Taxonomy for Transition Programming 2.0

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Purpose of Our Work

Purpose

Improve student outcomes!
Purpose of Our Work

Process

Improve student outcomes by improving what we do!
What do I do now?
Flash Back to 1985

What to do?
What works ?????
Context for Improving Practice

Factors

- Federal policy (e.g., IDEA, WIOA)
- State and local policy
- Community
- **Effective practices**
Perspectives of Transition

• Narrow perspective
  – The “check box” ✓
  – Transition planning as a referral process
  – Focused on compliance

• Broad perspective
  – Transition planning encompasses all aspects of education
  – Focused on student outcomes
Questions

• How do we implement a broad perspective?

• What are the “interventions”? 
Using Models to Guide Practice

Conceptual Models  

Applied Models
Conceptual Models

• Will - 1984
• Halpern - 1985
• Edgar – 1987 or so
• And so on
• How to think about “it”
• Not what to do about “it”
What Are Effective Practices?

• What does research tell us are effective approaches?
• What do effective programs look like?
Taxonomy for Transition Programming 1.0

• 1992 – 1996
• 4 studies to develop the Taxonomy
  – Research analysis
  – Exemplary program analysis
  – Model project analysis
  – Three-phase structured conceptualization
• Used Peters’ and Heron’s criteria for evaluating “best practices”
• Field-based
Taxonomy for Transition Programming (1996)

- **Student Development**
  - Life skills instruction
  - Employment skills instruction
  - Career & vocational curricula
  - Structured work experience
  - Vocational assessment
  - Accommodations & support

- **Student-focused Planning**
  - IEP development
  - Student participation
  - Accommodations & planning strategies

- **Family Involvement**
  - Family training
  - Family involvement
  - Family-empowerment strategies

- **Interagency Collaboration**
  - Individual-level planning
  - Interorganizational framework
  - Collaborative service delivery
  - Organization-level planning
  - Human resource development

- **Program Structure and Attributes**
  - Program philosophy
  - Program policy
  - Strategic planning
  - Program evaluation
  - Resource allocation
  - Human resource development
School-to-Work Framework

• 1996 – 2000
• Emphasis on school to work transition
• Extensive lit review to add the current science
  – Kohler and Chapman_STW Lit Review_1999_complete
    (http://homepages.wmich.edu/~kohlerp/pdf/Lit%20Review%20on%20STW%20Transition.pdf)
The NTA Framework

- Student-Focused Planning and Development
- Career Pathways and Contextual Learning
- Family Involvement
- Business and Community Resources
- Structures and Policies

Effective practices ensure successful outcomes
The NTA Transition Practices Framework

- Student-Focused Planning and Development
- Career Pathways and Contextual Learning
- Family Involvement
- Business, Labor, and Community Involvement
- Structures and Policies

Effective practices ensure successful outcomes
Transition Practices Research

• Shift during 1999 – 2005

• How do we extend the research to practice?

• How do we continue to add the science?

• How do we facilitate *application* of the applied model?

• Developed tools for self-assessment and planning
Critical Interrelationship

Establishing transition education and services

Preparing students for the future

Developing individual student IEPs
Taxonomy for Transition Programming

- Student-Focused Planning
- Student Development
- Interagency Collaboration
- Family Involvement
- Program Structures
TAXONOMY FOR TRANSITION PROGRAMMING

Worksheet for Family Involvement Practices

New Mexico Summer Transition Institute
June 2003
goal: Increase student participation in their IEP.

- student and case manager will draft transition sections prior to IEP.
- transition survey will be collected two weeks prior to meeting.
Transition Practices Research

- 2006 – ongoing
- NSTTAC, NDPC-SD, NPSO and others
- Capacity building and local program improvement
- Continued knowledge development
- Ongoing reviews of the literature
- IES levels of evidence
- Correlational studies and specific interventions
Our Challenge Continues

How do we link what we’ve learned from transition research with practices in our schools and communities?
Transition Practices Research: NTACT Expanded Emphasis

- Academic interventions in relation to transition focused education
- Keeping kids in school
- Vocational rehabilitation
- Success in postsecondary education
- CTE and work-based education
Taxonomy for Transition Programming 2.0

Student-Focused Planning
- IEP Development
- Planning Strategies
- Student Participation

Student Development
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

Family Engagement
- Family Involvement
- Family Empowerment
- Family Preparation

Program Structures
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development & Allocation
- School Climate

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery
Taxonomy for Transition Programming 2.0

- Newly updated – April 2016
- Embeds EBPPs for
  - Dropout prevention
  - Family engagement
  - Graduation
  - Human resource allocation in schools
  - Instructional context
  - Rehabilitation
  - School climate
  - School scale up
  - Social, emotional, and life skills
  - Transition to postsecondary education and employment
Transition Practices Research

Macro Level

• Systems
• Programs
• “Generic” practices

Micro Level

• Specific interventions
Transition Practices Research

Macro Level

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Transition Practices Research

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Taxonomy 2.0

EBPPs on transitionta.org
Student-Focused Planning

- **Student-focused planning** = the process for developing a student’s IEP
Student Development

- **Student Development** = the “stuff” of the educational program
Interagency Collaboration

• **Interagency Collaboration** = the context for identifying and meeting student’s and families’ needs
Family Engagement

• **Family involvement** = thread that runs throughout transition education and services – provides relevance
Program Structures

- **Program structures** = provide the infrastructure that facilitates implementation of effective transition education and services
A Quest to Identify EBPPs

Professional Practice—Questions

- Program development and evaluation
- Research analysis
- Exemplary programs analysis
- Model programs analysis

Postsecondary Education

- Program outcomes
- Student satisfaction
- Using SSI work incentives

Secondary Education

Taxonomy for Transition Programming, Taxonomy 2.0
STW Framework

Related Areas
- Career development theories
- Career development practices
- Gender differences

Specific Practices
- Work-based education
- Occupational programs
- Post-school outcomes
- Counseling strategies
- Self-determination

Implementation
- Who does what?
- Collaboration
- System change
- Capacity building

Extending Research to Practice
- Influence local, state, and federal policy
- Foster program improvement
- Influence practice
- Prepare leaders

• Influence local, state, and federal policy
• Foster program improvement
• Influence practice
• Prepare leaders
Where Will Find the Taxonomy 2.0?

transitionprogramtool.org

• Benchmarks
• Reflective questions
• Indicators
• Example goals
• Example outputs
• Example outcomes
• Evaluation strategies
Thank You!

• June
• Catherine
• Jennifer Coyle
• Matt
• All the others listed in the references in your handout who generated knowledge
• All of you working to apply that knowledge
Questions?