WELCOME!

• Today’s webinar will begin shortly.

• Options to consider for improving your experience:
  • Use 🎤 to turn on live captions if needed AND personalize captions using gear icon at bottom right (next to closed caption icon 🎤).
  • Use 🎯 to ask questions.

• Today’s PowerPoint can be found at bit.ly/AZsecondarytransition1

• If you experience any technical issues, notify us by email at ESSTransition@azed.gov
Transition Assessments for Students with Complex Support Needs

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION
Today’s Agenda

- Brief overview of the Transition Planning Process
  - Students with Complex Support Needs
- DSCVR Framework for Transition Assessments
- Best practices for developing Measurable Postsecondary Goals (MPGs)
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 - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- “Multiple” systems - always
Meaningful Day for Students with Complex Support Needs

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- purposeful and meaningful work;
- substantial and sustained opportunity for optimal health;
- self-empowerment and personalized relationships;
- skill development and/or maintenance; and
- employment, educational, social, and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes.
What Makes Life Meaningful?

- Family & friends
- Employment (money & self-worth)
- Engagement in community
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
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
The Transition Planning Process

STEP 1: Assessment
- Identify student:
  * Interests
  * Preferences
  * Strengths
  * Needs

- Identify effective predictors & practices for:
  * Activities
  * Courses of Study
  * Annual IEP Goals

STEP 2: Postsecondary Goals
- MPG areas should be based on age-appropriate assessments:
  * Education/Training
  * Employment
  * Independent Living (as appropriate)

STEP 3: Instruction & Services
Step 1 – DSCVR Framework

1. Determining What to Assess
2. Selecting Appropriate Assessments
3. Conducting the Assessments
4. Viewing & Analyzing the Results
5. Results-driven Decisions

(Teaching Exceptional Children, 2015, p. 301)
Determining What to Assess?

The process should help the team determine:

- Where is the student presently?
- Where is the student going?
- How does the student get there?

Assessments should help the student determine:

- Who am I?
- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are the main barriers to getting what I want?
- What are my options?

(Walker et al., n.d.)
<table>
<thead>
<tr>
<th>General Transition Areas/Skills</th>
<th>Functional Life Skills &amp; Functional Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Interests, Awareness, Skills</td>
<td>Physical/Mobility</td>
</tr>
<tr>
<td>Preferences &amp; Interests</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>Leisure &amp; Social Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Medical &amp; Health</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Special Skills/Interests</td>
</tr>
</tbody>
</table>
## Selecting Appropriate Assessments

### Informal Assessments
- Informal interviews
  - Student, Parent, Teacher, etc.
- Interest inventories
- Related services & nurse’s files
- Situational assessments
- Person-centered planning notes
- Grades/Transcripts
- SETT (AT selection process)
- Outcome(s) for STEP 3

### Formal Assessments
- Achievement tests
- Intellectual functioning assessment
- Adaptive behavior scales
- Aptitude tests (Accuplacer/ASVAB)
- Temperament inventories
- Self-determination scales
- Pre-vocational/employability scales
- Personality & preference tests
- Career development measures

### Assessment Examples (NOT an exhaustive list)
Ideas to Get You Started...

Review existing documents and available information

ADE Secondary Transition Age-Appropriate Assessment Padlet
Conducting the Assessment

All DSCVR steps should be individualized.

Offer Accommodations
- Communication
- Physical
- Behavioral
- Learning

Use a Variety Of Strategies to Gather Information
- Observations (preferences)
- Hobbies
- Favorite academic activity
- Situational Assessment

Ask the Right Questions
- Ask parent to describe the student’s participation in an activity.
- What does the student’s day look like?

("Transition Tips | Transition Coalition," 2015)
Assessment Considerations for CSN

- Communication
  - Receptive and expressive
  - Augmentative communication
- Sensory needs
- Physical mobility
- Medical and Health

This Photo by Unknown Author is licensed under CC BY-SA
### Viewing & Analyzing the Results

<table>
<thead>
<tr>
<th></th>
<th><strong>Interests</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Expression of LIKES/WANTS</td>
</tr>
<tr>
<td></td>
<td>✓ Interest does not always mean preference or strength</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Preferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Requires ACTION/EFFORT from the student</td>
</tr>
<tr>
<td></td>
<td>✓ Were the activities accomplished?</td>
</tr>
<tr>
<td></td>
<td>✓ Was the coursework completed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Measure of HOW WELL the student does on the activities and coursework</td>
</tr>
<tr>
<td></td>
<td>✓ Basic skills needed to be a successful candidate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Limitation(s)</td>
</tr>
<tr>
<td></td>
<td>✓ Make it more difficult for the student to pursue the MPGs OR</td>
</tr>
<tr>
<td></td>
<td>✓ When addressed make MPG attainment possible</td>
</tr>
<tr>
<td></td>
<td>✓ (AT/Accommodations)</td>
</tr>
</tbody>
</table>
Needs Related to Secondary Transition

✓ Academic, functional, and/or behavioral needs

✓ Identify gaps that could interfere with the MPGs
  ❖ Can the skill be taught?
  ❖ Can skill development be accommodated?
Viewing & Analyzing the Results

- Employment
  - Interests
  - Preferences
  - Strengths

- Education/Training
  - Interests
  - Preferences
  - Strengths

- Independent Living
  - Interests
  - Preferences
  - Strengths

Needs
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.
DSCVR Framework

Determining What to Assess

Selecting Appropriate Assessments

Conducting the Assessments

Viewing & Analyzing the Results

Results-driven Decisions

(From Teaching Exceptional Children, 2015, p. 301)
The Transition Planning Process

STEP 1: Assessment
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STEP 2: Postsecondary Goals
- MPG areas should be based on age-appropriate assessments:
  - Education/Training
  - Employment
  - Independent Living (as appropriate)

STEP 3: Instruction & Services
Step 2 - Measurable Postsecondary Goals

1. Employment
2. Education/Training
3. Independent Living (as appropriate)

Follow the Sequence
# Measurable Postsecondary Goals

**Should**
- reflect high expectations; and
- reflect a “forward movement” instead of a “dead-end” approach

**Can**
- be “mixed”, considering the student’s stamina, endurance and ability level; and
- incorporate external supports

**May**
- initially be less specific, increasing in detail as the student approaches the end of high school; and
- change from year to year, sometimes slightly, sometimes drastically
MPG Considerations for CSN

- Identify family/caregiver activities
- Identify student skills
- How can those skills be used to participate in the environment of the family/caregiver activities?
- Identify tasks that are purposeful for the student and beneficial for the environment.
After graduation, Marky will provide music and story entertainment to others using assistive technology.

After graduation, Carl will assist others who are shopping by carrying packages.

Alice will assist in food preparation using her AT switch to control small appliances.

Jim will use his AAC device to communicate with customers in a retail store.
MPG Examples

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

**Education/Training**
- After high school, Josh will receive on-the-job training in retail environments.

**Independent Living**
- After high school, Josh will use his communication device to independently interact with the public.
The Transition Planning Process

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STEP 3: Instruction & Services
Using the Best Practice Rubric to Evaluate Transition Plans

Developed by ADE Secondary Transition Specialists

Based on NTACT best practices and ADE guide steps

<table>
<thead>
<tr>
<th>Component</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>Multiple assessments are listed; data clearly summarized where IPS are identified and aligned to each MPG</td>
<td>At least 1 of the following strategies are evident: Multiple assessments are listed; summarized with some alignment to each MPG</td>
<td>One or more assessment(s) are listed that aligns to each MPG</td>
<td>Assessments not mentioned; alignment of IPS missing for at least one MPG</td>
</tr>
<tr>
<td>MPG</td>
<td>All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student</td>
<td>At least 2 of the following strategies are evident: All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student</td>
<td>All MPGs are measurable (employment, education &amp; if appropriate IL MPG); all MPGs to take place post-secondary</td>
<td>At least one or more MPGs are not measurable; will not occur after high school; not based on IPS</td>
</tr>
</tbody>
</table>
Technical Assistance

We are inviting participants to send redacted IEPs to the email address below.

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

Age-Appropriate Assessments  Measurable Postsecondary Goals
Transition Activities  Courses of Study  Annual IEP Goals

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
Thank you for joining us!

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

Survey

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

Secondary Transition Team

Mailing Address:
1535 W. Jefferson St., Bin #24
Phoenix, AZ  85007
(602) 542-3855

Virtual Connection Information:
http://bit.ly/AZsecondarytransition1
ESSTransition@azed.gov
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)
