Occupational Therapy Participation in Transition Services and Planning

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Learning Targets

- I can reflect on the purpose of Transition services.
- I can explain the necessary components of transition services and their relationship to each other.
- I can make meaningful contributions to the Transition components of an annual IEP.
Evolution

Expectations for people with disabilities have evolved over the years to meet the needs of society

Supported by changes in laws and policies designed to promote equal access and opportunity
Development and Revision of Workplace and Education Laws

- Public through policy changes and legislation
  - American Disabilities Act
  - Higher Education and Opportunity Act
  - Workforce Innovation and Opportunity Act
  - Employments First Initiative
  - Executive Orders 13163 & 13548
  - Campaign for Disability Employment
Revisions of IDEA

- 1975 – PL 94-142 EAHCA
  - Access and protection
- 1990 – IDEA
  - First time Transition is written into the law
- 1997 – IDEA Revised
  - Transition requirements are expanded
- 2004 – IDEIA
  - The word Improvement is built in to the name Individuals with Disabilities Education and Improvement ACT
The reauthorization of IDEA 2004 (Section 601(d)) states that **one** purpose of the law is:

(1A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living;
Transition Services
Transition Services- Defined

Defined as in Sec. 300.43

- Means a **coordinated set of activities** for a child with a disability that is designed to be a results oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to employment, continuing adult education, adult services, and independent living or community participation.

- Based on child’s individual needs and takes into account the child’s strengths, preferences and interests.
Transition Services

Beginning no later than the first IEP to be in effect by a student’s 16th birthday, the IEP must include Transition services.

INDICATOR 13

Documentation of Transition services has 8 mandatory components

100% of IEPs for youth 16 and above MUST have Transition services included
Action Planning

Transition services can be thought of as an “Action Plan”

Serves the purpose of

1. Setting goals for life after high school
2. Mapping out the steps that will reasonably enable the goals to be reached
Mandatory Components

The “Transition Action Plan” is a plan that is implemented during high school. It includes:

1. Goals for after HS – Measurable Postsecondary Goals
2. A Course of Study
3. Activities for exploration and skill development and Services such as specially designed instruction and related services.
4. Age-Appropriate Assessment which is the collection of evidence and artifacts that documents a student’s interests, preferences and strengths.
5. Evidence of student invitation to meetings
6. Involvement of outside agencies that may provide adult services
7. IEP Goals that support MPGs
8. Evidence that the MPGs have been updated annually as a result of the collection of evidence and artifacts (a.k.a. assessment)
Measurable Postsecondary Goals

A Measurable Postsecondary Goal (MPG) is a statement about what the student will do after high school.

- All youth are required to have an MPG in the area of Employment and Training/Education.
- For students with identified needs, a MPG should be developed in the area of Independent Living as well.
Some students maybe undecided but
- **It is best to choose 1 career goal to explore**
- Develop a course of study that aligns with the career goal
- Develop activities that help the student gain knowledge of the career
- Reflect at the upcoming IEP and refine the goal or revise based on performance in courses and reaction to activities
MPG for Education/Training

- Most careers or jobs have a defined career path
  - Some require on-the-job training
  - While others require vocational schooling and even apprenticeships
  - Some require a traditional college degree
  - And still others require training or internships even after completing college course work

The MPG for Education/Training should be a path to achieving their career goal
MPG for Independent Living

For students with adaptive delays
a MPG for Independent Living is required

- This is expected for students with Intellectual and Multiple disabilities as well as Autism.
- However, many students with high-incidence disabilities have difficulty with activities that will impact Independent Living Skills
Assessment

A Transition Plan includes information gained from **Age Appropriate Assessments** collected from a variety of sources including:

- **formal measures** (standardized tests) and
- **informal measures** (checklists, interview, observational data)

The **purpose of assessment** is to determine a students’ interests, preferences and strengths as they relate to their goals for after high school.
Common Tools

Assessment is an ONGOING PROCESS

Common Tools Include:

- Interviews
- Interest Inventories
- Parent Survey
- Grades
- Rubrics & Checklists
- Reports from Experts
- Aptitude Assessments
- Functional Vocational Assessments
OT Assessment tools

- Adolescent-Adult Sensory Profile
- BOT 2, Grooved Peg Board, Hand Tool Dexterity Test
- MOHO Pediatric Interest Profile, Modified Interest Profile
- SSI – School Setting Interview
- MVPT – TVPS
- SETT – Consideration of AT needs
Other Assessment Tools

- Adolescent Autonomy Checklist
- Ansel Casey Life Skills
- Life Skills Inventory
- C.I.T.E Learning Styles Instrument
- Environmental Job Assessment Measure
- Transition Health Care Checklist
- Individual Supports Assessment Form
- Field Hoffman Self-Determination Assessment Battery
- Personal Preference Indicator
Additional Resources

- Quick Book of Transition Assessments

- Transition to Adult Living in Pennsylvania

- Shenandoah Valley Regional Program
  [https://svrp.wordpress.com/](https://svrp.wordpress.com/)

- Autism Transition Tool Kit – Autism Awareness
Assessment Summary

- Traditional OT assessments can derive transition data
- Change focus of OT assessment for high school students to focus on identification of supports and strategies
- Choose tools that relate to the student’s career interest
- Find ways to extract transition data from the everyday activities of a student
- Record data from OT intervention and assessment in the Transition sections of the IEP.
Annual IEP Goals

Because the final years of an IEP must include a plan for after high school, it is important that Annual IEP Goals are supportive of a student’s Transition MPGs.

- Does not mean to write a transition goal
- IEP goals should be based on educational need but also have some bearing on transition
IEP Goal Connection

- One way to accomplish this is to consider writing goals with “set words”:
  - To assist John in reaching his Postsecondary Employment goal of working as an automotive mechanic, John will be able to convert standard units of measurement to metric units of measurement with 80% accuracy on 3 teacher-made tests of 20 questions.
  - In order for Sara to achieve her postsecondary goal of living alone in an apartment, Sarah will increase her reading Lexile score from 680 to 920 as assessed by Read 180 curriculum.
IEP Goal Connection

- *In order for Sam to achieve his Postsecondary goal of attending the Harley Davidson mechanic school, Sam will independently utilize a Live Scribe pen to acquire classroom notes on a daily basis for 6 consecutive weeks.*

- *In order for Kayla to participate in a postsecondary vocational training program at XYZ day center, Kayla will transition between activities with one visual prompt 100% of the time for 2 consecutive weeks.*
Transition Activities/Services

An effective Transition Plan will include relevant Transition Activities that will help the student (and family) explore and refine the MPG.

For example, if the student’s Employment goal is:

*After HS, I will attend a Day Program to participate in prevocational activities*

a cohesive Transition Plan might include an activity such as:

- Parents contacting the state division for Developmental Disabilities to acquire a list of local Day programs that offer prevocational training
Transition Activities/Services

Specially Designed Instruction and Related Services are considered *transition activities* as well.

For Example:
- Receive intensive reading instruction to improve comprehension
- Participate in speech language therapy to increase expressive language abilities
- Participate in occupational therapy to learn to use AT for note taking.
Course of Study

A compliant and comprehensive Transition Plan must include a **Course of Study** that will reasonably enable a student to achieve their MPGs.

- This is documented on the IEP by listing the courses the student **has taken, is taking or will take** and documenting the **connection between the class and students MPG**.

*For instance: “Jon is taking Life Skills classes that emphasize self-help skills and developing independent communication”*
A compliant Transition Plan must have documentation that the **student was invited to the IEP** when Transition is discussed.

This is captured by

1. including the student's name on the *Meeting Notice*
2. documenting the date the student was given a copy of the invitation
Outside Agency Participation

To help families and students make the community connections that will be needed after high school, it is important for the team to encourage Agency participation at the Transition IEP meeting.

If the school plans to invite an agency representation, **evidence of prior permission** from parents of the adult student is required.
Agencies

- Vocational Rehabilitation
- Division of Developmental Disabilities
- State Mental Health services
- Post-secondary Schools
- Health Care Providers
- Etc.
MPGs Updated Annually

Evidence is required to demonstrate MPGs are updated annually in response to ongoing, updated transition assessment data and planning.

- This is accomplished by MPGs becoming more refined and specific over time.

And

- Through evidence that assessment data is routinely updated.
  - *This can be captured by rolling forward assessment data from each year and indicating new dates of assessment.*
Questions - Comment
Student Example

SARA

S/P Cerebellar medulloblastoma resection age 9 – ATAXIA

• Good student, organized, persistent,
• understood her learning style,
• good in Math
• Difficulty with gross and fine motor control, decreased disability awareness, not socially engaged, decreased self-advocacy

Sophomore IEP

Measureable Postsecondary goal for Employment: Cake Decorator

Course of Study: Intro to Culinary Transition School to Work

Activities:
- Take a cake decorating class at a local craft store
- Participate in OT/PT ecological assessment to develop safety plan in Culinary class
- Receive instruction in disability awareness and self-advocacy

IEP Goal:
- In order for Sara to achieve her goal of being a cake decorator, she will be able to identify at least 3 personal safety precautions when working in a busy kitchen

Age-Appropriate Assessment
- Interest survey showing a desire to work in the hospitality field
- No data that cake decorating was an area of strength – this would be obtained from performance in culinary class

Student was invited

No agency reps but was being referred to Vocational Rehabilitation (VR)

Goal was the same as her Freshmen year but transition plan was updated
Student Example
SARA

OT/PT services: Ecological Assessment
Significant safety concerns identified:
- Not be able to use stove
- Not be able to put things away over head or below waist level
- Must stand at a table with wheels locked
- Should not walk on wet floors
- Should use an alternative chair instead of a stool

Reviewed the results with the student
- Sara agreed to safety recommendations but wanted to use the stool

Provided training to Culinary teacher about Ataxia and side affects

Educated student about the necessity of keeping physically active to maintain bone density

Provided written summary of Ecological assessment as documentation for annual IEP review
Student Example
SARA

S/P Cerebellar medulloblastoma resection age 9 – ATAXIA
- Good student, organized, persistent,
- understood her learning style,
- good in Math
- Difficulty with gross and fine motor control, decreased disability awareness, not socially engaged, decreased self-advocacy

Junior IEP

Measureable Postsecondary goal for Employment: Accountant

Course of Study: General Education Math
Core classes for college prep

Activities:
- Research education requirements for Accounting
- Participate in OT to explore AT for postsecondary education setting
- Visit the disability office of local community college to learn about accommodations

IEP Goal:
- In order for Sara to achieve her goal of being an accountant, she will identify 3 accommodations that are available at the university level.

Age-Appropriate Assessment
- OT/PT ecological assessment outlining safety concerns in busy kitchen showing that Cake Decorator would be difficult
- Course assessment and State Testing to show strength in Math

Student was invited
Parent gave permission and VR counselor was invited to meeting. VR supports new goal

Goal was updated based on assessment data
OT Activities in Transition

- Age-Appropriate Assessment
- Course of Study
- Transition Activities and Services
- IEP Goals
Age-Appropriate Assessment

- Assess student interests, sensory preferences, learning styles, leisure & recreation skills, and long-term health care needs using formal and informal measures.
- Determine functional capabilities and limitations relative to specific career choices.
- Task-analyze the critical attributes of a specific job including environment, skills and social demands.
- Documenting work-ready skills/behaviors: endurance, ability to use work tools, motor coordination, problem solving skills, ability to communicate, frustration tolerance, etc.
- Identify ways to collect meaningful data in natural environment.
- Document observations in a class or at a work site, trials in AT, OT assessment results in the transition section of IEP.
Transition Activities/Services

- Explore assistive technology and adaptive equipment to access postsecondary environments
- Develop therapeutic activities to build specific employment or independent living skills
- Develop student skills for disability management, self-determination and self-advocacy
- Connect student with community, work site, outside agencies, organizations and/or resources for adult living
- Facilitate functional communication, community mobility and environmental access
- Promote healthy leisure pursuits and recreational engagement
- Conduct an ecological evaluation of a future learning, living or work environment
- Identify modifications to promote independence
Course of Study

Support access to and participation in the general curriculum

- Advocate for inclusion in classroom and school activities
- Identify appropriate accommodations and/or modifications
- Identify assistive technology or adaptive equipment that will allow access and participation
- Provide disability specific training to educational and support staff
- Make classroom environment physically accessible
- Adapt instructional methods to align with students best mode of learning
- Extract and report data from participation in elective and CTE classes for transition assessment
Annual IEP Goals

- Collaborate to write goals that align with skills needed to achieve postsecondary goals
  - Developing self-determination skills
  - Facilitating problem solving skills for social situations, adult living, and physical access needs
  - Identifying coping skills and healthy recreational pursuits
  - Managing self-care and health related concerns at school and in the community
  - Instruction in community mobility, including public transportation
  - Learn to use assistive technology
Questions or Comments

Any additional questions?
Comments?
Ideas for upcoming webinars?