **PEA- Public Education Agency**
  - IEP- Individualized Education Program, Transition Plan
  - MPG- Measureable Postsecondary Goals

- **BH- Behavioral Health**
  - ISP- Individualized Service Plan
  - Vision & Goals

- **VR- Vocational Rehabilitation**
  - IPE- Individualized Plan for Employment
  - Vocational Goal
Ima Learner

A little about Ima:
- works hard to please adults in her life
- Effectively uses augmentative communication device since pre-school
- Curious and friendly
- Enjoys interacting with others
- Enjoys art
- Ima’s mother & siblings are supportive
- Earns good grades

- DOB 3/18/2000
- Anticipated PEA exit date: May 2019
- Documented Disability: Moderate Intellectual Disability, ED (Anxiety) & OHI (Epilepsy)

Currently:
- DDD Member
- enrolled in high school that offers TSW
- AHCCCS eligible
- VR Client
ASSESSMENT
The purpose of conducting assessments is to collect data that is used to make decisions for the development of individualized plans.

- Decisions are made based on the student’s *interests, preferences and strengths*.
- Selection of assessments are individualized across agencies.
- Some agencies use additional information such as needs or cultural background.
- Other agencies take into consideration the student’s priorities and vision of their future.

Assessment information can be shared across agencies.
DDD ISP Assessments

- Student Interview
- Parent & sibling Interview
- Medical Records
- Case manager observation
PEA IEP Transition Assessments

- Brigance
- Teacher report
- Parent and Student Reports
- Transition Planning Interview (TPI)
- Teacher Report
- Quality of Student Life Questionnaire
- Related Services Provider Report
IMA’s Behavioral Health ISP

Assessment

Strengths:

Ima generally enjoys interacting with people. She is curious and not afraid of new situations. Ima gets good grades and feels like her mother and her siblings are supportive of her and want her to succeed at whatever she does, which they do, so that she is able to live independently.

Needs:

Ima needs to interact appropriately with her classmates and teachers. Ima needs to attend school regularly and turn in her assignments. Ima needs to start preparations in order to live independently.
Assessment:

- School documentation (school psychological report or Multidisciplinary Education Team, MET)
- Formal or informal assessments completed by school (Vocational, interest inventories)
- VR Assessments (if school documentation is not sufficient for eligibility or planning)
GOALS
The purpose of goals for all agencies is to facilitate movement towards independence

- All individualized plans include post-secondary goals
- Some also incorporate a more immediate focus
  - Maintain the quality of life
  - Promote social inclusion
  - Recognize and value their competency and dignity

A collaborative experience produces alignment in goals
Goals: 
• Graduate from High School 
• Learn basic job skills 
• To promote independence, learn cooking skills 
• Control aggressive behavior 
• Get a job in the community in customer service or retail
PEA IEP MPGs

- **Employment:** After exiting school, Ima will work as a customer service representative.
- **Training/Education:** After exiting high school, Ima will receive on-the-job training in a retail store.
- **Independent Living:** Upon exit from school, Ima will independently use assistive technology to communicate with the necessary individuals about the frequency of her epilepsy seizures.
Vision & Goals

Ima will get along well with family, friends and teachers and be successful in High School. After graduation, she will get a job as a Customer Service Representative with a company in her community.
Employment Goal: Customer Service/Retail
Student completes:

- Career Exploration activities
- Informational Interviews
- Job Shadows
- Labor market research
- Work-based learning (Work Adjustment Training, Volunteer, paid/unpaid or simulated)
- Determine appropriate training (On-the-job, Vocational program, college)
INSTRUCTION & SERVICES
The purpose of the instruction & services is to expose the student opportunities that will help them meet their goals and improve informed choice

- Activities that will
  - develop student’s knowledge, skills and abilities
  - Offer opportunities for experiences
  - Align to the student goal(s)
- Accommodations for increased independence
  - Natural supports an option
  - Assistive technology

Engaged in the process
Services:
- Respite services after school
- Receive Transition to Employment Services during school breaks and next summer
- Habilitation service in order to learn basic cooking skills
- Behavioral Health services
- Referral to Vocational Rehabilitation for employment in the community after graduation from high school
PEA IEP Transition Services

ACTIVITIES
- Ima will meet with the DDD Support Coordinator
- Identify potential retail employers and determine knowledge, skills, and abilities required for employment
- Augmentative Communication device set-up for workplace needs
- Identify community-based adult supports for maintenance of communication device for the work environment
- Participate with the 6 week long simulation grocery store training and work
- Ima will meet with OCSHCN in order to develop a transition health plan with a focus on self-advocacy

COURSES- Community Access & Communications

ANNUAL GOALS- academic, behavioral & functional
IMA’s Behavioral Health ISP

Services

- Case Management: frequency as needed
- Individual Counseling 1x every 2 weeks
- Medication management 1x every 90 days
- Ima’s Case Manager will communicate at least 1x per week with Ima’s mother and teacher
- Ima’s Case Manager will refer Ima’s mother to Raising Special Kids for support
IMA’s IPE

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Transition Planning Process

Assessment

• A process of collecting data of student's strengths, needs, preferences and interests over time from multiple stakeholders

Goals

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Instruction & Services

• services or activities, that will prepare the student for their identified goals
Alignment

- Consistency in goals that overlap
- Services compliment one another
- Support progress towards independence

*different doesn’t necessarily imply misalignment
*some individualized plans address other areas besides employment, education/training or independent living
Employment goal

- DDD ISP- Competitive integrated employment in customer service in retail
- IEP- After exiting school, Ima will work as a customer service representative.
- BH ISP- After graduation, she will get a job as a customer service representative with a company in her community.
- VR IPE- Customer Service Retail
Centers for Independent Living are autonomous organizations run by and for people who have a variety of disabilities.

Centers for Independent Living provide the following core services, which are chosen by the individual:

- Advocacy
- Independent Living Skills Training
- Information and Referral
- Peer Support/Peer Mentoring
- Transition (to adulthood, out of long term care, diversion from institutional living)
A chronic health condition and use related services more than children do generally

OCSHCN Promotes:

• Health care transition planning among community partners
• Self-determination for youth/young adults with special health care needs
• Children with special health care needs being included in decision making at the earliest age possible
Raising Special Kids

Arizona’s Parent Training and Information Center (PTI)

Strengthening Families and Systems of Care
to improve the lives of children who have disabilities

- Ima’s parents need support too!
- Parent to Parent
- Individual Consultation
- Systems Navigation
- Teaching Effective Advocacy Skills

www.raisingspecialkids.org
The State of Arizona Transition Slide Guide

- Self Determination
- Postsecondary Education/Training
- Employment
- Independent Living/Community Participation
Questions???
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