

Transition Activities for Students with Complex Support Needs

SECONDARY TRANSITION
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION

Agenda

1. Overview of the Transition Planning Process
2. Review of Characteristics of Complex Support Needs
3. Foundational Concepts of Transition Activities
4. COVID-19 Options for Transition Activities
5. Technical Assistance Opportunities



Secondary Transition Planning

Beyond
compliance...
Effective Best
Practice
Strategies

Ongoing planning that helps students develop independence, which in turn helps them to reach their career and adult-living goals

FOR INFORMATION ON COMPLIANCE:

- ✓ [ADE ESS Program Support & Monitoring Webpage](#)
- ✓ [2019-20 Guide Steps](#)
- ✓ [IDEA website](#)

Who are students with the most complex support needs?

Students with disabilities who have/require:

- ✓ 1:1 assistance for all activities of daily living;
- ✓ Very limited physical and/or mental stamina;
- ✓ Significant behavior issues;
- ✓ Limited communication response (1-2 second eye gaze for yes/no answers);
- ✓ Daily required supports from a medically trained professional; and
- ✓ 1:1 supports for social engagement activities.

Complexity Continuum

↑ *Complexity* = *Supports* ↑

- ✓ Communication issues are frequently present
- ✓ Self-care issues are almost always present
- ✓ Intellectual issues are present often, but not always
- ✓ “Multiple” systems - always

Lingo



PINS

Preferences,
Interests,
Needs &
Strengths



MPGs

Measurable Postsecondary Goals

Results-driven Decisions

- ✓ All MPG areas must be developed based on assessment data.



- ✓ Employment First practices ensure process is effective
 - ✓ Allow the data to drive the process
 - ✓ Remove personal opinions & biases from the process
 - ✓ Remove “only” from the conversation

Employment First encompasses the belief that competitive integrated employment is the expectation for all Arizonans who have disabilities.



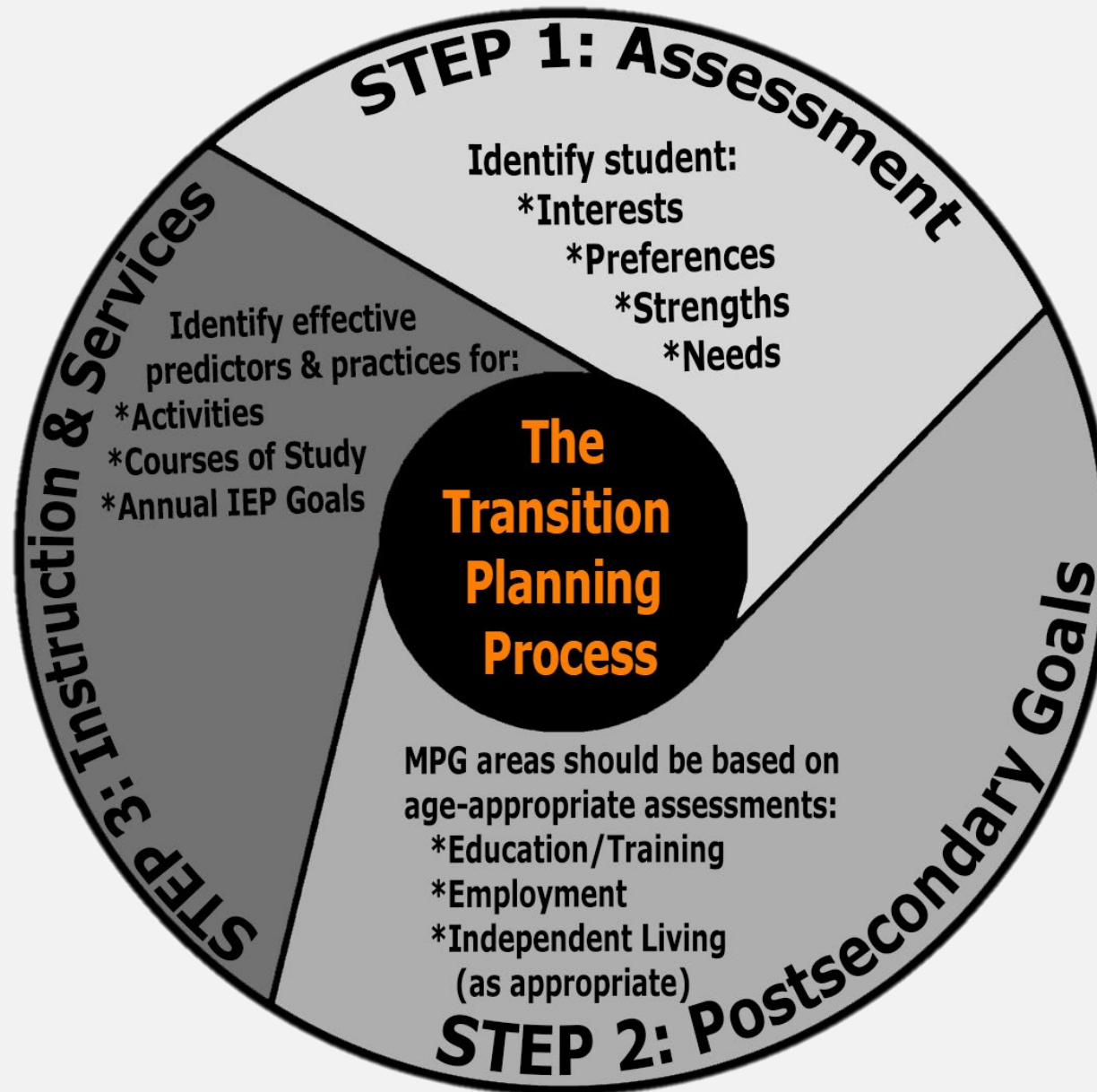
Josh's Story

Meaningful Day through Meaningful Activities

- ❖ Daily activities match skills and interests
- ❖ Community experiences and volunteering

A Shift in Attitude

- ❖ Excited to contribute to his community
- ❖ Sense of responsibility
- ❖ A day with purpose



Step 3 – Instruction and Services

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

What are Transition Activities?

Tasks that the STUDENT performs (various environments)

- ✓ On or off campus
- ✓ During or outside of school hours/year
- ✓ Typically a one-time task



- ✓ Could include an assignment from a class

Transition Activities

What is the benefit of including activities in transition planning?

Purpose of a transition activity:

- ✓ To support students in making progress towards accomplishing their MPGs (per IDEA)
- ✓ To strengthen student skills and knowledge related to MPGs
- ✓ To produce more assessment data to verify if an MPG is appropriate

Questions to Consider for Students with CSN

How are experiences integrated in IEPs, IPEs, ISPs?

Have we created and/or selected the most appropriate experiences?

Are “next steps” clearly outlined?

Has the student helped direct the experience?

What difficulties does the student with a disability experience?

What accommodations are available to reduce or eliminate these issues?

LRE Approach to Activities

Community

- Off-campus
- Real-world understanding of the work environment
- Predictors of Postschool Success
 - Community experience
 - Paid Work Experience

Campus

- Includes District Resources
- Consider “Human Capital”
- Controlled Environment
- Predictors of Postschool Success
 - Career Awareness
 - Inclusion in General Education
 - Self-Advocacy/ Determination

Classroom

- Within the 4 Walls
- Target Assignments to be Purposeful
- Professional / Employment Skills
- Predictors of Postschool Success
 - Occupational Courses
 - Vocational Education

Identifying Individualized Transition Activities

1

Identify the task

2

Break down the task into subtasks

3

Identify steps for the sub-task

Task analyze the MPG

Using Career Pathways for CSN:

Where do the student's interests, preferences and strengths fit?

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio-Video Technology, & Communications
- Business Management & Administration
- Education & Training
- Energy
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Individualizing Transition Activities



Employment MPG: After high school, Josh will work part-time as a customer service provider.

Career Pathway: Hospitality & Tourism

1. Identify activity to task-analyze:

- a. Greet customers, patrons, or visitors.
- b. File documents or records.
- c. Collect deposits, payments or fees.
- d. Sort mail.
- e. Distribute incoming mail.

Individualizing Transition Activities



Employment MPG: After high school, Josh will work part-time as a customer service provider.

1. **Identify the activity:** Greet customers, patrons, or visitors.
2. **Breakdown the task (subtask):**
 - a. Look at the person or people.
 - b. Say, “Hi, how may I help you?” *How do you accommodate this with AAC?*
 - c. Wait for response.

Mary Keeney, CCC-SLP

Individualizing Transition Activities



Employment MPG: After high school, Josh will work part-time as a customer service provider.

1. **Identify the activity:** Greet customers, patrons, or visitors.
2. **Breakdown the task (subtask):** Wait for response.
3. **Identify steps in subtask:**
 - a. Count to five
 - b. Identify customer need
 - c. Choose appropriate response



Employment MPG: After high school, Josh will work part-time as a customer service provider.

1. **Task:** Greet customers, patrons, or visitors.
2. **Sub-task:** Wait for customer response.
3. **Steps to subtask:** Choose appropriate response.

Transition Activity:

What assessment data will you get with this activity?

Who can assist with this activity?

What activity will you do next year?



After high school, Alice will assist in food preparation using her AT switch to control small appliances.



Career Pathway:
Agriculture, Food & Natural Resources

Task:

Subtask:

Step:

Mitch Galbraith M.S. OTR/L



After graduation, Mark will provide music and story entertainment to others using assistive technology.



Career Pathway: Arts, Audio-Video Technology,
& Communications

Task:

Subtask:

Step:



After high school, Sue will choose her preferred bed linens as her contribution to the household.



Career Pathway:
Hospitality & Tourism

Task:

Subtask:

Step:

COVID-19 Options for Activities

1

Document activities that are already happening as a natural part of the student's day.

2

With all 3 LREs in mind identify activities that can be completed at home that expose students to information/ experiences that relate to their MPGs.

In both instances, activities must align to MPGs.

Remember the Purpose

CURRENTLY ON THE IEP

OPTIONS TO ACCOMPLISH SAME
CONCEPT

...in public



Invite family or friends to
call

...visit



Watch a video

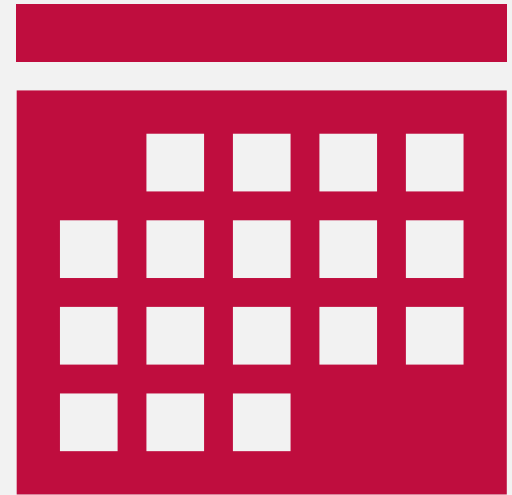
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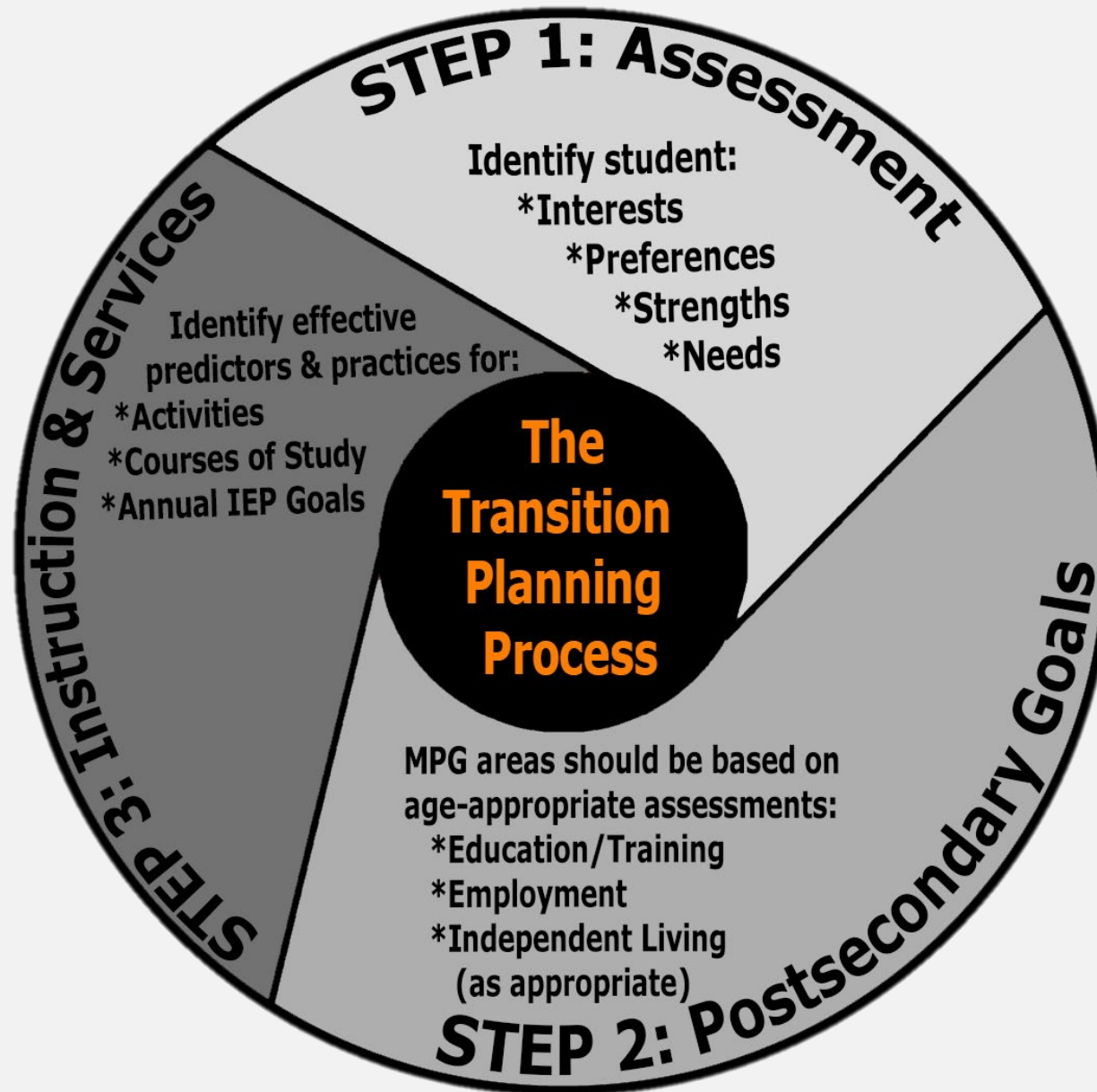


With the family

For Next School Year...

Complete your quarterly progress reports to inform next year's decisions





Using the Best Practice Rubric to Evaluate Transition Plans

SECONDARY TRANSITION BEST PRACTICE RUBRIC

Component	4 Points	3 Points	2 Points	0 Points
Activities	Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; Include info on accountability	At least 2 of the following strategies are evident: Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program; Include info on accountability	One activity aligned with each MPG	No activities for one or more MPGs; activities are not individualized to student's MPGs

- Developed by ADE Secondary Transition Specialists
- Based on NTACT best practices and ADE guide steps

ADE Secondary Transition Best Practice Implementation Project



You participated in the training



You learned the process



The ADE secondary transition specialists want to help you see if you're

Putting It All Together



Secondary transition specialists will use a rubric based on the NTACT best practice strategies as presented in the workshop.

Scores and feedback will be provided to the participant via email.



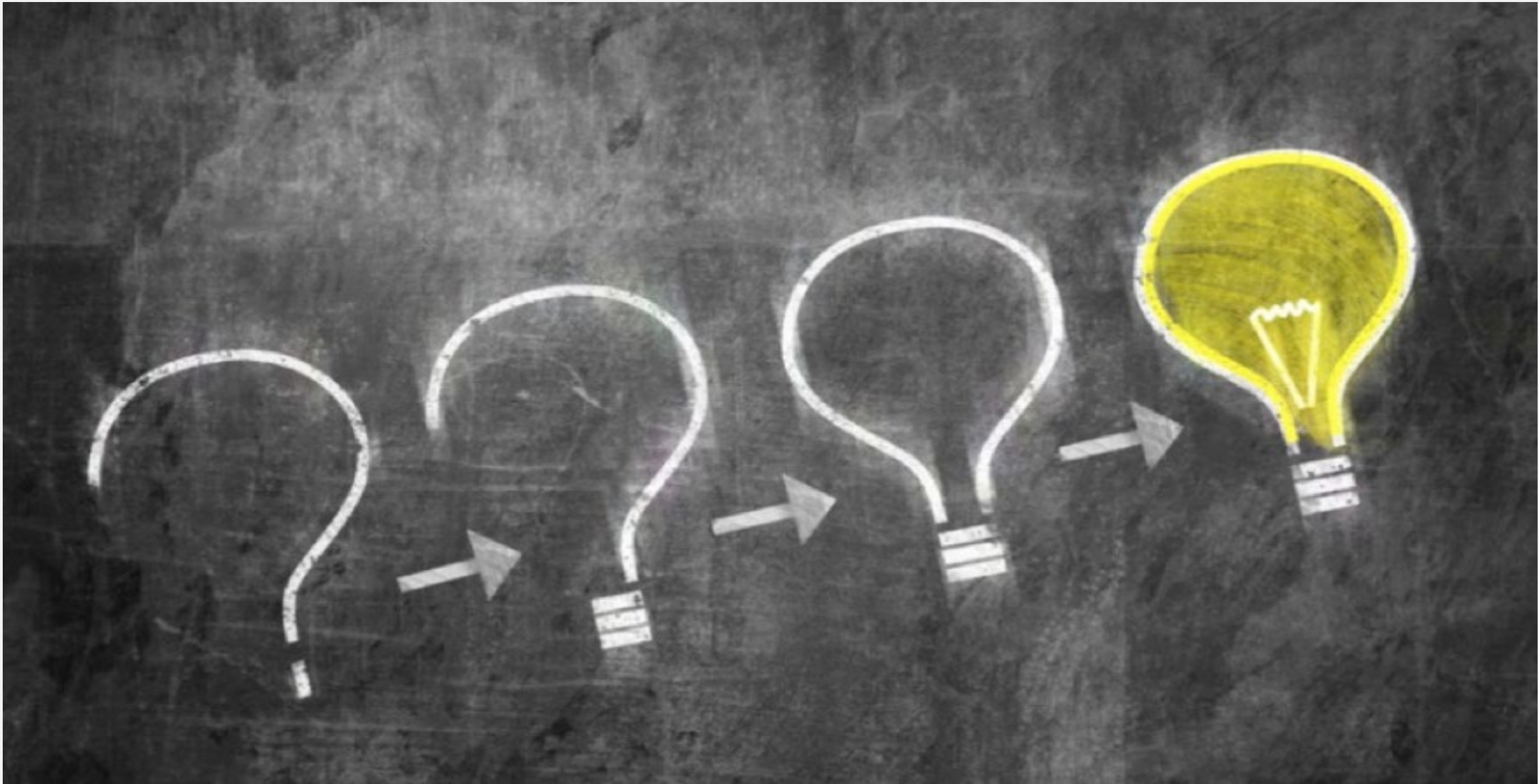
What's the catch?? Absolutely NO CATCH! This information will not be used for monitoring; this is for technical assistance and your benefit only!



INTERESTED?

Contact the ADE Secondary Transition Specialists at ESSTransition@azed.gov

Technical Assistance



**Thank you
for joining
us!**



Please use this link to let us know your thoughts on today's webinar:



Survey

<https://bit.ly/5-12Survey>



Once you complete the survey you will get a link to download your professional development certificate.

Contact Information



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Virtual Connection Information:

<http://bit.ly/AZsecondarytransition1>

ESSTransition@azed.gov

<http://bit.ly/AZSTteam>

Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition

- ✓ <http://www.azed.gov/specialeducation/transition/>
- ✓ Or use the bitly link @: bit.ly/AZsecondarytransition1

National Technical Assistance Center for Transition (NTACT)

- ✓ <http://transitionta.org/>

Foundations of Vocational Rehabilitation, (Rubin & Roessler)

Use a Variety of Strategies to Gather Information. | Transition Coalition. (2019). *Transition Coalition*. Retrieved 16 October 2019, from <https://transitioncoalition.org/blog/tip/use-a-variety-of-strategies-to-gather-information/>

Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., and Terrell, M. (2019). *Age-appropriate transition assessment toolkit*. Retrieved 16 October 2019, from <https://www.transitionta.org/system/files/tool>